

**Section: Narratives - Assessing Impacts and Needs**

**NEGLECTED AND DELINQUENT INSTITUTIONS ARP ESSER APPLICATION**

The Pennsylvania Department of Education (PDE) recognizes the extraordinary efforts made by Local Education Agencies (LEAs), schools, and educators to support students during the COVID-19 pandemic. The application below requests information from Neglected and Delinquent Institutions (N&Ds) about: (1) Needs and impacts resulting from the pandemic, (2) Stakeholder engagement in the development of local plans to respond to these needs and impacts, (3) Specific elements in the LEA Plan for the Use of ARP ESSER Funds; and (4) Plans for monitoring and measuring progress. As submitted and accepted by PDE in final form, this application shall become part of the Grant Agreement for ARP ESSER funds as Appendix B.

ARP ESSER includes a significant focus on vulnerable student populations. Given these requirements, as well as PDE’s own equity commitments, the N&D application includes specific fields requesting information on programs to serve student groups that have experienced disproportionate impacts from the pandemic. Student groups are inclusive of the following:

- Students from low-income families;
- Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity);
- Gender (e.g., identifying disparities and focusing on underserved student groups by gender);
- English learners;
- Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA]);
- Students experiencing homelessness;
- Children and youth in foster care;
- Migrant students; and
- Other groups disproportionately impacted by the pandemic that have been identified by the N&D (e.g., youth involved in the criminal justice system, students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years, students who did not consistently participate in remote instruction when offered during school building closures, and LGBTQ+ students).

Please enter the N&D Institution building information in the table below for each institution included in this application.

<b>Building Name</b>
Sarah A Reed Child Ctr

**Section: Narratives - Engaging Stakeholders in Plan Development**

**Engaging Stakeholders in Plan Development**

In this section, N&Ds are asked to provide information on how stakeholders will be engaged in planning for the use of ARP ESSER funds, how stakeholder input will be utilized, and how the N&D will make its N&D Plan for the Use of ARP ESSER Funds transparent to the public—all critical components in developing, implementing, and adjusting plans based on the differential impacts of the COVID-19 pandemic.

**Stakeholder Engagement**

Describe how the N&D Institutions, in planning for the use of ARP ESSER funds, has engaged or will engage in meaningful consultation with applicable stakeholders. **(3,000 characters max)**

(Stakeholders include any relevant group to the N&D Institutions, such as students; families; school and district administrators (including special education administrators); teachers; principals; school leaders; other educators; school staff; and unions. In addition, to the extent that the following groups are present in or served by the N&D Institutions, stakeholders also include community partners, civil rights organizations (including disability rights organizations); stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migrant students, children who are incarcerated, and other underserved students; and tribes.)

N&D Institution Name	Stakeholder Engagement
Sarah A Reed Child Ctr	Sarah A. Reed Children’s Center will communicate our use of the ARP ESSER funds openly with all stakeholders. Our agency maintains close, ongoing communication with our clients, clients’ families, Sarah Reed staff and Board members, donors, Millcreek Township School District teachers and staff, therapists, and all stakeholders who are part of our clients’ treatment team. For example, we organized a Parent Group that meets approximately every two months, and we plan to consult with the members of this group regarding our use of the ARP ESSER funds at our next meeting. We also hold regular Board Meetings to discuss and consult with our Board of Directors regarding top priorities of the agency, and we consulted with our Board on September 8, 2021, regarding the Plan on how the ARP ESSER funds would be spent. There was a unanimous vote to move forward with the Plan for Funds.

**Use of Stakeholder Input**

Describe how the N&D Institutions have and will take stakeholder and public input into account in the development of the N&D Plan for the Use of ARP ESSER Funds. **(3,000 characters max)**

N&D Institution Name	Use of Stakeholder Input
Sarah A Reed Child Ctr	<p>The children in our Residential Treatment Program are active participants in their own therapeutic and educational treatment, and as such we regularly seek their input regarding the various activities and therapies they engage in. Our therapists and staff will take their interests into account when developing the Plan for the Use of ARP ESSER Funds. We will also work closely with our Board of Directors, therapists, behavioral staff, psychologists, nurses, donors, and our colleagues at the Millcreek Township School District when developing our Plan for the Use of ARP ESSER Funds. Sarah Reed is a Sanctuary-certified treatment center, and we abide fully by the seven tenets of the Sanctuary Model ® with two of those tenets being “Open Communication” and “Shared Democracy.” We involve our stakeholders in our decision-making and always strive for full transparency of our actions and plans.</p>

