

## 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>                              | The district used building level student and faculty surveys to gauge social-emotional well-being along with guidance counselor, school social worker, and school psychologist input. Increased guidance and student assistance program (SAP) referrals caused concerns with SEMR. The district recently subscribed to an SEHM inventory tool which includes a student survey tool focused on social-emotional well-being along with program tools for supporting students. We expect to be provided a better understanding of student SEMR moving forward.  |
| <b>Professional Development for Social and Emotional Learning</b> | The district used building level faculty surveys to gauge an understanding of social-emotional well-being. Conversations with guidance counselor, school social worker, and school psychologist were also used to establish a baseline for the district. A review of existing programs and potential programs were also discussed. Various SEMR programs were researched with a focus on implementation expectations related to professional development. The district recently subscribed to an SEHM inventory tool which includes a student survey tool focused on social-emotional well-being along with program tools for supporting students. We expect to be provided a better understanding of student SEMR moving forward. We also plan to use a similar tool to better understand faculty and staff needs in this area. |
| <b>Reading Remediation and Improvement for Students</b>           | The district identified a significant reduction in face-to-face time with students in instruction during the past 18 months. This included remote learning and elimination of small group work. These factors have affected all students, but more so for those students with greater need. Based on faculty feedback additional resources for remediation and online learning are needed. Therefore, the district plans to update our current reading program to accommodate online resources and updated remedial tools. The district also added a reading specialist in Title I programs to provide additional support.   |
|   | The district used various performance data in addition to stakeholder  |

|                            | <b>Method used to Understand Each Type of Impact</b>  |
|----------------------------|---|
| <b>Other Learning Loss</b> | surveys to assess the academic impact of lost instructional time. Overall, there was no question that data showed a negative impact on academic growth. Data included iReady growth, PSSA and Keystone assessment scores, distinct grades, and student retention. Based on all data reviewed and stakeholder input the LEA feels lost instructional time had a negative impact on students. |

**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>  |
|-----------------------------------|-------------------------------------|--|
| Children from Low-Income Families | Reading Remediation and Improvement | The district used various performance data in addition to stakeholder surveys to assess the academic impact of lost instructional time. Data included iReady growth, PSSA and Keystone assessment scores, distinct grades, and student retention. The district will continue to monitor these sources and adjust programs and instruction as needed. |
| Children with Disabilities        | Other Areas of Learning Loss        | Students with disabilities have shown a variety of learning loss signs along with social and emotional concerns. The lack of continuity has possibly contributed the most based on faculty, counselors, and social worker feedback. These were identified through informal conversations and surveys.  |

**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> | 176,942              | 30%                   | 53,083                     |

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.

The district used building level student and faculty surveys to gauge social-emotional well-being along with guidance counselor, school social worker, and school psychologist input. Increased guidance and student assistance program (SAP) referrals caused concerns with SEMR. The district recently subscribed to an SEHM inventory tool which includes a student survey tool focused on social-emotional well-being along with program tools for supporting students. We expect to be provided a better understanding of student SEMR moving forward.

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 |
|--|-----------------------------------|---------------------------------------|---------------------------|
| Pupils Attitudes toward Self and School (PASS) | Children from Low-Income Families | Universal                             | 720                       |
| BOTVIN   | Children from Low-Income Families | Universal                             | 420                       |
| No Place for Hate                              | Major Racial and Ethnic Groups    | Universal                             | 500                       |

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  |
|--|------------------|---|
| Pupils Attitudes toward Self and School (PASS) | semi-annually    | The district expects to improve students attitudes toward Self and School by 5% from survey one to survey 2 |

**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> | 176,942              | 10%                   | 17,694                        |

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   |
|--|--------------------------|--|--|--|---|
| b. Identifying signs of possible mental health issues and providing culturally relevant support; | 70                       | Teacher  | Pupils Attitudes toward Self and School (PASS) Staff     | External Contractor  | Training on how to implement student surveys in Pupils Attitudes toward Self and School (PASS), interpret results, and use interventions resources. |
| b. Identifying signs of possible mental health issues and providing culturally relevant support; | 70                       | Teacher  | No Place for Hate  | External Contractor  | Training on engaging students and staff in dialogue and active learning on the topics of bias, bullying, inclusion and allyship that                |

| 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 |
|-----------------------------------|--------------------------|--|--|--|---|
|                                   |                          |  |  |  | matter most in the community.             |

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  |
|-------------------------------|------------------|---|
| District Developed Survey     | annually         | The professional development will provide all faculty, counselors, and administration to the Pupils Attitudes toward Self and School (PASS) and No Place for Hate Programs with the goal of providing tools and avenues for all groups to interact with students on SEMH needs. |

**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.

- 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> | 176,942              | 8%                   | 14,155                                     |

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?

