

## Section: Narratives - Needs Assessment

### Introduction

In accordance with the American Rescue Plan (ARP) Act and Pennsylvania Act 24 of 2021 (Act 24), the Pennsylvania Department of Education (PDE) will award approximately \$ 249,848,000 or five percent (5%) of Pennsylvania's ARP Elementary and Secondary School Education Relief (ESSER) State Reserve funds to school districts, charter schools and cyber charter schools (collectively, LEAs) = to implement evidence-based interventions that address learning loss in response to the academic, social, emotional and mental health needs of students and subgroups of students impacted by COVID-19 public health emergency that supplement school programs and activities.

Act 24 requires that LEAs, at a minimum, use the funds they are awarded under this subgrant in the following ways: .

### Percentage of LEA Allocation - Required Activities

**30% - To address the social, emotional and mental health needs of students**

**10% - To provide professional development and technical assistance to educators, school support staff, school leaders and school health professionals to address the social, emotional and mental health needs of students.**

**8% - To address reading remediation and improvement for students**

The remaining allocation may be used by the LEA to address and/or supplement other areas of learning loss caused by the pandemic.

Act 24 also requires that, when available, existing personnel shall be utilized by school districts, charter schools and cyber charter schools to staff programs and activities established with these grant funds.

Within 90 days of receipt of these allocations, school districts, charter schools and cyber charter schools must submit a three-part plan to PDE, that outlines the proposed use of the grant money, itemized by program and activity. This plan is part of a consolidated application that includes after-school programming, summer activities, and a comprehensive plan to address learning loss. The plan shall include:

- 1) A description of each program and activity
- 2) A narrative outlining the expected benefit of each program and activity
- 3) A budget for each program and activity detailing personnel and operating costs.

Through this grant application, LEAs will meet their requirement of developing a three-part plan, including describing their planned programming, a narrative outlining the expected benefit of each program and activity, as well as an overview of how the LEA determined the areas of need to be addressed, including the use of stakeholder feedback.

PDE has developed the Accelerated Learning Toolkit, a significant cadre of resources and trainings, to support LEAs in the development of their plans. The Accelerated Learning Toolkit can be found [Link to Accelerated Learning Toolkit](#).

**Needs Assessment:** In this section, LEAs are asked to describe the impact of the pandemic on their

students, examine disproportionate impacts on specific student groups, and highlight the LEA's promising practices in supporting student needs since March 2020.

### Indicators of Impact

1. Understanding the Impact of the COVID-19 Pandemic: Describe how the LEA has identified or will identify the extent of the impact of the COVID-19 pandemic on student learning and well-being. Specifically, what methods (i.e., collecting and analyzing data and information from focus groups, surveys, and local assessment results) were used or will be used to identify and measure impacts in four key areas: (1) Social and Emotional Learning, (2) Professional Development needs to support Social and Emotional Learning, (3) Reading Remediation and Improvement for Students, and (4) Other areas of Learning Loss?

	<b>Method used to Understand Each Type of Impact</b>
<b>Social and Emotional Learning</b>	With regard to our students, we are implementing the PASS screener in our 4 school buildings this year. The PASS is a researched based tool that proactively identifies and addresses social and emotional barriers to learning at the school, group and individual levels. Using this data, we can then provide whole group, small group and individual interventions to address needs.
<b>Professional Development for Social and Emotional Learning</b>	We will examine larger studies in the area of PD for social and emotional learning to realize the impact of the pandemic on educators, generally. Locally, we we develop and administer surveys to educators to determine the impact of the pandemic on this area for our district, specifically. Using this information, we will partner with local SEL providers to provide support to teachers for their personal social, emotional and mental health needs, as well as, that of students. Additionally, as part of this partnership with local SEL providers, we will also train parents so they are aware of the programs we are running in schools and can also practice mindfulness with their students at home and better support their social, emotional and mental health needs outside of school.
<b>Reading Remediation and Improvement for Students</b>	In our primary elementary buiding we use Imagine Learning and Acadience Reading to assess students in the area of literacy. In our upper elementary school, we use Imagine Learning, STAR Reading, and the ELA PSSAs to assess students in the area of reading. In our middle school, we use STAR Reading, and the ELA PSSAs to assess students in the area of reading. In our high school, we use USA Test Prep, and the ELA Keystone to assess students in the area of reading. For our special educaiton population, we also use System 44, Read 180, AIMSweb, and state assessments like PASA, PSSA and ELA keystones to assess students in the area of reading. For students in our ELDP program, we also use the WIDA. Through our MTSS, these results will be examined in conjunction with other current and historical data to realize a larger picture of the impact of the pandemic on reading instuction.