**Public Access to N&D Institutions Plan for the Use of ARP ESSER Funds**

Describe the process for development, approval, and making public the N&D Institutions Plan for the Use of ARP ESSER Funds. The N&D Plan for the Use of ARP ESSER Funds must be made publicly available on the N&D Institutions website and submitted to PDE within 90 days of N&D Institutions receipt of ARP ESSER funding, must be written in a language that parents/caregivers can understand, and must be provided in alternate format upon request by a parent/caregiver who is an individual with a disability. **(3,000 characters max)**

N&D Institution Name	Public Access to N&D Institutions Plan for the Funds
Sarah A Reed Child Ctr	<p>Per the requirement of the ARP ESSER Funds, we will publicly share our Plan for the Use of these funds on our Sarah Reed website within 90 days of our receipt of this funding. Our parents/caregivers have 24/7 access to this site, and we will include a statement notifying everyone that we will gladly provide this Plan for Use of ARP ESSER Funds in another format that is more accommodating. In addition, Sarah Reed publishes a quarterly newsletter, Shining Bright, that is shared with all Sarah Reed staff members, Board of Directors,</p>

<b>N&amp;D Institution Name</b>	<b>Public Access to N&amp;D Institutions Plan for the Funds</b>
	donors and community partners, and we will communicate our use of the ARP ESSER Funds to all of our constituents through this newsletter, which is available in hard copy and electronically.

**Section: Narratives - ARP ESSER Prior Approval**

**ARP ESSER PRIOR APPROVAL**

N&D Institutions that wish to expend ESSER funds on facilities initiatives may be permitted to:

- make facility upgrades to comply with American Disabilities Act requirements
- upgrade HVAC systems
- remediate mold, lead, and other sources of poor indoor air quality
- install mechanical ventilation and/or advanced filtration systems
- replace windows to allow for improved intake of fresh air
- replace plumbing to ensure safe drinking water—among other upgrades that improve the health and safety of school buildings.

All **capital expenditures** supported with federal funds must be pre-approved by PDE. Capital expenditures means expenditures to acquire capital assets (i.e., land, facilities, or equipment over \$5,000 per unit) or expenditures to make additions, improvements, modifications, replacements, rearrangements, reinstallations, renovations, or alterations to capital assets that materially increase their value or useful life.

**Construction** means (A) the preparation of drawings and specifications for school facilities; (B) erecting, building, acquiring, altering, remodeling, repairing, or extending school facilities; (C) inspecting and supervising the construction of school facilities; and (D) debt service for such activities (ESEA section 7013(3), 20 U.S.C. § 7713(3)).

Directions: School Entities seeking prior approval for Construction/Renovation or Other Capital Expenditures must:

Complete the form for each contractor/project that will be supported with ARP ESSER funds. If using multiple vendors for one project, i.e., classroom expansion, enter total cost per vendor to equal the total budgeted cost of the “classroom expansion” project. Completed forms must be uploaded to this section. Prior to uploading forms, they must be signed off by your School Entity’s Superintendent/CEO/Executive Director.

Will you be using a portion of your ARP ESSER funds for Construction and/or Other Capital Expenditures? If no please select 'No' and mark section complete.

Yes

In the table below, please provide the name and type (construction vs. other capital expenditure) of the proposed project and a brief description for each N&D Institution. Please enter each contractor/project on a separate line in the table.

N&D Institution Name	Type of Project	Name of Proposed Project	Brief Description of Proposed Project
			1. Re-paving of RTF parking lot, which doubles as a play area for the 62+ children when they are unable to go off-grounds due to

N&D Institution Name	Type of Project	Name of Proposed Project	Brief Description of Proposed Project
Sarah A Reed Child Ctr	Capital Expenditure	Necessary Capital Improvements to RTF to Address COVID-19 Health & Safety Needs	COVID-19. Furnace, water heater and AC replacement in North Hall residential unit <sup>3</sup> . Boiler replacements in Selden & Gifford residential units (2 boilers are needed per unit) <sup>4</sup> . Installing AC unit (with heating back-up) in rec rooms of Selden & Gifford residential units <sup>5</sup> . Refurbishing kitchen cabinets in North Hall residential unit



