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?

	Method used to Understand Each Type of Impact
Social and Emotional Learning	The Laurel School District collect and analyze data on social and emotional learning/needs through focus groups and teacher anecdote. The guidance personnel will have focus groups with representative students reflecting the composition of the student body. Classroom teachers will also be able to provide anecdotal information. Based upon the collection of data, the district will be able to provide global support for social and emotional learning through the implementation of positive behavior support and targeted support for social emotional learning through the Lion's Quest curriculum. The global support of PBS and the targeted support of groups will be coordinated by guidance and pupil service personnel.
Professional Development for Social and Emotional Learning	The pupil services department and the guidance counselors and instructional staff will have professional development on schoolwide positive behavior support. Pupil service employees will also have training in the Lion's Quest program. Through SWPBS school personnel will be able to impact the social emotional learning/needs of the student body. By tracking the SWPBS Big 5 the administration will be able to identify group needs. Through the Lion's Quest program school personnel will be able to address targeted needs of specific student populations. Impact will be measured by the students entering groups and successfully exiting or continuing with group intervention to cope with the need.
Reading Remediation and Improvement for Students	The Laurel SD will identify students in need of reading remediation and improvement. Through in-house diagnostic testing targeted students will be identified for remediation and improvement. The needs of the students will be addressed by a team led by the Instructional Support Teacher who along with admnistration and other classroom teachers comprise the Instructional Support Team. Progress will be monitored monthly. Students will enter or exit the IST process based upon on-going diagnostic assessment.
Other Learning Loss	

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.

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
Children from Low-Income Families	Reading Remediation and Improvement	The Laurel SD will address reading loss and remediate. The district will use in house benchmarking and diagnostic tests to identify children from low-income families who are in need of reading remediation. The district will measure impacts through pre and post benchmarks/diagnostics relative to the delivery of the remediation.
Children with Disabilities	Reading Remediation and Improvement	The Laurel SD will address reading loss and remediate. The district will use in house benchmarking and diagnostic tests to identify children with disabilities who are in need of reading remediation. The district will measure impacts through pre and post benchmarks/diagnostics relative to the delivery of the remediation.

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
Minimum 30% SEL Requirement	80,248	30%	24,074

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 Laurel SD will use the student assistance program to identify social and emotional needs of the students and identify areas of strength and concerns in the learning environment. The school psychologist and district guidance counselors will utilize the team associated with the student assistance program to review referrals from the professional teaching staff. Based upon the content and severity of the referral an intervention will be suggested. The effectiveness of the intervention will be reviewed in subsequent meetings.

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
Student Assistance Program	Children from Low-Income Families	Universal	328
Student Assistance Program	Children with Disabilities	Universal	119

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
The student assistance program team members will meet and review the effectiveness of the interventions implemented for students referred to the program.	bi-weekly	The expected result of the social emotional program will be to identify, address, intervene/treat the needs of individual or small groups of students.

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

Minimum 10% SEL PD Requirement	80,248	10%	8,025

8. Describe the planned professional development activities and how the activity will ensure that teachers/staff are equipped with training/support on the following:
   a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;
   b. Identifying signs of possible mental health issues and providing culturally relevant support;
   c. Motivating students that have been disengaged;
   d. Mentoring students who have attendance issues before it becomes a pattern;
   e. Self-care and mindfulness strategies for teachers;
   f. Engaging and communicating effectively with parents;
   g. 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
a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;	3	Counselor	Pupil Svcs. Director	Internal Staff	The pupil services direction will provide training to the school psychologist and district guidance counselors on trauma related to COVID-19 and as clinicians, how should the district respond to that need.
					The pupil services director will provide training on the development of

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;	3	Admin	Pupil Svcs. Director	Internal Staff	culturally responsiveclinical skills vital to the effectiveness ofbehavioral health services. According to theU.S. Department of Health and HumanServices (HHS), cultural competence "refers tothe ability to honor and respect the beliefs,languages, interpersonal styles, and behaviors ofindividuals and families receiving services, aswell as staff members who are providing suchservices. Cultural competence is a dynamic,ongoing developmental process that requires along-term commitment and is achieved

