

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	student attendance data; student academic performance data including academic quarterly grades; lesson planning review and course content analysis; student participation trends in classes, exams, etc.; parent participation data; social and emotional survey results; participation in summer programs
Professional Development for Social and Emotional Learning	teacher feedback/surveying, staff professional team building sessions, student attendance data; student academic performance data including academic quarterly grades; lesson planning review and course content analysis; student participation trends in classes, exams, etc.; parent participation data; social and emotional survey results; participation in summer programs
Reading Remediation and Improvement for Students	STAR Testing/ English Course Data
Other Learning Loss	From a qualitative perspective, the school made an effort to make time to listen to the members of the community to understand areas of need. Methods of communication and dialogue were conducted in a variety of ways: offering public dialogue at Board meetings; parent meetings; holding question/answer sessions with students, families and staff; small focus groups of stakeholders; remote learning forums, surveys, social and emotional check in sessions; guidance groups; IEP meetings. Additional information was collected for quantitative analysis: student attendance data; student academic performance data including academic quarterly grades; lesson planning review and course content analysis; student participation trends in classes, exams, etc.; parent participation data; social and emotional survey results; participation in summer programs; special education compliance data; health/safety data including exposure, positive cases, etc.

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
		<p>Since the pandemic hit, a variety of data has become widely available indicating that many low-income families had more individuals in the home who had lost their jobs or had decreased work hours and experienced food insecurity during the pandemic. Many of the students in our school have had a changing role in the home: either as care taker to smaller children in the home or becoming the main provider of income as essential worker. Students from low-income families often have had to prioritize their own learning as secondary in their family's needs. These children already suffer from being behind grade level upon entry to our school program, without in-person learning it is assumed that the impact will be greater and student growth will require individualized approaches for academic recovery and advancement. The school has developed several strategies to address the impact that has been found to have affected students in this sub-group:</p> <ul style="list-style-type: none"> • Providing safe and healthful learning conditions, conducting health screenings, vaccination

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	Other Areas of Learning Loss	<p>education and supporting access to vaccines for students/families. • Analyze students baseline academic performance and track performance quarterly, engaging all stakeholders. • Monitoring student attendance and behavior trends, developing interventions and support strategies to demonstrate improvement where applicable. • Create individualized learning plans and communicating those goals and progress to students, staff, and families. • Offer tutoring, remediation and credit recovery through out-of-school time programs. • Offer accelerated learning through enrichment programs, differentiated instructional delivery models, etc. during courses and through out-of-school time and service learning opportunities. • Enhanced college advising and financial aid application supports. • Provide access to student services supports for social and emotional check-in's addressing high priority items regularly. • Developing a career plan and job acquisition strategy for participation in the school's Cooperative Education Program.</p>
		<p>Discrimination and racism have long contributed to negative emotional, mental, and physical</p>

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
Major Racial or Ethnic Groups	Other Areas of Learning Loss	<p>health outcomes in African American communities and other racial and ethnic minority groups. The COVID-19 pandemic has brought social and racial injustice and inequity to the forefront of public health. It has highlighted that health equity is still not a reality as COVID-19 has unequally affected many racial and ethnic minority groups, putting them more at risk and of getting sick and dying from COVID-19. Negative experiences are common to many people within these groups, and some social determinants of health have historically prevented them from having fair opportunities for economic, physical, and emotional health. The school has developed several strategies to address the impact that has been found to have affected students in this sub-group:</p> <ul style="list-style-type: none"> • Providing safe and healthful learning conditions, conducting health screenings, vaccination education and supporting access to vaccines for students/families with proper consideration for racial and ethnic minority group historical discrimination and potential hesitancy. • Analyze students baseline academic performance and track performance quarterly, engaging all stakeholders. • Create individualized learning plans and communicating those goals and progress to