**CHECK HERE** - to assure that you have successfully uploaded your Prior Approval Form(s) if applicable.

**Section: Narratives - Health and Safety Plan Upload and URL**

**N&D INSTITUTION HEALTH AND SAFETY PLAN AND URL**

Please upload your N&D's Health and Safety Plan below, and check the assurance indicating that you have completed your upload. Please name the file using your N&D name followed by Health and Safety Plan. example: "*N&D Name-Health and Safety Plan*" **Please upload one plan for each N&D Institution included in this application.**

**N&D Institutions are required to add the URL where the approved plan will be posted to the Institution's public website. Please add the URLs below.**

N&D Institution Name	URL
Sarah A Reed Child Ctr	<a href="https://www.sarahreed.org/820-2/">https://www.sarahreed.org/820-2/</a>



**CHECK HERE - to assure that you have successfully uploaded your N&D Health and Safety Plan(s).**

## Neglected Institutions

Agency: Millcreek Township SD

Neglected Institution: Sarah A Reed Child Ctr

Allocation Amount: \$255,422.00

### Section: Neglecteds and Delinquents - N&D Institutions

#### NEGLECTED AND DELINQUENT INSTITUTIONS IMPACT OF NEEDS AND PLAN FOR FUNDS

### Section I: Assessing Impacts and Needs

In this first section, N&Ds are asked to describe the impact of the pandemic on their students, examine disproportionate impacts on specific student groups, and highlight the N&D'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 N&D 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) Academic impact of lost instructional time, (2) Chronic absenteeism, (3) Student engagement, and (4) Social-emotional well-being?

	Methods Used to Understand Each Type of Impact
Academic Impact of Lost Instructional Time	Thanks to our efforts to begin securing Chromebooks for the children in our Residential Program beginning in 2017 and our efforts to accelerate our acquisition of technology via the creation of the able to minimize the amount of lost instructional time. Our team of teachers and behavioral staff were quickly able to pivot our educational and therapeutic programming online using the Chromebooks. We received encouraging, positive feedback from our teachers and administrators in the Millcreek Township School District stating how our students were logged-in and ready to learn each day despite the challenges presented by the pandemic. For example, here is a comment we received recently from one of our Special Education K-8/Early Childhood Education teachers: "I just wanted to let you know how much of an improvement I have seen from last school year to this school year in relation to the students using their Chromebooks. Last school year, it would take us more time getting the students logged onto their Chromebooks and showing them how to navigate different websites than actually spending time doing work. I have seen such a huge improvement, especially with the students who really struggled last school year."



	<b>Methods Used to Understand Each Type of Impact</b>
<b>Chronic Absenteeism</b>	Since the youth are placed in treatment, the facility works closely with the LEA to maximize attendance and participation in treatment.
<b>Student Engagement</b>	Student engagement was achieved via a multipronged approach, wherein psychoeducation, skill modeling, coaching, and experiential learning techniques such as music, art and recreation therapy to generalize and maximize skills.
<b>Social-emotional Well-being</b>	The focus of this strategy was on mental health and social-emotional wellbeing, recognizing the implications of COVID-19 and the manifestation of trauma as well as emotional wellness. The program emphasized mental health supports and trauma-informed approaches for students, as well as personal support/self-care to minimize burnout.
<b>Other Indicators</b>	These strategies includes the engagement of parents and access to reliable, high-speed internet and access to adequate devices for participating fully in school. During COVID-19 to maintain safety, the youth were often restricted from attending in-person. This increased stress and existing mental health conditions that could have impeded learning. During the past year and half the staff provided equipment and additional supports to ensure academic and social progress. Support staff attended training and supports to better improve student engagement via online learning. The program continues to enhance the educational space for students, especially when working remotely as well as foster safe space that maximizes experiential leaning opportunities within the facility.

### Documenting Disproportionate Impacts

2. Identify the **student** groups in the N&D that faced particularly significant impacts from the pandemic. For each, provide specific strategies that were used or will be used to identify and measure impacts.

<b>Student Group</b>	<b>Provide specific strategies that were used or will be used to identify and measure impacts</b>
Other groups disproportionately impacted by the pandemic that have been identified by the LEA (See Help Text for examples)	Individual, Family and group counseling Social skills training Individual/family support groups Art therapy Recreation therapy

### Reflecting on Local Strategies

3. Provide the N&D's assessment of the top strategy that has been most effective in supporting the needs of students, in particular specific student groups most impacted by the COVID-19 pandemic. Strategies two and three below are optional.