	<b>Method used to Understand Each Type of Impact</b>
<b>Other Learning Loss</b>	<p>As a result of the pandemic and students being educated remotely from their homes, we have found that students are also struggling with social awareness (identifying social cues, respecting others, understanding other points of view) and relationship skills (working cooperatively, managing emotions, addressing conflict). We are using the PASS to gather feedback and addressing SEL concerns through programming, however, we will look to address some of these other areas specifically through targeted programming with community partners and by hiring a social worker to work with individual students and small groups of students. Additionally, to address learning loss caused by the pandemic, we must adjust our curriculum across the district. We plan to purchase some tools, like EdInsight, which is a datawarehouse that will compile information we have about students and give us a wholeistic view of a student so that we can adjust curriculum, assessments and instruction to better fill in gaps and meet the needs of students as they recover from learning lost during the pandemic.</p>

**Documenting Disproportionate Impacts**

2. Identify the student groups in the LEA that faced particularly significant impacts from the pandemic in the areas of Social and Emotional Learning, Reading Remediation and Improvement, or any other areas of learning loss that the LEA will address with this funding source. For each, provide specific strategies that were used or will be used to identify and measure impacts.

<b>Student Group</b>	<b>Area of Impact</b>	<b>Provide specific strategies that were used or will be used to identify and measure impacts</b>
		<p>During the 20-21 school year, Northern Lehigh allowed all identified students with special needs to choose a learning model. Families could choose between attending four day in person with one day virtual or an all virtual asynchronous model. During this time teachers continued to progress monitor and adjust IEP's to meet the needs of the individual students. This data was used to determine eligibility for Covid</p>

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
Children with Disabilities	Reading Remediation and Improvement	<p>Compensatory Services and Extended School Year services, which were offered during the summer of 2021. Data and formal testing were completed within timelines if the parent made the student available. If a student was not made available, a record review was conducted within the timelines. In the 21-22 school year and beyond, progress monitoring, local assessments, state assessments and formal testing will be used to gauge the impact of the pandemic on this group of at-risk students.</p>
English Learners	Reading Remediation and Improvement	<p>During the 20-21 school year, teachers in our English Language Development Program (ELDP) reached out to individual English Language Learners (ELLs) and families of students who chose a virtual model of instruction to touch base, instruct students, and engage families. During the 21-22 school year, the ELDP teacher created and disseminated an English Language Instruction Plan (ELIP) for each Multilingual Learner (MLL) in our program. These documents provide WIDA scores and appropriate accommodations for instruction, assignments, assessments and other areas to help the student work towards becoming proficient in</p>

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
		<p>the English language and realize success in classes. Grades, local and state assessment data (especially the WIDA exam) and anecdotal data will be used to gauge the impact of the pandemic on this student group and to measure their progress.</p>
Children with Disabilities	Social and Emotional Learning	<p>For students who were already diagnosed with emotional disturbance, behavioral disorders, or mental illness, the pandemic only exaserbated their struggles. We will use data from the PASS universal screener to continue to monitor and address student need in this area. Additionally, we will evaluate SAP, S2SS, threat assessment, and other data to provide proactive and reactive measures to address SEL needs.</p>

**Section: Narratives - Learning Loss Program Questions**

**Learning Loss Program Questions:** In this section, LEAs are asked to describe the activities they have designed to support accelerated learning to combat learning loss caused by the COVID-19 pandemic for their students. Please use the following link to ensure that your calculated values below are equal to the values published on PDE's website. The file contains your LEA's MINIMUM required reserves for Learning Loss to address SEL, SEL PD, and Reading Improvement. [Click to download reserve amounts.](#)

\*LEA's can choose to spend MORE than the minimum required reserves for Learning Loss. Those values will be entered in the budget sections.