All students in kindergarten through fifth grade use i-Ready as an online diagnostic assessment. The assessment helps teachers provide all students a path to proficiency and growth in reading and mathematics. Teachers utilize Fountas and Pinell and DIBELS testing to dig deeper to identify student needs. Students that are identified and require remediation often benefit from small group or individual instruction.

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:

i-Ready data shows that students are making considerable gains; however, we are not making a year for a year with every student. Teachers and support staff work with students, both individually and in small groups, to address learning loss and individual needs.

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 |
|----------|---------------------------------------|----------------------------|
|          |                                       |                            |



| Training       | Grade Level / ESL / Special Education | Number of Teachers Trained |
|----------------|---------------------------------------|----------------------------|
| Reading Wonder | K-6                                   | 30                         |

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   |
|--------------------------------|-----------------------------------|---|---|
| iReady                         | Children from Low-Income Families | 315                                       | All students are assessed using iReady to guide intervention strategies of district leadership and teacher groups.                                      |
| My Sidewalks on Reading Street | Children from Low-Income Families | 60  | This intervention is used with guided reading groups and allows to provide resources for students at varied levels and with specific learning deficits. |
| SRA Reading Mastery            | Children with Disabilities        | 30  | This intervention is used with children with disabilities that need a direct instruction approach/intervention.   |

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  |
|-------------------------------|------------------|---|
|                               |                  | This is an online assessment that is used to assess individual student knowledge of |

| Tool Used to Evaluate Success | Frequency of Use | Expected Results  |
|-------------------------------|------------------|---|
| iReady                        | 3 times per year | each reading component. The expectation is that students will achieve average annual growth at his or her grade and placement level based on their initial diagnostic score. Ultimately, students will meet a level of annual growth that puts students who are below grade level on a path toward proficiency. |

**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)

|   | Total LEA Allocation | Multiply by 52% (.52) | Maximum Allocation for Other Learning Loss Activities |
|---|----------------------|-----------------------|---|
| <b>52% Other Learning Loss Activities</b> | 176,942              | 52%                   | 92,010  |

17. 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   |
|--------------|---------------|---|---|
|              |               |   | The district will use additional allocations to add social worker services to implement |

| Intervention             | Student Group                     | Number of Students Receiving Intervention | Brief Description of Intervention   |
|--------------------------|-----------------------------------|---|---|
| Social Worker Counseling | Children from Low-Income Families | 60  | our new SEL program and provide additional counseling to students suffering from both learning loss and social emotional needs due to COVID-19. |

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

| Tool Used to Evaluate Success | Frequency of Use | Expected Results  |
|-------------------------------|------------------|---|
| PASS                          | 2                | The district will assess the success of these activities through the PASS assessment tool mentioned earlier twice a year. Through the additional social worker services and implementation of our SEL program the district expects to prepare students to overcome barriers preventing focussing on learning. Providing support and an environment for learning will hopefully allow students to focus on the other programs the district will be implementing through these funds. |

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

Social and Emotional Learning Budget

**Budget**

\$176,942.00

**Allocation**

\$176,942.00

**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)

53,083

Budget Summary

| Function   | Object  | Amount      | Description   |
|--|---|-------------|---|
| 1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY | 300 - Purchased Professional and Technical Services | \$12,540.00 | PASS program is a bi-annual SEL Assessment tool with supplied interventions.  |
| 1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY | 300 - Purchased Professional and Technical Services | \$12,000.00 | No Place for Hate is an SEL Program which will be used to engage students and staff in dialogue and active learning on the topics of bias, bullying, inclusion and allyship that matter most to your community. |
| 1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY | 300 - Purchased Professional and Technical Services | \$14,500.00 | PBIS - Positive Behavior Interventions and Supports, will be used to identify and support desired behaviors in the school setting grades  |

| Function   | Object  | Amount             | Description   |
|--|---|--------------------|---|
|  |   |                    | K-5.  |
| 1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY | 300 - Purchased Professional and Technical Services | \$14,043.00        | Botvin Life Skills and Trauma Skilled Schools Model will be used as SEL programs grades 6-12. |
|  |   | <b>\$53,083.00</b> |   |