	<b>Strategy Description</b>
<b>Strategy #1</b>	To provide counseling support services in the school setting

i. **Impacts that Strategy #1 best addresses:** (select all that apply)

- Academic impact of lost instructional time
- Chronic absenteeism
- Student engagement
- Social-emotional well-being
- Other impact

i. If Other is selected above, please provide the description here:

iii. Student group(s) that Strategy #1 most effectively supports: (select all that apply)

- Students from low-income families
- Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)
- Gender (e.g., identifying disparities and focusing on underserved student groups by gender)
- English learners
- Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (IDEA))
- Students experiencing homelessness
- Children and youth in foster care
- Migrant students
- Other student groups: (provide description below)

iv. If Other is selected above, please provide the description here.

Reflecting on Local Strategies: Strategy #2 - Please note: this strategy is optional.

	Strategy Description
Strategy #2	

i. Impacts that Strategy #2 best addresses: (select all that apply)

- Academic impact of lost instructional time
- Chronic absenteeism
- Student engagement
- Social-emotional well-being
- Other impact

i. If Other is selected above, please provide the description here:

iii. Student group(s) that Strategy #2 most effectively supports: (select all that apply)

- Students from low-income families
- Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)
- Gender (e.g., identifying disparities and focusing on underserved student groups by gender)
- English learners
- Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (IDEA))
- Students experiencing homelessness
- Children and youth in foster care
- Migrant students
- Other student groups: (provide description below)

iv. If Other is selected above, please provide the description here.

Reflecting on Local Strategies: Strategy #3 - Please note: this strategy is optional.

	Strategy Description
Strategy #3	

i. Impacts that Strategy #3 best addresses: (select all that apply)

- Academic Impact of Lost Instructional Time
- Chronic absenteeism
- Student engagement
- Social-emotional well-being
- Other impact

i. If Other is selected above, please provide the description here:

iii. Student group(s) that Strategy #3 most effectively supports: (select all that apply)

- Students from low-income families
- Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)
- Gender (e.g., identifying disparities and focusing on underserved student groups by gender)
- English learners
- Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (IDEA))
- Students experiencing homelessness
- Children and youth in foster care
- Migrant students
- Other student groups: (provide description below)

iv. If Other is selected above, please provide the description here:

### Capacity for Data Collection and Reporting

N&D Institutions must continuously monitor progress and adjust strategies as needed. Describe the N&D Institution’s capacity and strategy to collect and analyze data (disaggregated by student group, where applicable), for each of the following measures:

	<b>Data Collection and Analysis Plan (including plan to disaggregate data)</b>
	When the pandemic started in March 2020, our clients had to transition to a

	<b>Data Collection and Analysis Plan (including plan to disaggregate data)</b>
<b>Student learning, including academic impact of lost instructional time during the COVID-19 pandemic</b>	virtual education format quickly. Sarah A. Reed Children's Center staff worked closely with teachers and staff to continue to give our clients a positive education. Teachers communicated daily with staff on assignments and student progress. Staff helped teachers with administering progress monitoring as well as collection and submitting of assignments. With a strong ongoing dialogue between teachers and staff, we were able to maintain educational progress for our clients during this difficult period.
<b>Opportunity to learn measures (see help text)</b>	During the summer months, we run a Title I Reading and Math program with our clients. We collaborate with teachers to determine clients' reading and math levels prior to our summer program beginning. The clients have certified teachers who create lesson plans and run lessons with help from direct care staff. We use MobyMax and Khan Academy software to determine gaps in clients' education. We then focus on creating a strong educational foundation for clients throughout the summer. We continue to have clients complete progress monitoring throughout the summer to determine any progress or regression. We inform teachers of any progress that our clients have achieved during the summer program. We have seen great results with clients maintaining or improving their math and reading skills through the summer program. We enhanced and utilized our technology at Sarah A. Reed Children's Center so that each client had their own Chromebook. Staff also used GoGuardian (monitoring software) to supervise the clients while they worked. Through GoGuardian, staff were able to make sure each student was actively engaged in their education and could help clients that were struggling with their academics. Clients were able to communicate with their teachers through Google Hangouts/Meet via their Chromebooks.
<b>Jobs created and retained (by number of FTEs and position type) (see help text)</b>	NA
<b>Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)</b>	Title I Summer School Program

**Plan for ARP ESSER Funds**

How will the N&D Institutions spend its ARP ESSER funds as outlined in the fields below?