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
		<p>students, staff, and families. • Monitoring student attendance and behavior trends, developing interventions and support strategies to demonstrate improvement where applicable. • Offer access and equity forums for students to voice concerns, considerations, and opinions on any perceived or real systemic racism in school policies and practices. Offer staff training on equity and equitable practices and the development of inclusive and diverse classroom practices. • Offer accelerated learning through enrichment programs, differentiated instructional delivery models, etc. during courses and through out-of-school time and service learning opportunities. • Enhanced college advising and financial aid application supports with parental forums. • Provide access to student services supports for social and emotional check-in's addressing high priority items regularly. • Developing a career plan and job acquisition strategy for participation in the school's Cooperative Education Program</p>
		<p>The impact of COVID-19 is evident with schools shifting classes online and work from home becoming a way of life for over a year. Commonly</p>

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
Children with Disabilities	Other Areas of Learning Loss	<p>termed as social distancing or social isolation, has led to a lack of daily routine and structure, which has demonstrated itself as especially challenging for students with disabilities. Disruptions to routines combined with social distancing and/or confinement to home can prove to be a real struggle for children with disabilities, in addition to the challenge of changing learning modalities and developing an entire new format over an extremely short amount of time. Although, the school has made significant efforts to implement modifications and accommodations to students, it is evident that this adjustment was are particularly acute trauma for students with disabilities. The school has developed several strategies to address the impact that has been found to have affected students in this sub-group. • Monitoring student attendance and behavior trends, developing interventions and support strategies to demonstrate improvement where applicable. Providing safe and healthful learning conditions, conducting health screenings, vaccination education and supporting access to vaccines for students/families. • Monitoring student attendance and behavior trends, developing</p>

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
		<p>interventions and support strategies to demonstrate improvement where applicable.</p> <ul style="list-style-type: none"> • Analyze students baseline academic performance and track performance quarterly, engaging all stakeholders. • Meeting IEP teams to review goals, progress and any compensatory services which would support students in recouping lost learning due to COVID-19. • Offer tutoring, remediation and credit recovery by certified Special Education instructors through out-of-school time programs. • Offer accelerated learning through enrichment programs, differentiated instructional delivery models, etc. during courses and through out-of-school time and service learning opportunities. • Enhanced transition supports and guidance. • Provide access to student services supports for social and emotional check-in's addressing high priority items regularly, designating a guidance counselor to the students with special needs.
		<p>As COVID-19 disrupted education, services and life across the country, children and youth experiencing homelessness and housing instability are exceptionally vulnerable. With many school buildings completely or largely</p>

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
Students Experiencing Homelessness	Other Areas of Learning Loss	<p>closed for over a year, tracking and identifying students experiencing homelessness requires revisions to typical techniques. The anticipated increase in homelessness due to increased unemployment, family stress, and other factors also will complicate identification efforts. The school has developed several strategies to address the impact that has found to have affected students in the sub-group:</p> <ul style="list-style-type: none"> • Providing safe and healthful learning conditions, conducting health screenings, vaccination education and supporting access to vaccines for students/families. Providing a staff member to travel to locations as needed. • Monitoring student attendance and behavior trends, developing interventions and support strategies to demonstrate improvement where applicable. • Analyze students baseline academic performance and track performance quarterly, engaging all stakeholders. • Create individualized learning plans and communicating those goals and progress to students, staff, and families. • Offer tutoring, remediation and credit recovery through out-of-school time programs. • Offer accelerated learning through enrichment programs, differentiated instructional delivery models, etc. during

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
		courses and through out-of-school time and service learning opportunities. • Enhanced college advising and financial aid application supports. • Provide access to student services supports for social and emotional check-in's addressing high priority items regularly. • Developing a career plan and job acquisition strategy for participation in the school's Cooperative Education Program.

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	74,951	30%	22,485

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.

Social and Emotional Learning: student attendance data; student academic performance data including academic quarterly grades; lesson planning review and course content analysis; student participation trends in classes, exams, etc.; parent participation data; social and emotional survey results; participation in summer programs; Areas of concern-the vast majority of the LEA's population fall into one of the vulnerable categories addressed above, therefore the impact of COVID-19 has been significant to almost all students. Area of strength-PETCHS has a strong track record of student growth, this history will be a strong factor in helping students overcome the hurdles in front of them.

