

Sarasota County Schools

Sarasota School Of Arts/ Sciences



2018-19 School Improvement Plan

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Sarasota School Of Arts/Sciences

717 CENTRAL AVE, Sarasota, FL 34236

www.ssas.org

School Demographics

School Type and Grades Served (per MSID File) Middle School 6-8	2018-19 Title I School No	2018-19 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3) 46%
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Primary Service Type (per MSID File) K-12 General Education	Charter School Yes	2018-19 Minority Rate (Reported as Non-white on Survey 2) 40%
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School Grades History

Year Grade	2017-18	2016-17	2015-16	2014-15
	A	A	A	A*

School Board Approval

N/A

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE’s school improvement planning web application located at <https://www.floridaCIMS.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and

using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

Sarasota School of Arts and Sciences provides a small, intimate environment of academic excellence and enrichment, utilizing community partnerships as well as traditional and innovative teaching methods.

Provide the school's vision statement

Welcome to the Sarasota School of Arts & Sciences (SSA+S), an educational foundation built on encouragement, inclusiveness, exploration and personal growth. We believe that community begins in the classroom, where our students and their families are invited to meet new challenges, discover their potential and enjoy a positive learning experience together. At SSA+S, we seek to create a culture that promotes collaboration, individual needs, and high academic achievement.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Tahmosh, Tara	Principal
Williams, Carl	Assistant Principal
Mapes, Mike	Guidance Counselor
Kozlowski, Cathy	Guidance Counselor
Plath, Georgia	Teacher, ESE
Gannon, Kylie	Assistant Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

SSA+S uses a comprehensive MTSS system which starts at the grade level team meetings in which basic tier 1, 2, and 3 interventions are implemented to assist in behavioral and academic struggles. SSA+S uses a variety of methods to identify and align resources to effectively cater to student needs. This is primarily done through weekly administration meetings as well as biweekly school wide support team (SWST) meetings. The weekly administration meetings involve school counselors, administration supports staff, administrators, facilities, the discipline team, the clinic manager, as well as our ESE liaison who meet to discuss and collaborate on schoolwide issues. In addition, the SWST who consists of administrators, school counselors, the ESE liaison, and a regular education teacher, meet every other week to discuss students of concern across all grade levels while developing and implementing interventions to track data and

ultimately gather pertinent educational information for upcoming CARE meetings (Children At Risk in Education).

- Tara Tahmash - LEA, Instructional Leader, Language Arts Certified
- Carl Williams - LEA, ESE specialist, Behavior Specialist, Math Certified
- Mike Mapes - LEA, Counselor, 504 specialist, Science Certified
- Cathy Kozlowski - LEA, Counselor, 504 specialist
- Georgia Plath - LEA, ESE Liaison, Math Certified
- Kylie Gannon - LEA, HR Specialist, Language Arts Certified

We have created a leadership team of a well-rounded group of professional educators that equally take on the various roles required to ensure that our diverse group of students and their needs are met. As a group, we make all instructional, data-driven decisions for the continuous improvement of our students, as measured by FSA scores.

Early Warning Systems

Year 2017-18

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	27	36	45	0	0	0	0	108
One or more suspensions	0	0	0	0	0	0	21	24	38	0	0	0	0	83
Course failure in ELA or Math	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	0	0	0	27	35	16	0	0	0	0	78

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	13	16	14	0	0	0	0	43

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected

Tuesday 10/2/2018

Year 2016-17 - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	38	38	39	0	0	0	0	115
One or more suspensions	0	0	0	0	0	0	52	65	72	0	0	0	0	189
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	31	22	20	0	0	0	0	73

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	12	16	19	0	0	0	0	47

Year 2016-17 - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	38	38	39	0	0	0	0	115
One or more suspensions	0	0	0	0	0	0	52	65	72	0	0	0	0	189
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	31	22	20	0	0	0	0	73

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	12	16	19	0	0	0	0	47

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

English Language Arts performed the lowest; only 47% made learning gains. We do consider this a trend, both at the district and state level, as well as for the previous school year.

Which data component showed the greatest decline from prior year?

English Language Arts performed the lowest; only 47% made learning gains. We do consider this a trend, both at the district and state level, as well as for the previous school year.

Which data component had the biggest gap when compared to the state average?

No data components had a gap when compared to the state average.

Which data component showed the most improvement? Is this a trend?

Science achievement showed the most improvement with a 9% increase in students measured as proficient, scoring a 3 or above on this assessment. We consider this outside of the 3% increase at the state and district level, not a trend, per se, but showing increased focus upon science achievement.