**Section 3a – Social and Emotional Learning:** As schools across the Commonwealth return to school, LEAs face increased challenges in addressing the mental health needs of their students and staff. LEAs are required to utilize **A MINIMUM of THIRTY PERCENT (30%)** of funding available through this grant application to support the Social and Emotional Learning of their students. In this section, LEAs are asked to describe the activities they have designed to address these needs. Please reference the SEL framework to assist in developing this plan.

3. Calculate 30% of LEA Allocation as the **MINIMUM REQUIRED RESERVE** for Social and Emotional Learning. *(Calculation will populate when you click the Save button)*
  - *This value will be needed in the corresponding budget section.*

	Total LEA Allocation	Multiply by 30% (.30)	Minimum Allocation for SEL
<b>Minimum 30% SEL Requirement</b>	163,816	30%	49,145

4. Describe the data sources the LEA is using to identify social and emotional needs of students and identify areas of strength and concerns in the learning environment.

Our school district will evaluate data from the PASS SEL screener, SWIS, discipline referrals, SAP referrals, number and types of mental health referrals for counseling, PAYS survey, threat assessment data, and other tools and sources to identify current and ongoing social, emotional and mental health needs. Areas of strength are that we have internal supports and external partners and services to address the needs of our students. Concerns are that students are partaking in at-risk behaviors like smoking, vaping, drugs and alcohol and also experiencing increased mental health issues like depression, anxiety, self-harm, emotional outbursts, frustration, anger, isolation and more. We will continue to put proactive measures in

place to address potential needs, as well as, react to issues that arise.

5. Program/Activities – Please describe the planned program activities and identify the type of activity and the number of students to be served by that activity.

Program Activity	Student Group	Type (Universal, Targeted, Intensive)	Number of Students Served
Character Strong	Children with Disabilities	Targeted	30
PASS Screener	Major Racial and Ethnic Groups	Universal	1,550
Social Worker	Children with Disabilities	Intensive	10
Social Worker	Students Experiencing Homelessness	Intensive	5
Social Worker	Children from Low-Income Families	Intensive	5

6. How will the LEA assess the success of the SEL program? Please identify the tool, frequency of use, and expected results.

Tool Used to Evaluate Success	Frequency of Use	Expected Results
PASS SEL Screener	2-3 times per year	The PASS allows us to proactively address and prevent social and emotional barriers to learning at both a school-wide and individual level. At the school level, PASS data can be used to inform our MTSS plan and assess the effectiveness of a school's existing SEL programs. The PASS Online Intervention Guide offers unique interventions that

Tool Used to Evaluate Success	Frequency of Use	Expected Results
		teachers can use to help students develop the skills they need to be successful.
Family Engagement Meetings (Elem)	Monthly	Jointly, our elementary schools host a monthly Family Engagement meeting. Agendas are built together by parents and building administrators. SEL programming will be discussed at these meetings to elicit feedback for proactive approaches and programs that could be put in place to address needs.
Coffee and Convo (Sec)	Monthly	Individually, our secondary schools host a monthly Coffee and Convo meeting. Agendas are built together by parents and building administrators. SEL programming will be discussed at these meetings to elicit feedback for proactive approaches and programs that could be put in place to address needs.

**Section 3b – Social and Emotional Learning Professional Development:** LEAs face increased challenges in addressing the mental health needs of their students and staff. LEAs are required to utilize **A MINIMUM OF TEN PERCENT (10%)** of funding available through this grant application to support professional development activities and technical assistance for educators, school support staff, school leaders and school health professionals to address the social, emotional and mental health needs of students. In this section, LEAs are asked to describe the activities they have designed to address these needs.

7. Calculate 10% of LEA Allocation as the **MINIMUM REQUIRED RESERVE** for Social and Emotional Learning Professional Development. (Calculation will populate when you click the Save button)
  - This value will be needed in the corresponding budget section.



	Total LEA Allocation	Multiply by 10% (.10)	Minimum Allocation for SEL PD
<b>Minimum 10% SEL PD Requirement</b>	163,816	10%	16,382

8. Describe the planned professional development activities and how the activity will ensure that teachers/staff are equipped with training/support on the following:
- Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;
  - Identifying signs of possible mental health issues and providing culturally relevant support;
  - Motivating students that have been disengaged;
  - Mentoring students who have attendance issues before it becomes a pattern;
  - Self-care and mindfulness strategies for teachers;
  - Engaging and communicating effectively with parents;
  - Working with community agencies to address non-academic needs.