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
					overtime." It has also beencalled "a set of behaviors, attitudes, and policiesthat enable a system, agency, or group ofprofessionals to work effectively in crosscultural situations."
					The pupil service director will guide the districtwide guidance counselors with effective strategies to engage students who have been disengaged. Finding it hard to know where to start the activity: This is particularly common in written tasks e.g. "Write what you did on the weekend" is too broad a task. Give more specific

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
					parameters such as "What did you do on Saturday morning?" In Secondary it may be to choose a chronic disease to research and you may need to give them a choice of two diseases.v Processing time: Give them time to process your questions (verbal and written response). It can take students up to a minute to formulate the answer in the correct sequence. If you rush them they often stop engaging.v Limiting choices: To choose a topic, children require problem solving skills. For many children who are not engaging there are too many

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
c. Motivating students that have been disengaged;	3	Counselor	Pupil Svcs. Director	Internal Staff	choices of topics or materials to research, internet sites to visit etc. Giving them specific topics, websites, chapters in books (rather than "Use your health book" etc.) may help them engage and complete work. For younger students, when they are given a choice of readers they tend to choose the same book or topic or interest area. You may need to get them to take one book they choose and one book you choose.v Knowing how much is required: They may not be aware of how much information they need and therefore may

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
					not complete the work. Tell them the expectations up front e.g. one page of writing, 100 words, two pictures etc.v Break down work into small segments: Cut worksheets up, highlight in different colours, cover with a blank sheet, break assignments into what needs to be done each week or each night. Adapt the task to be more achievable for this student's needs – set them up for success. Better to do more smaller successful tasks than nothing.v Strategies for mistakes: Some student's fear of failure will stop them from actually attempting work. Ensure

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
					students learn that making mistakes is part of the learning process and you would like to see them attempt work even if it's not correct. It is very important for these students that you do not correct mistakes. Instead encourage them for work completed. Please note that these students need to be taught what to do if they make a mistake. Teach them to cross out neatly, to use an eraser, have a spare worksheet if theirs gets ruined, but often allowing them to do work on the computer will motivate them. On a computer mistakes can be erased

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
					without anyone knowing and spelling mistakes are highlighted so students can correct before they hand work in.
d. Mentoring students who have attendance issues before it becomes a pattern;	3	Admin	Principals	Internal Staff	The building level administration will provide mentoring for students who have attendance issues before it becomes a pattern. The administration will mirror a check and connect program with students who may be an attendance risk.
					The superintendent will explore effective strategies with the staff including but not limited to: Get creative:KnitQuil

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;	1	Admin	Superintendent	Internal Staff	tDrawPlay air guitarBake cookiesSingConnect with others to fill your tank:Share projects with fellow teachersMake positive phone calls to parentsSpend time with loved onesSpend time with animalsGive back to your community by volunteeringLook for the positive and hang on to it for a rainy day:Keep a folder of kind notes or feedback from students and familiesKeep a notebook of inspirational quotesRecord something positive each day in your journalChill - here were some of your favorite ways to just unwind:Watch a mindless TV

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
					showTake a hot bathReadListen to musicMeditateTake the scenic route homeEat chocolateGet your body moving: RunDanceYoga CrossfitGo for a walkEveryone's self-care may look a little different, and there's no single way to take good care of yourself. Try some different strategies until you have a full toolbox: something that energizes you, something that helps you unwind, something that helps you manage when you're having a hard time. Finally, encourage students to do the same. Self-care helps us sustain as teachers and as learners.

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
f. Engaging and communicating effectively with parents;	1	Admin	Superintendent	Internal Staff	The superintendent will utilize districtwide phone calls, emails, videos, and the website in order to engage and communicate effectively with parents
g. Working with community agencies to address non-academic needs.	3	Admin	Angelus Svc.	External Contractor	The mission of Angelus is to help our clients find their way back to their whole selves. We focus on growth and healing through education, self exploration, and individual empowerment. Each client's journey is personalized to their own needs & learning styles and is driven by a collaborative treatment planning process. We understand that you come to us

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
					with a full history of experiences, both good and bad, and will help you work through these elements to identify and reach individual goals & needs.