Describe the actions or changes that led to the improvement in this area

We rearranged our staffing for science to ensure the best, collaborative teacher partnerships at all three grade levels. In addition, we reviewed all test specs with all grade level teachers, so that the classroom objectives meet the standards outlined therein.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	76%	63%	53%	75%	62%	52%
ELA Learning Gains	63%	57%	54%	63%	59%	54%
ELA Lowest 25th Percentile	47%	48%	47%	50%	47%	44%
Math Achievement	79%	74%	58%	79%	71%	56%
Math Learning Gains	64%	67%	57%	65%	66%	57%
Math Lowest 25th Percentile	59%	61%	51%	58%	55%	50%
Science Achievement	77%	62%	52%	68%	59%	50%
Social Studies Achievement	96%	78%	72%	0%	91%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	27 (38)	36 (38)	45 (39)	108 (115)
One or more suspensions	21 (52)	24 (65)	38 (72)	83 (189)
Course failure in ELA or Math	0 (0)	0 (0)	1 (0)	1 (0)
Level 1 on statewide assessment	27 (31)	35 (22)	16 (20)	78 (73)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	75%	63%	12%	52%	23%
	2017	72%	65%	7%	52%	20%
Same Grade Comparison		3%				
Cohort Comparison						
07	2018	69%	62%	7%	51%	18%
	2017	76%	64%	12%	52%	24%
Same Grade Comparison		-7%				
Cohort Comparison		-3%				
08	2018	82%	70%	12%	58%	24%
	2017	77%	65%	12%	55%	22%
Same Grade Comparison		5%				
Cohort Comparison		6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	67%	66%	1%	52%	15%
	2017	73%	66%	7%	51%	22%
Same Grade Comparison		-6%				
Cohort Comparison						
07	2018	76%	73%	3%	54%	22%
	2017	63%	54%	9%	53%	10%
Same Grade Comparison		13%				
Cohort Comparison		3%				
08	2018	79%	63%	16%	45%	34%
	2017	82%	75%	7%	46%	36%
Same Grade Comparison		-3%				
Cohort Comparison		16%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017	100%	69%	31%	63%	37%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	96%	80%	16%	71%	25%
2017					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	98%	77%	21%	62%	36%
2017	99%	71%	28%	60%	39%
Compare		-1%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	100%	71%	29%	56%	44%
2017	100%	70%	30%	53%	47%
Compare		0%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
WHT	80	65	46	83	66	62	82	97	66		
BLK	62	53	46	58	60	63	41	88	40		
HSP	70	62	47	74	59	51	72	96	76		
ASN	89	74		95	79						
MUL	68	63	55	86	67						
SWD	32	38	29	38	52	44	47	89			
FRL	68	59	45	69	58	51	68	94	61		
ELL	46	54	50	54	46	38					

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
WHT	82	65	52	84	65	56	79		59		
BLK	54	55	36	67	62	60	47		50		
HSP	69	62	52	70	61	53	51		46		
ASN	86	75		86	84				100		
MUL	57	45	30	65	69		62		60		
SWD	35	49	45	42	48	37	29				
FRL	65	56	41	70	61	56	57		45		
ELL	37	43	32	57	47	50	31				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title	Lowest quartile students will make learning gains in English Language Arts
Rationale	Met with the leadership team and reviewed the FSA English Language Arts assessment data provided herein to determine areas of weakness for students in the lowest quartile.
Intended Outcome	By the end of SY18-19, 51% of the lowest quartile students will successfully make a learning gain on the FSA English Language Arts Spring Assessment.
Point Person	Tara Tahmosh (taratahmosh@ssas.org)

Action Step

Description	<p>The English Language Arts faculty members will all participate in the Core Knowledge Workshops in the Fall of 2018 with Chris Lewis. These workshops integrate multiple sources, reading, extended responses, and textual evidence in the classrooms, for teachers to model their lessons after.</p> <p>All English Language Arts teachers share their planning with their partner teacher to ensure collaboration.</p> <p>All Essays and Extended reponse formats are consistent across all three grade levels.</p> <p>ELA Help is now offered weekly, before school, for free tutoring.</p> <p>Daily reading lab for all students not proficient as measured by scoring a 1 or 2 on their FSA English Language Arts Assessment.</p>
Person Responsible	Tara Tahmosh (taratahmosh@ssas.org)

Plan to Monitor Effectiveness

Description	We will monitor progress through the CommonLit Assessment scores, SRI scores, as well as the Florida Collections Unit tests.
Person Responsible	Tara Tahmosh (taratahmosh@ssas.org)

Activity #2

Title	Lowest quartile students will make learning gains in Mathematics
Rationale	Met with the leadership team and reviewed the FSA Mathematics assessment data provided herein to determine areas to determine areas of weakness for students in the lowest quartile.
Intended Outcome	By the end of SY18-19, 63% of the lowest quartile students will successfully make a learning gain on the FSA Mathematics Spring Assessment.
Point Person	Carl Williams (carlwilliams@ssas.org)