Professional Development Activity	Number of Staff Involved	Type of Staff Involved (Teacher, Counselor, Support Staff, Admin, Other)	Provider – Who will present the professional development	Is the provider an internal staff member or an outside contractor?	Brief Description of the Planned Activity
e. Self-care and mindfulness strategies for teachers;	250	Other	NLSD Admin	Internal Staff	Book study
c. Motivating students that have been disengaged;	4	Teacher	Catalyst Adventure Learning	External Contractor	Using Adventure and Experiential Learning to Build Connection and Culture in the Classroom retreat.
					We will hold quarterly professional development sessions for

Professional Development Activity	Number of Staff Involved	Type of Staff Involved (Teacher, Counselor, Support Staff, Admin, Other)	Provider – Who will present the professional development	Is the provider an internal staff member or an outside contractor?	Brief Description of the Planned Activity
a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;	130	Teacher	TBD	External Contractor	teachers that both address their social, emotional and mental health but also provide them a skill to walk away with that they can use in their classrooms to respond to trauma that students experienced as a result of going through a pandemic.

9. How will the LEA assess the success of the SEL professional development? Please identify the tool, frequency of use, and expected results.

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Exit Tickets	At the end of each professional development session	Exit tickets will provide feedback as to the learning the occurred, practical use of the information provided and the need for additional training.

**Section 3c - Reading Improvement for Students:**

LEA allocations in Reading improvement should be used to increase the best practice in the implementation of research-based reading instruction and acceleration. As schools are planning the most effective use for this 8% set aside for reading instruction and acceleration, they should contemplate the use of structured literacy (also known as Science of Literacy) to develop reading instruction and remediation. Please reference the Structured Literacy framework to assist in developing this plan [LINK](#)

**NEEDED**

LEAs are required to utilize **A MINIMUM of EIGHT PERCENT (8%)** of their ARP-ESSER allocation for research-based reading instruction. In this section, describe the course of action to remediate and improve reading gaps through research-based practices.

10. Calculate 8% of LEA Allocation as the **MINIMUM REQUIRED RESERVE** for Reading Improvement for Students. (Calculation will populate when you click the Save button)

- This value will be needed in the corresponding budget section.

	Total LEA Allocation	Multiply by 8% (.08)	Minimum Allocation for Reading Improvement
<b>Minimum 8% Reading Improvement Requirement</b>	163,816	8%	13,105

11. What local assessments were used to determine the need to address learning loss in the area of reading? For which specific groups of students was this need evidenced? What were the findings?

Acadience Reading (K-2)Imagine Learning (K-6)STAR Reading (3-8)USA Test Prep (9-12)

12. Does your data indicate that at-risk readers are making at least a year's worth of growth or more in one school year? \*Please consider both state PVAAS data and local assessment data

No

Please explain:

The latest PVAAS data that is available is from 2019. Although certain grades were in the green (met) or blue (above) the one year's worth of growth expected, results show that across grades 4-8, we were in the yellow (below) in ELA. The same is true of our 3-year average. In certain grades we were in the green (met), light blue (above) and dark blue (well above), however, across grades 4-8 shows that we were in the red (well below) in ELA. This demonstrates that we did have at-risk readers who did not make a year's worth of growth in one year and for a historical look back of a three year period too.

13. Has the LEA used structured literacy and/or provided training for K-4, ESL, and Special Education teachers in structured literacy?

Yes

If so, please identify the training, grade level, and number of teachers involved.

Training	Grade Level / ESL / Special Education	Number of Teachers Trained
Read 180/System 44	Special Education	10
Hegerty Phonemic Awareness	K-2	20
LETRS	K-2	23

14. Describe the evidence-based instructional intervention(s) that address the identified needs of students most disproportionately impacted.

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Hegerty Phonemic Awareness	Children from Low-Income Families	320	This program provides students with consistent and repeated instruction that helps them develop decoding and encoding skills
Read 180	Children with Disabilities	140	This program provides personalize instruction to help accelerate reading success by engaging students and ensurig the mastery of critical reading skills.
			This program is a foundational reading

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
System 44	Children with Disabilities	100	program designed to support hte most challenged struggling readers.

