

## **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
<b>Social and Emotional Learning</b>	Social Emotional and Mental Health SupportTo address our current social emotional needs of the Northeast Bradford School District our district's mental health team discussed the need to build upon our PBIS platform to strengthen the program throughout the district. Our needs include professional learning, growth of our tiered supports, as well as family engagement. Funds will be utilized to meet these needs. We also plan to build restorative practices into our PBIS framework in order to support continued growth of a preventative model. Anticipated Cost: \$31, 597This allocation will be used to support contracted hourly mental health professionals for students who are not currently being served by our current mental health supports.
<b>Professional Development for Social and Emotional Learning</b>	Professional Development for SEL: Trauma Informed and Restorative PracticesDistrict wide training for staff will support common language through our organization it will also encourage staff to engage more effectively in the process . As our students and staff experience more trauma associated with the pandemic, the need for training also increases. Anticipated Training Cost: \$10,532
	The Science of Literacy Northeast Bradford will support the training of all K-6 teachers in LETRS (Language Essentials for Teachers of Reading and Spelling).LETRS is a two-year professional learning series that provides teachers with knowledge and strategies to implement the Science of Reading. We will need funds to pay for the materials and online support necessary to complete this series.LETRS 3rd Edition Year 1 -Volume 1 Focus on Word RecognitionUnit 1 - The Challenge of Learning to Read.Unit 2 - The Speech Sounds of English: Phonetics, Phonology, and Phoneme AwarenessUnit 3 - Spellography for Teachers: How English Spelling WorksUnit 4: Advanced Decoding, Spelling, and Word Recognition Year 2 -Volume 2 Focus on Language Comprehension Unit 5: The Mighty Word: Oral Language and VocabularyUnit 6: Digging for Meaning: Understanding Reading ComprehensionUnit 7: Text-Driven

	Method used to Understand Each Type of Impact
<b>Reading Remediation and Improvement for Students</b>	<p>Comprehension Instruction Unit 8: The Reading-Writing Connection LETRS Units 1-8 Materials Bundle Estimated cost: \$17,556 Funds will come from Reading Support for the Science of Literacy with the remaining amount needed from the District Discretionary use for Learning Loss. Learning Loss Programming In addition to LETRS professional learning, Northeast Bradford School District has implemented a multi-tiered systems of support framework in K-6 and has begun to implement this in the 7-12 building as well. We believe that these supports will aid in mitigating learning loss due to the pandemic. The continuation of this at the elementary school and the growth of this at the junior-senior high school will require additional research-based instructional resources that can be purchased with these funds. The Northeast Bradford School District will support the training of ECRI (Enhanced Core Reading Instruction) for K-2 teachers. ECRI is a series of instructional routines and enhancements that makes a good reading program even more effective. Explicit instruction is used to improve student engagement and practice opportunities. In order to implement ECRI properly, the purchase of a core reading program in K-6 will be necessary. The cost of such a program for our school is approximately \$34,000.</p>
<b>Other Learning Loss</b>	<p>With the remaining funds, we will enhance our interventions currently in place by purchasing additional evidence-based intervention materials/kits/licenses for tier 2 and tier 3 instruction. Language Live Intervention Teacher Start-up Package X 2 @ \$1790 each = \$3580 Student Yearly Licence x 20 @ \$126 each = \$2,520 Rave-O Intervention Student Licence x 20 @ \$111 each = \$2220 Trans Math Intervention Student Kit x 10 @ \$150 each = \$1500 Teacher Kit x 3 @ \$359 each = \$1077 Spring Math Assessment/Intervention Student Licence x 250 @ \$10 each = \$2500 Acadience Math Assessment Student Licence x 340 @ \$1 each = \$340 Acadience Reading Assessment Student Licence x 340 @ \$1 each = \$340 NWEA MAP Assessment \$6000 Miscellaneous Instructional Materials and Supplies \$692</p>

### Documenting Disproportionate Impacts

- 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
		We will be using our data that

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	will be compiled from MAPS and Acadience to identify those students who are showing learning needs.
Children with Disabilities	Reading Remediation and Improvement	Like our students from Low Income families our data sources will assist our team i identification of students who are in need of tier 2 and tier 3 supports.

## 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>	105,324	30%	31,597

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.

We will be using our Early warning system (Ed Insight) as well as PBIS data to identify students who are showing behaviors that are consistent to the loss of learning and lack of social interaction. Also, we will use data from Acadience, MAP, as well as classroom data to determine which students are in need of academic supports.