Action Step

Description	All Mathematics teachers share their planning with their partner teacher to ensure collaboration. Curriculum, including both scope and sequence, are consistent across all three grade levels and match state-provided test specs for learning objectives. Math Help is now offered twice a week, before school, for free tutoring. Sixth and seventh grade students who scored a level 1 on their FSA Mathematics Assessment will be moved into a smaller, intensive math course for SY18/19. Daily reading labs have been modified to include two days a week of mathematics practice, including the use of ALEKS, an individualized, diagnostic math program.
Person Responsible	Carl Williams (carlwilliams@ssas.org)

Plan to Monitor Effectiveness

Description	We will monitor progress through the ALEKS, VMath, and Big Ideas Math Unit scores.
Person Responsible	[no one identified]

Activity #3

Title	Eighth grade students will maintain their proficiency of 96% or better on the Civics End of Course Exam
Rationale	After reviewing proficiency rates in Civics, the history department and administrative team met and discussed to ensure continued success.
Intended Outcome	By the end of SY18-19, 96% of the students will be measured as proficient on the Civics End of Course Exam.
Point Person	Kylie Gannon (kyliegannon@ssas.org)

Action Step

Description	Continued use of our school's Civics' curriculum.
Person Responsible	Kylie Gannon (kyliegannon@ssas.org)

Plan to Monitor Effectiveness

Description	Civics unit tests will be used to monitor proficiency quarterly.
Person Responsible	Kylie Gannon (kyliegannon@ssas.org)

Activity #4

Title	Eighth grade students will improve their proficiency to 79% or better on the FCAT 2.0 Science Assessment.
Rationale	Met with the leadership team and reviewed the Science assessment data provided herein, as well as the FCAT 2.0 Science Assessment test specifications, to determine areas of weakness.
Intended Outcome	By the end of SY18-19, 79% of students will be deemed proficient, as measured by the FCAT 2.0 Science Assessment.
Point Person	Kylie Gannon (kyliegannon@ssas.org)

Action Step

Description	Monthly science department meetings to ensure proper scope and sequence across the grade levels and preventing any gaps in the curriculum. Reviewing lesson plans of all teachers. Gifted/ Curriculum Specialist rewriting year plans of sixth grade curriculum to prevent gaps.
Person Responsible	Kylie Gannon (kyliegannon@ssas.org)

Plan to Monitor Effectiveness

Description	Review of year plans and lesson plans. Quarterly unit tests to monitor effectiveness.
Person Responsible	Kylie Gannon (kyliegannon@ssas.org)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

Increase parental involvement through required volunteer hours and attendance at Parent Teacher Student Society (PTSS) meetings. These meetings now have target audiences to ensure that the material presented is relevant and responsive to the needs and concerns of all families and student groups. In addition, we are providing more opportunities for parents to spend time on the school campus, including registration day, schedule pick up day, open house, Science Fair Info Night, Math Night, Spanish-Speaking Parent Orientation, and Tiger Family Night. In addition to our literacy initiatives, we are offering an Arts Expo for families and students, on campus, as well as several informal concerts. In addition, this year we added a "Skills for Success" course, taught by our school counselors weekly to every sixth grade student. This course provides the students with the technological and transitional tools needed to successfully become a middle school student. In addition, it will provide the character education, antibullying, and cybersafety lessons improving and protecting our students' mental health. This year we also added a full-time intervention room; a multifaceted location for students to use for cool downs, discipline interventions, detentions, extra time and separate setting for assessments, and mentoring services. Finally, our school communicates on a weekly basis through our parent newsletter (the Team News) as well as sending home weekly emails for volunteer opportunities and school events.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

SSA+S incorporates a variety of social-emotional support by involving grade-wide presentations with policies and procedures for getting help and resources, classroom guidance to address character development topics (using classroom lessons and expert guest speakers) as well as adapting to middle school, small group counseling, and individual counseling where most, if not all needs can be met. The SSA+S counseling department also partners with community resources including local therapists, psychologists, behavioral specialists, ALSO Youth, SPARCC, YMCA, Big Brother/Big Sisters program, MADD, the Holocaust Museum, the Sarasota Health Department, Planned Parenthood's Source Program, and the Sarasota Sheriff's Department. The counseling department also works directly with the teachers and staff to collaborate in helping students, through team meetings where students of concern are discussed and an intervention plan is put in place. SSA+S also has a mentoring program in which SSA+S staff will volunteer to mentor one or more students for the year, in an effort to help students who are struggling both academically and socially. The SSA+S counseling department identifies the needs of the student population and counseling curriculum by giving each student a needs assessment survey in the fall. At risk students in need of direct services and