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
Counseling-Special Education Students	Children with Disabilities	Targeted	130
Counseling-Students Experiencing Housing Instability	Students Experiencing Homelessness	Targeted	30
Behavior Supports-Students with Emotional Needs	Children with Disabilities	Targeted	50

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 LEA will assess the success of the SEL program	Quarterly Basis	engage an external evaluator to review outcome data, conduct surveys, track attendance, participating information as well as stakeholder feedback.

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	24,983	10%	2,498

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

Professional Development Activity	Number of Staff Involved	Type of Staff Involved (Teacher, Counselor, Support Staff, Admin, Other)	Provider – Who will present the professional development	Is the provider an internal staff member or an outside contractor?	Brief Description of the Planned Activity
e. Self-care and mindfulness strategies for teachers;	50	Teacher	Educational Consultant	External Contractor	Surveying staff on COVID-19 pandemic and implications
e. Self-care and mindfulness strategies for teachers;	25	Other	Educational Consultant	External Contractor	Surveying non-teaching staff on COVID-19 pandemic and implications
e. Self-care and mindfulness strategies for teachers;	50	Other	Educational Consultant	External Contractor	Training staff on COVID-19 pandemic and implications for self and student

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
					SEL needs
e. Self-care and mindfulness strategies for teachers;	25	Other	Educational Consultant	External Contractor	Surveying staff on COVID-19 pandemic and implications

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
The LEA will assess the success of the SEL program	Quarterly Basis	reviewing outcome data, conduct surveys, track attendance, staff attendance records, participating information as well as stakeholder feedback.

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
Minimum 8% Reading Improvement Requirement	19,987	8%	1,599

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?

Baseline STAR Testing in English and Mathematics, indicating students have experienced significant learning loss. Over 95% of students are presenting below grade level in both assessments.

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:

Due to a lack of consistency in current PVAAS data, the school utilizes trends from previous years along with the STAR testing results. Over 95% of students are presenting below grade level in both assessments.

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
actively utilized research based corrective programs in reading		

Training	Grade Level / ESL / Special Education	Number of Teachers Trained
for our Special Education students. Training on structured literacy will introduced this school year for all English, ESL & Special Ed	grades 9-12	0

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
Literacy for High School Aged Students 9-12, SpEd, ESL, English (6 SpEd, 6English, 2 ESL) Interventions	Children from Low-Income Families	715	9-12 600 Students -6 TeachersSpEd 100 Students-6 TeachersESL 15 Students -2 Teachers

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 assess the success of the SEL program	Quarterly Basis	reviewing outcome data, conduct surveys, track attendance,staff attendance records, participating information as well as stakeholder feedback.

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	129,916	52%	67,556

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
Special Education Students	Children with Disabilities	50	Behavioral Supports
EL Students	English Learners	10	Translation Services and Targeting Counseling

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
	Quarterly	Tracking-Increased Data by 25%

Section: Budget - Social and Emotional Learning Budget

Social and Emotional Learning Budget

Budget
 \$249,839.00
Allocation
 \$249,839.00

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)

75,000

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$140,000.00	Salaries
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$52,339.00	Related Benefits
		\$192,339.00	

Section: Budget - Social and Emotional Learning Professional Development Budget

Social and Emotional Learning Professional Development Budget

Budget
 \$249,839.00
Allocation
 \$249,839.00

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)

25,000

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$25,000.00	In house Training, seminars
		\$25,000.00	

Section: Budget - Reading Improvement Budget

Reading Improvement Budget

Budget

\$249,839.00

Allocation

\$249,839.00

Budget Over(Under) Allocation

\$0.00

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

30,000

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$25,000.00	Salaries
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$7,500.00	Realted Benefits
		\$32,500.00	

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					0

Learning Loss Expenditures

Budget

\$249,839.00

Allocation

\$249,839.00

Budget Over(Under) Allocation

\$0.00

Budget Overview

Function	Object	Amount	Description
		\$	
		\$0.00	

Section: Budget - Budget Summary

BUDGET OVERVIEW

Budget
 \$249,839.00
Allocation
 \$249,839.00

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	\$165,000.00	\$59,839.00	\$25,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$249,839.00
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	\$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	\$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
	\$165,000.00	\$59,839.00	\$25,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$249,839.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$249,839.00