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

Social and Emotional Learning Professional Development Budget

**Budget**

\$176,942.00

**Allocation**

\$176,942.00

**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)

17,694

Budget Summary

| Function   | Object  | Amount             | Description  |
|--|---|--------------------|--|
| 1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY | 300 - Purchased Professional and Technical Services | \$6,000.00         | Tier 2 PBIS Training   |
| 1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY | 300 - Purchased Professional and Technical Services | \$11,694.00        | Training for SEL and MH programs implemented by the district through 2024. |
|  |   | <b>\$17,694.00</b> |  |

**Section: Budget - Reading Improvement Budget**

Reading Improvement Budget

**Budget**

\$176,942.00

**Allocation**

\$176,942.00

**Budget Over(Under) Allocation**

\$0.00

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

14,155

Budget Summary

| Function   | Object         | Amount             | Description  |
|--|----------------|--------------------|--|
| 1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY | 600 - Supplies | \$14,155.00        | Updated reading program including reading intervention series and online learning resources. |
|  |                | <b>\$14,155.00</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> | 176,942              | 53,083                 | 17,694                    | 14,155                                | 92,010  |

**Learning Loss Expenditures**

**Budget**

\$176,942.00

**Allocation**

\$176,942.00

**Budget Over(Under) Allocation**

\$0.00

Budget Overview

| Function                      | Object         | Amount             | Description          |
|-------------------------------|----------------|--------------------|----------------------|
| 2200 - Staff Support Services | 100 - Salaries | \$92,010.00        | Social worker salary |
|                               |                | <b>\$92,010.00</b> |                      |



**Section: Budget - Budget Summary**

**BUDGET OVERVIEW**

**Budget**

\$176,942.00

**Allocation**

\$176,942.00

**Budget Over(Under) Allocation**

\$0.00

**BUDGET SUMMARY**

|  | 100<br>Salaries | 200<br>Benefits | 300<br>Purchased<br>Professional<br>and<br>Technical<br>Services | 400<br>Purchased<br>Property<br>Services | 500 Other<br>Purchased<br>Services | 600<br>Supplies<br>800<br>Dues<br>and<br>Fees | 700<br>Property | Totals      |
|--|-----------------|-----------------|--|--|------------------------------------|---|-----------------|-------------|
| 1000 Instruction   | \$0.00          | \$0.00          | \$0.00   | \$0.00                                   | \$0.00                             | \$0.00  | \$0.00          | \$0.00      |
| 1100 REGULAR<br>PROGRAMS –<br>ELEMENTARY /<br>SECONDARY                | \$0.00          | \$0.00          | \$70,777.00  | \$0.00                                   | \$0.00                             | \$14,155.00                                   | \$0.00          | \$84,932.00 |
| 1200 SPECIAL<br>PROGRAMS –<br>ELEMENTARY /<br>SECONDARY                | \$0.00          | \$0.00          | \$0.00   | \$0.00                                   | \$0.00                             | \$0.00  | \$0.00          | \$0.00      |
| 1300 CAREER<br>AND TECHNICAL<br>EDUCATION                              | \$0.00          | \$0.00          | \$0.00   | \$0.00                                   | \$0.00                             | \$0.00  | \$0.00          | \$0.00      |
| 1400 Other<br>Instructional<br>Programs –<br>Elementary /<br>Secondary | \$0.00          | \$0.00          | \$0.00   | \$0.00                                   | \$0.00                             | \$0.00  | \$0.00          | \$0.00      |
| 1600 * ADULT<br>EDUCATION<br>PROGRAMS                                  | \$0.00          | \$0.00          | \$0.00   | \$0.00                                   | \$0.00                             | \$0.00  | \$0.00          | \$0.00      |
| 1700 Higher  |                 |                 |  |  |                                    |   |                 |             |