15. How will the LEA assess the success of the literacy program? Please identify the tool, frequency of use, and expected results.

Tool Used to Evaluate Success	Frequency of Use	Expected Results
CLIU 21 TaC Staff	Quarterly	We have contracted with CLIU21 to have a TaC staff member who specializes in reading intervention and literacy observe teachers teaching lessons and provide feedback with regard to fidelity. She is doing this with Hegerty and LETRS.
Read 180/System 44 Assessments	As per program	We hope to see that students are making at least a year's worth of growth if not more in the area of reading.

**Section 3d - Other Learning Loss Activities:** LEAs are permitted to utilize the remainder of their allocation to support and/or supplement additional efforts being implemented to combat learning loss caused by the COVID-19 pandemic. Please use this section to describe those efforts.

\*This value can be **UP TO 52%** of the total allocation, if minimum values were used for other reserves.

16. Calculate 52% of the remaining LEA Allocation **AS A MAXIMUM** amount to fund Other Learning Loss Activities. (Calculation will populate when you click the Save button)

	<b>Total LEA Allocation</b>	<b>Multiply by 52% (.52)</b>	<b>Maximum Allocation for Other Learning</b>
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			<b>Loss Activities</b>
<b>52% Other Learning Loss Activities</b>	163,816	52%	85,184

17. Describe the evidence-based instructional intervention(s) that address the identified needs of students most disproportionately impacted.

<b>Intervention</b>	<b>Student Group</b>	<b>Number of Students Receiving Intervention</b>	<b>Brief Description of Intervention</b>
Social Worker	Children with Disabilities	25	We have contracted with a social worker to provide support to students who need it in the area of SEL

18. How will the LEA assess the success of the learning loss activities? Please identify the tool, frequency of use, and expected results.

<b>Tool Used to Evaluate Success</b>	<b>Frequency of Use</b>	<b>Expected Results</b>
EdInsight	Ongoing	EdInsight is a full-featured, web-based graphical software that makes it easy for educators to assess a need for response to intervention, identify and tier at-risk students, assign interventions, monitor progress, and report on intervention effectiveness. We will be using this with all students to get a wholistic view of their progress. It will allow us to adjust curriculum, assessment and instruction to meet the needs of our students more appropriately.

**Section: Budget - Social and Emotional Learning Budget**

Social and Emotional Learning Budget

**Budget**

\$163,816.00

**Allocation**

\$163,816.00

**Budget Over(Under) Allocation**

\$0.00

Enter your calculated value for the 30% Social and Emotional Learning set aside requirement. (Round Up to the whole dollar)

49,145

Budget Summary

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	600 - Supplies	\$9,090.00	PASS Test as a universal screener for Social emotional and mental health support for students
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$20,000.00	Social Worker Salary
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$17,156.60	Social Worker Benefits
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$2,898.40	Zones of Regulations Character Strong curriculum for social emotional and mental health and character development
		<b>\$49,145.00</b>	

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**Section: Budget - Social and Emotional Learning Professional Development Budget**

Social and Emotional Learning Professional Development Budget

**Budget**

\$163,816.00

**Allocation**

\$163,816.00

**Budget Over(Under) Allocation**

\$0.00

Enter your calculated value for the 10% Social and Emotional Learning Professional Development set aside requirement. (Round Up to the whole dollar)

16,382

Budget Summary

Function	Object	Amount	Description
2200 - Staff Support Services	600 - Supplies	\$3,000.00	Zen Dens a room for teaching staff for social and emotional mental health
2200 - Staff Support Services	600 - Supplies	\$7,500.00	Educator Wellness Books books for teachers to support their social emotional and mental health
2200 - Staff Support Services	600 - Supplies	\$1,200.00	Quarterly Events quarterly teacher wellness activities with a focus on social emotional and mental health
			Camp Fowler professional development for social

<b>Function</b>	<b>Object</b>	<b>Amount</b>	<b>Description</b>
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$4,682.00	emotional and mental health. Training of staff members on intervention and supports for our staff; train the trainer program
		<b>\$16,382.00</b>	