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
Our intentions are to provide supports, such as outside counseling services, to students who are in need and are not currently served by our mental health services.	Children from Low-Income Families	Universal	647

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
Ed Insight	quarterly	Expected results will vary depending on the ability of our team to serve all students. The expectation will be to see a decrease in classroom outbursts and/or disruptions.

**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

	Total LEA Allocation	Multiply by 10% (.10)	Minimum Allocation for SEL PD
<b>Minimum 10% SEL PD Requirement</b>	10,532	10%	1,053

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
a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;	53	Teacher	IU17	External Contractor	Professional Development for SEL: Trauma Informed and Restorative Practices District wide training for staff will support common language through our organization it will also encourage staff to engage more effectively in the process . As our students and staff experience more trauma associated with

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
					the pandemic, the need for training also increases.
a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;	17	Support Staff	IU17	External Contractor	Professional Development for SEL: Trauma Informed and Restorative Practices District wide training for staff will support common language through our organization it will also encourage staff to engage more effectively in the process . As our students and staff experience more trauma associated with the pandemic, the need for training also increases.
e. Self-care and mindfulness strategies for	60	Other	IU17	External Contractor	We will provide a monthly focus on the wellness of each individual throughout the organization. This focus will be



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
teachers;					communicate d regularly and additional opportunity to engage in self-care will be provided to staff.

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
Staff input surveys	immediately following training, one month after training, three months after training	Staff will retain concepts presented
Classroom walk-throughs	Daily	Staff will implement the strategies learned in their daily practices (i.e. lesson plans).

### **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>	8,426	8%	674

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?

PVAAS Data, Acadience Data, Measures of Academic Progress (MAP) Data

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:

Our data inconsistently shows that our at-risk readers are making a year's worth of growth or more. If you consider growth rate as being a mean or above in order to indicate one year's worth of growth, currently some of our students in tiered intervention are, while others appear to need more support.

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
LETRS 3rd Edition Year 1 - Volume 1 Focus on Word Recognition Unit 1 - The Challenge of Learning to Read. Unit 2 - The Speech Sounds of English: Phonetics, Phonology, and Phoneme Awareness Unit 3 - S	K-6 including ESL and Special Education	27

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
LETRS	Children from Low-Income Families	327	LETRS is a two-year professional learning series that provides teachers with knowledge and strategies to implement the Science of Reading.

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
Acadience Data	3X per year	Students will show growth that is well above mean if they are in intervention, and at least at mean if they are not considered to be in need of intervention.
		Students will show growth that is well above mean if they are

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Measures of Academic Progress	3X per year	in intervention, and at least at mean if they are not considered to be in need of intervention.

**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>	105,324	52%	54,768

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
ECRI (Enhanced Core Reading Instruction)	Children from Low-Income Families	120	A multi-tiered program (Tier 1 and Tier 2) featuring a series of teaching routines designed to increase the efficiency and effectiveness of reading instruction in kindergarten, first and second grade

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Rave-O Intervention	Children from Low-Income Families	60	A small-group, evidence-based literacy intervention curriculum for students in grades 2–4, which empowers them to read text deeply to build new knowledge, develop new ideas, and reach new levels of reading achievement.
Passport Reading Program	Children from Low-Income Families	20	A comprehensive intervention is designed for students who need support outside of the core reading curriculum.
Spring Math Assessment/Intervention	Children from Low-Income Families	120	A comprehensive RtI system that includes screening, progress monitoring, class-wide and individual math intervention, and implementation and decision-making support.
Trans Math Intervention	Children from Low-Income Families	10	A comprehensive math intervention curriculum that targets middle and high school students who lack the foundational skills necessary for entry into algebra and/or who are two or more years below grade level in math

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Language Live	Children from Low-Income Families	20	A comprehensive literacy intervention for struggling students in grades 5–12. With a blended approach, LANGUAGE! Live’s instruction reinforces the literacy foundations students need while strategically using authentic text to engage and accelerate them to grade-level proficiency.
LETRS	Children from Low-Income Families		LETRS is a two-year professional learning series that provides teachers with knowledge and strategies to implement the Science of Reading. We will need funds to pay for the materials and online support necessary to complete this series.

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
NWEA MAP (Measures of Academic Progress)	3x per year	Educators will be able to use data to meet the needs of students.