|   | <b>100<br/>Salaries</b> | <b>200<br/>Benefits</b> | <b>300<br/>Purchased<br/>Professional<br/>and<br/>Technical<br/>Services</b> | <b>400<br/>Purchased<br/>Property<br/>Services</b> | <b>500 Other<br/>Purchased<br/>Services</b> | <b>600<br/>Supplies<br/>800<br/>Dues<br/>and<br/>Fees</b> | <b>700<br/>Property</b> | <b>Totals</b> |
|---|-------------------------|-------------------------|--|--|---|---|-------------------------|---------------|
| <b>Education Programs</b>                           | \$0.00                  | \$0.00                  | \$0.00   | \$0.00   | \$0.00                                      | \$0.00  | \$0.00                  | \$0.00        |
| <b>1800 Pre-K</b>                                   | \$0.00                  | \$0.00                  | \$0.00   | \$0.00   | \$0.00                                      | \$0.00  | \$0.00                  | \$0.00        |
| <b>2000 SUPPORT SERVICES</b>                        | \$0.00                  | \$0.00                  | \$0.00   | \$0.00   | \$0.00                                      | \$0.00  | \$0.00                  | \$0.00        |
| <b>2100 SUPPORT SERVICES – STUDENTS</b>             | \$0.00                  | \$0.00                  | \$0.00   | \$0.00   | \$0.00                                      | \$0.00  | \$0.00                  | \$0.00        |
| <b>2200 Staff Support Services</b>                  | \$92,010.00             | \$0.00                  | \$0.00   | \$0.00   | \$0.00                                      | \$0.00  | \$0.00                  | \$92,010.00   |
| <b>2300 SUPPORT SERVICES – ADMINISTRATION</b>       | \$0.00                  | \$0.00                  | \$0.00   | \$0.00   | \$0.00                                      | \$0.00  | \$0.00                  | \$0.00        |
| <b>2400 Health Support Services</b>                 | \$0.00                  | \$0.00                  | \$0.00   | \$0.00   | \$0.00                                      | \$0.00  | \$0.00                  | \$0.00        |
| <b>2500 Business Support Services</b>               | \$0.00                  | \$0.00                  | \$0.00   | \$0.00   | \$0.00                                      | \$0.00  | \$0.00                  | \$0.00        |
| <b>2600 Operation and Maintenance</b>               | \$0.00                  | \$0.00                  | \$0.00   | \$0.00   | \$0.00                                      | \$0.00  | \$0.00                  | \$0.00        |
| <b>2700 Student Transportation</b>                  | \$0.00                  | \$0.00                  | \$0.00   | \$0.00   | \$0.00                                      | \$0.00  | \$0.00                  | \$0.00        |
| <b>2800 Central Support Services</b>                | \$0.00                  | \$0.00                  | \$0.00   | \$0.00   | \$0.00                                      | \$0.00  | \$0.00                  | \$0.00        |
| <b>3000 OPERATION OF NON-INSTRUCTIONAL SERVICES</b> | \$0.00                  | \$0.00                  | \$0.00   | \$0.00   | \$0.00                                      | \$0.00  | \$0.00                  | \$0.00        |
| <b>3100 Food Services</b>                           | \$0.00                  | \$0.00                  | \$0.00   | \$0.00   | \$0.00                                      | \$0.00  | \$0.00                  | \$0.00        |

|   | <b>100<br/>Salaries</b> | <b>200<br/>Benefits</b> | <b>300<br/>Purchased<br/>Professional<br/>and<br/>Technical<br/>Services</b> | <b>400<br/>Purchased<br/>Property<br/>Services</b> | <b>500 Other<br/>Purchased<br/>Services</b> | <b>600<br/>Supplies<br/>800<br/>Dues<br/>and<br/>Fees</b> | <b>700<br/>Property</b> | <b>Totals</b>       |
|---|-------------------------|-------------------------|--|--|---|---|-------------------------|---------------------|
| <b>3200 Student<br/>Activities</b>  | \$0.00                  | \$0.00                  | \$0.00   | \$0.00   | \$0.00                                      | \$0.00  | \$0.00                  | \$0.00              |
| <b>3300 Community<br/>Services</b>  | \$0.00                  | \$0.00                  | \$0.00   | \$0.00   | \$0.00                                      | \$0.00  | \$0.00                  | \$0.00              |
| <b>4000 FACILITIES<br/>ACQUISITION,<br/>CONSTRUCTION<br/>AND<br/>IMPROVEMENT<br/>SERVICES</b> | \$0.00                  | \$0.00                  | \$0.00   | \$0.00   | \$0.00                                      | \$0.00  | \$0.00                  | \$0.00              |
|   | <b>\$92,010.00</b>      | <b>\$0.00</b>           | <b>\$70,777.00</b>   | <b>\$0.00</b>                                      | <b>\$0.00</b>                               | <b>\$14,155.00</b>  | <b>\$0.00</b>           | <b>\$176,942.00</b> |
| <b>Approved Indirect Cost/Operational Rate: 0.0000</b>  |                         |                         |  |  |   |   |                         | <b>\$0.00</b>       |
| <b>Final</b>  |                         |                         |  |  |   |   |                         | <b>\$176,942.00</b> |