**Section: Budget - Reading Improvement Budget**

Reading Improvement Budget

**Budget**

\$163,816.00

**Allocation**

\$163,816.00

**Budget Over(Under) Allocation**

\$0.00

Enter your calculated value for the 8% Reading Improvement set aside requirement. (Round Up to the whole dollar)

13,105

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$4,200.00	Replacement of library books due to loss or damage during material exchange for remote learning
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$100.00	Hegerty Phonics digital videos to support phonemic awareness
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$4,170.00	Rise is a comprehensive curriculum with interventions to support literacy at the primary grades
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$850.00	Nifty Fifty are books for Tier I classroom based literacy intervention

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$3,785.00	Age appropriate high interest novels for middle level learners to increase literacy engagement
		<b>\$13,105.00</b>	

**Section: Budget - Other Learning Loss Expenditures**

**Learning Loss Budget**

Calculate the remaining LEA Allocation amount to fund Other Learning Loss Activities. Please enter **Budget Totals** from the **SEL, SEL PD, and Reading Improvement budget sections** to determine what funds are remaining for Other Learning Loss Activities. Click Save to calculate the value, and then this budget section Total should be equal this amount. (Calculation will populate when you click the Save button)

	Total LEA Allocation	30% SEL Budgeted Value	10% SEL PD Budgeted Value	8% Reading Improvement Budgeted Value	Remaining Allocation for Other Learning Loss Activities
<b>Other Learning Loss Activities Amount</b>	163,816	49,145	16,382	13,105	85,184

**Learning Loss Expenditures**

**Budget**

\$163,816.00

**Allocation**

\$163,816.00

**Budget Over(Under) Allocation**

\$0.00

Budget Overview

Function	Object	Amount	Description
2800 - Central Support Services	600 - Supplies	\$3,000.00	Projector and screen to use in outdoor learning space
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$20,000.00	Social Worker

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$10,090.00	Social Worker Benefits
2800 - Central Support Services	600 - Supplies	\$15,744.00	Lightspeed Classroom used to monitor students computers for online learning
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$31,350.00	EdInsight curriculum development and data monitoring tool
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$5,000.00	Zearn mathematics curriculum for elementary learners
		<b>\$85,184.00</b>	

**Section: Budget - Budget Summary**

**BUDGET OVERVIEW**

**Budget**  
 \$163,816.00  
**Allocation**  
 \$163,816.00

**Budget Over(Under) Allocation**  
 \$0.00

**BUDGET SUMMARY**

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1000 Instruction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$21,003.40	\$0.00	\$21,003.40
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1300 CAREER AND TECHNICAL EDUCATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1400 Other Instructional Programs – Elementary / Secondary	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1600 * ADULT EDUCATION PROGRAMS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1700 Higher								

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
Education Programs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1800 Pre-K	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2000 SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2100 SUPPORT SERVICES – STUDENTS	\$40,000.00	\$27,246.60	\$0.00	\$0.00	\$0.00	\$9,090.00	\$0.00	\$76,336.60
2200 Staff Support Services	\$0.00	\$0.00	\$36,032.00	\$0.00	\$0.00	\$11,700.00	\$0.00	\$47,732.00
2300 SUPPORT SERVICES – ADMINISTRATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2400 Health Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2500 Business Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2600 Operation and Maintenance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2800 Central Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$18,744.00	\$0.00	\$18,744.00
3000 OPERATION OF NON-INSTRUCTIONAL SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3100 Food Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00



	<b>100 Salaries</b>	<b>200 Benefits</b>	<b>300 Purchased Professional and Technical Services</b>	<b>400 Purchased Property Services</b>	<b>500 Other Purchased Services</b>	<b>600 Supplies 800 Dues and Fees</b>	<b>700 Property</b>	<b>Totals</b>
<b>3200 Student Activities</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3300 Community Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	<b>\$40,000.00</b>	<b>\$27,246.60</b>	<b>\$36,032.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$60,537.40</b>	<b>\$0.00</b>	<b>\$163,816.00</b>
<b>Approved Indirect Cost/Operational Rate: 0.0000</b>								<b>\$0.00</b>
<b>Final</b>								<b>\$163,816.00</b>