interventions are identified through this survey and through collaboration with teachers and staff in grade wide team meetings. To ensure the services the counseling department provides are effective and meeting the needs of students, post assessments are given after each developmental guidance unit and group we offer. Post surveys are also given when our community guest speakers come in. Counseling curriculum is adjusted as needed based on feedback and data we receive. Progress monitoring for students receiving direct counseling is essential to determine the effectiveness of counseling strategies used so that counseling goals can be met or revised.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Before students' first day at SSA+S, they are on our campus twice. Once in January to tour the school, hear administration speak, and decide if SSA+S will fit their needs. The second time is one week before school starts, in which students receive their schedules, walk their schedules, meet their teachers, practice with their newly assigned lockers, and receive their agenda books (which include their student handbooks). In addition, SSA+S uses grade-wide presentations, whole group discussions, and individual counseling to address transition issues, expectations, and for appropriate planning.

Through these methods, students are made aware of their available choices and planning that's required. For eighth grade students, each student completes the My Career Shines program from the Florida Department of Education. In addition, we present all high school programs at a yearly parent meeting (as well as in an assembly for the students). Finally, we tour several magnet programs with interested students. Each of those transitions are addressed in depth to assist with a smoother transition - both socially and academically.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

SSA+S uses a comprehensive MTSS system, which starts at the grade level team meetings where basic tier 1, 2, and 3 interventions are implemented to assist in behavioral and academic struggles with a particular student. These interventions are re-visited 2 weeks later and discussed at the next grade level team meeting. At that point, if these basic interventions are not helping, the student is brought to the School Wide Support Team (SWST) in which new interventions are created and data can be tracked over a 9-12 week period using both tier 1 and tier 2 interventions with a minimum of two classes. These interventions are monitored weekly and discussed at SWST bi-monthly. In addition to interventions, grades, behavioral checklists, medical information, and any previous data collected in the cumulative file are also taken into consideration when determining the appropriate path for each student being tracked through MTSS.

This process allows us to address effectiveness of core instruction, resource allocation, teacher support systems, and overall student needs by using and analyzing data driven results. If there's any doubt of a weakness in core instruction, we view teacher grades to look for patterns, in addition to utilizing observations and intervention post data in specific classes. As far as resource allocation, students must follow the appropriate MTSS pathways via State and County protocol in order to become staffed as an ESE student. Both teacher support systems and overall student needs are directly supported by MTSS data through a data based problem solving process. In addition, SWST members, along with support teachers and student families collaborate, to develop a plan for success for any student

entering the MTSS process.

Title II Funds: \$2241.00

Core Connections ELA Training - 6 teachers = \$3,300

Center for Teacher Effectiveness "Time To Teach" - 43 teachers = \$4,052.75

Total Title II Expenses (supplemented by operating fund) = \$7052.75

Supplemental Academic Instruction Funds: \$152,725.51

Salary and Benefits

Salaries - (2) Reading and Math Resource Instructional and (1) MTSS Intervention Resource
 \$128,560.08

Retirement - (2) Reading and Math Resource Instructional and (1) MTSS Intervention
 Resource \$8,999.21

Social Security - (2) Reading and Math Resource Instructional and (1) MTSS Intervention
 Resource \$10,619.06

Worker's Comp - (2) Reading and Math Resource Instructional and (1) MTSS Intervention
 Resource \$732.79

Insurance - (2) Reading and Math Resource Instructional and (1) MTSS Intervention
 Resource \$19,836.72

Before School Math and ELA Help

Teachers paid for Extra Math Help - \$1,400.00

Teacher paid for Extra ELA Help - \$660.00

Teacher paid for Computer Lab Before School Study Hall - \$2,100.00

Afterschool care for 1.5 hours each day - \$5,960

Materials for (2) Reading Labs

Textbooks for READ 180 Next Generation - \$4,861.63

ALECKS Math Software \$2,537.46

Total Supplemental Academic Instruction Expenses \$186,266.95

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Each student completes an individual course selection, with recommendations, based upon his or her interests. In addition, all eighth grade students take a career education component, including the DOE program Choices, to assist with career planning. Finally, all parents and students attend a presentation of the high school programs available within our district in November of each school year.

SSA+S also partners with surrounding high schools in an effort to help the students understand the specialties of each of the high schools and how those programs will specifically assist the students in preparing for college. A good example would be our partnering with the Booker High School Visual & Performing Arts program in an effort to help students understand how this program will give them three hours of daily hands on experience, while preparing them for a college program specific to their discipline.

Part V: Budget

Total:	\$0.00
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