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
A google form will accompany each training. The google form will evaluate the relevance of the training. Participants will fill out the form. Trainers will utilize the feedback to plan follow up.	Following each training	It is expected that by planning, participating and evaluating trainings, professional staff will be able to effectively instruct students who may be facing a variety of issues.

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
Minimum 8% Reading Improvement Requirement	80,248	8%	6,420

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?

The Laurel School District utilized the Study Island Benchmark Assessment, IXL Diagnostic assessment, and DIBELS to determine the need to address the learning loss in the area of reading. The specific groups that demonstrated need were children from low income families and children with identified disabilities.

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

Yes

Please explain:

PVAAS and local assessment data indicate that at-risk readers are making at least' one year's worth of growth in one school year. The pandemic has demonstrated through the data that students coming out of the 19-20 and 20-21 school years were not starting at grade level but were advancing a grade level during the instructional year.

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
LANGUAGE!	Special Education	3

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
Replace ELA curriculum with LANGUAGE!	Children with Disabilities	24	Students who qualify as a result of diagnostic assessments are placed into the LANGUAGE! curriculum. This intervention allows teachers to start where the student is at, often below grade level, and utilize a scripted program to increase literacy.

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
The LEA will utilize historical benchmark and diagnostic tests	tri-annually	It is the expected result that the literacy program advance all learners at least one grade level during the instructional year.

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
52% Other Learning Loss Activities	41,730	52%	21,700

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
Elementary Literacy Advisory Committee	Children from Low-Income Families	549	Develop instructional strategies for 90 minute ELA block
Elementary Literacy Advisory Committee	Children with Disabilities	549	Develop instructional strategies for 90 minute ELA block.

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
PSSA Performance Data	annually	It is the expected result that PSSA performance will improve. The district will be able to longitudinally track

Tool Used to Evaluate Success	Frequency of Use	Expected Results
		cohorts of students and measure their gain or loss as measured by the PSSA.

Section: Budget - Social and Emotional Learning Budget

Social and Emotional Learning Budget

Budget

$80,248.00
Allocation

$80,248.00

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)

24,074

Budget Summary

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	$23,274.00	Salary for School Psychologist/Guidance Counselors
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	$800.00	Lion's Quest
		$24,074.00	

Section: Budget - Social and Emotional Learning Professional Development Budget

Social and Emotional Learning Professional Development Budget

Budget

$80,248.00

Allocation

$80,248.00

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)

8,024

Budget Summary

Function	Object	Amount	Description
2000 - SUPPORT SERVICES	300 - Purchased Professional and Technical Services	$8,024.00	Registration for professional development
		$8,024.00	

Section: Budget - Reading Improvement Budget

Reading Improvement Budget

Budget

$80,248.00

Allocation

$80,248.00

Budget Over(Under) Allocation

$0.00

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

6,420

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	$6,420.00	Salaries for Elementary teachers for ELA
		$6,420.00	

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
Other Learning Loss Activities Amount	80,248	24,074	8,024	6,420	41,730

Learning Loss Expenditures

Budget

$80,248.00
Allocation

$80,248.00

Budget Over(Under) Allocation

$0.00

Budget Overview

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	$41,730.00	Elementary teacher salaries for development of ELA program to address learning loss
		$41,730.00	

Section: Budget - Budget Summary

BUDGET OVERVIEW

Budget

$80,248.00
Allocation

$80,248.00

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	$48,150.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$48,150.00
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	$8,024.00	$0.00	$0.00	$0.00	$0.00	$8,024.00
2100 SUPPORT SERVICES – STUDENTS	$23,274.00	$0.00	$800.00	$0.00	$0.00	$0.00	$0.00	$24,074.00
2200 Staff Support Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
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	$0.00	$0.00	$0.00
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

	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
3200 Student Activities	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3300 Community Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
	$71,424.00	$0.00	$8,824.00	$0.00	$0.00	$0.00	$0.00	$80,248.00
				Approved Indirect Cost/Operational Rate: 0.0000				$0.00
							Final	$80,248.00