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Acadience Reading	3x per year	Educators will be able to use data to meet the needs of students
Acadience Math	3x per year	Educators will be able to use data to meet the needs of students

## Section: Budget - Social and Emotional Learning Budget

### Social and Emotional Learning Budget

#### Budget

\$105,324.00

#### Allocation

\$105,324.00

#### 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)

31,597

### Budget Summary

Function	Object	Amount	Description
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$31,597.00	To address our current social emotional needs of the Northeast Bradford School District our district's mental health team discussed the need to build upon our PBIS platform to strengthen the program throughout the district. Our needs include professional learning, growth of our tiered supports, as well as family engagement. Funds will be utilized to meet these needs. We also plan to build restorative practices into our PBIS framework in order to support continued



Function	Object	Amount	Description
			growth of a preventative model. This allocation will be used to support contracted hourly mental health professionals for students who are not currently being served by our current mental health supports.
		\$31,597.00	

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

### Social and Emotional Learning Professional Development Budget

#### Budget

\$105,324.00

#### Allocation

\$105,324.00

#### 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)

10,532

#### Budget Summary

Function	Object	Amount	Description
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$10,532.00	To address our current social emotional needs of the Northeast Bradford School District our district's mental health team discussed the need to build upon our PBIS platform to strengthen the program throughout the district. Our needs include professional learning, growth of our tiered supports, as well as family engagement. Funds will be utilized to meet these needs. We also plan to build restorative practices into our PBIS framework in order to support continued

Function	Object	Amount	Description
			growth of a preventative model
		\$10,532.00	

## Section: Budget - Reading Improvement Budget

### Reading Improvement Budget

#### Budget

\$105,324.00

#### Allocation

\$105,324.00

#### Budget Over(Under) Allocation

\$0.00

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

8,426

### Budget Summary

Function	Object	Amount	Description
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$8,426.00	LETRS is a two-year professional learning series that provides teachers with knowledge and strategies to implement the Science of Reading. We will need funds to pay for the materials and online support necessary to complete this series.
		<b>\$8,426.00</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
Other Learning Loss Activities Amount					0

### Learning Loss Expenditures

#### Budget

\$105,324.00

#### Allocation

\$105,324.00

#### Budget Over(Under) Allocation

\$0.00

### Budget Overview

Function	Object	Amount	Description
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$9,130.00	LETRS is a two-year professional learning series that provides teachers with knowledge and strategies to implement the Science of Reading. We will

Function	Object	Amount	Description
			need funds to pay for the materials and online support necessary to complete this series.
2800 - Central Support Services	600 - Supplies	\$6,100.00	A comprehensive literacy intervention for struggling students in grades 5–12. With a blended approach, LANGUAGE! Live's instruction reinforces the literacy foundations students need while strategically using authentic text to engage and accelerate them to grade-level proficiency.
2800 - Central Support Services	600 - Supplies	\$2,220.00	A small-group, evidence-based literacy intervention curriculum for students in grades 2–4, which empowers them to read text deeply to build new knowledge, develop new ideas, and reach new levels of reading achievement.
2800 - Central Support Services	600 - Supplies	\$2,577.00	A comprehensive math intervention curriculum that targets middle and high school students who lack the foundational skills necessary for entry into algebra and/or

Function	Object	Amount	Description
			who are two or more years below grade level in math
2800 - Central Support Services	600 - Supplies	\$2,500.00	A comprehensive Rtl system that includes screening, progress monitoring, class-wide and individual math intervention, and implementation and decision-making support.
2800 - Central Support Services	600 - Supplies	\$680.00	Students will show growth that is well above mean if they are in intervention, and at least at mean if they are not considered to be in need of intervention.
2800 - Central Support Services	600 - Supplies	\$6,000.00	Students will show growth that is well above mean if they are in intervention, and at least at mean if they are not considered to be in need of intervention.
2800 - Central Support Services	600 - Supplies	\$25,562.00	A multi-tiered program (Tier 1 and Tier 2) featuring a series of teaching routines designed to increase the efficiency and effectiveness of reading instruction in kindergarten, first and second grade
		<b>\$54,769.00</b>	

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## Section: Budget - Budget Summary

### BUDGET OVERVIEW

#### Budget

\$105,324.00

#### Allocation

\$105,324.00

#### 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	\$0.00	\$0.00	\$0.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$31,597.00	\$0.00	\$0.00	\$0.00	\$0.00	\$31,597.00
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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2200 Staff Support Services	\$0.00	\$0.00	\$28,088.00	\$0.00	\$0.00	\$0.00	\$0.00	\$28,088.00
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	\$45,639.00	\$0.00	\$45,639.00
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
	\$0.00	\$0.00	\$59,685.00	\$0.00	\$0.00	\$45,639.00	\$0.00	\$105,324.00
				Approved Indirect Cost/Operational Rate: 0.0000				\$0.00
				Final				\$105,324.00