1. Continuity of Services: How will the N&D Institutions use ARP ESSER funds to sustain services to address students' academic needs; students' and staff social, emotional, and mental health needs; and student nutrition and food services?
2. Access to Instruction: How will the N&D Institutions use ARP ESSER funds to support the goals of increasing opportunity to learn and equity in instructional delivery? Consider regular attendance/chronic absenteeism data from the 2020-21 school year, including data disaggregated by student groups, in

developing the response.

3. Mitigation Strategies: How will the N&D Institutions use ARP ESSER funds to support prevention and mitigation policies in line with the most up-to-date guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities and transportation services to effectively maintain the health and safety of students, educators, and other staff? Consider the N&D Institution’s Health and Safety Plan in developing the response.
4. Facilities Improvements: How will the N&D Institutions use ARP ESSER funds to repair and improve school facilities to reduce risk of virus transmission, address environmental health hazards, and/or improve ventilation? Consider the N&D’s Health and Safety Plan in developing the response.
5. Staff Recruitment, Support, and Retention: How will the N&D Institution use ARP-ESSER funds to maintain staff and provide professional training and/or improve working conditions for staff?
6. Other; i.e. summer school, extended day

Plan for Funds	Explanation
Facilities Improvements	CAPITAL EXPENDITURES: Residential parking lot (play area for children) North Hall furnace, water heater & AC replacement Selden boiler replacement (2 boilers in this unit) Gifford boiler replacement (2 boilers in this unit) North Hall kitchen cabinets (children use daily for activities) Selden rec room AC with heat back-up Gifford rec room AC with heat back-up
Other; i.e. summer school, extended day	THERAPEUTIC ACTIVITIES FOR CHILDREN IN THE RESIDENTIAL SUMMER PROGRAM: \$6,720Equine-Assisted Psychotherapy (2021 & 2022 Summer Program) Guitar lessons (2021-2023 Summer Programs)

**Section: Budget - Instruction Expenditures**

**BUDGET OVERVIEW**

**Budget**

\$255,422.00

**Allocation**

\$255,422.00

**Budget Over(Under) Allocation**

\$0.00

**INSTRUCTION EXPENDITURES**

N&D Institution Name	Function	Object	Amount	Description
			\$	
			<b>\$0.00</b>	

**Section: Budget - Support and Non-Instruction Expenditures**

**BUDGET OVERVIEW**

**Budget**

\$255,422.00

**Allocation**

\$255,422.00

**Budget Over(Under) Allocation**

\$0.00

**SUPPORT AND NON-INSTRUCTION EXPENDITURES**

<b>N&amp;D Institution Name</b>	<b>Function</b>	<b>Object</b>	<b>Amount</b>	<b>Description</b>
Sarah A Reed Child Ctr	4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	300 - Purchased Professional and Technical Services	\$165,000.00	Capital improvements to 3 of the 5 residential units to ensure a safe, healthy environment for the children
Sarah A Reed Child Ctr	2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$83,702.00	Salary expenditures for 3 mental health clinicians during the 2021, 2022 & 2023 Summer Programs
Sarah A Reed Child Ctr	3200 - Student Activities	300 - Purchased Professional and Technical Services	\$6,720.00	Therapeutic & Educational Programming
			<b>\$255,422.00</b>	



**Section: Budget - Budget Summary**  
**BUDGET SUMMARY**

	<b>100 Salaries</b>	<b>200 Benefits</b>	<b>300 Purchased Professional and Technical Services</b>	<b>400 Purchased Property Services</b>	<b>500 Other Purchased Services</b>	<b>600 Supplies 800 Dues and Fees</b>	<b>700 Property</b>	<b>Totals</b>
<b>1000 Instruction</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1300 CAREER AND TECHNICAL EDUCATION</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1400 Other Instructional Programs – Elementary / Secondary</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1600 * ADULT EDUCATION PROGRAMS</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1700 Higher Education Programs</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1800 Pre-K</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2000 SUPPORT SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2100 SUPPORT SERVICES – STUDENTS</b>	\$83,702.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$83,702.00
<b>2200 Staff Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2300 SUPPORT SERVICES – ADMINISTRATION</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

	<b>100 Salaries</b>	<b>200 Benefits</b>	<b>300 Purchased Professional and Technical Services</b>	<b>400 Purchased Property Services</b>	<b>500 Other Purchased Services</b>	<b>600 Supplies 800 Dues and Fees</b>	<b>700 Property</b>	<b>Totals</b>
<b>2400 Health Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2500 Business Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2600 Operation and Maintenance</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2700 Student Transportation</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2800 Central Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3000 OPERATION OF NON-INSTRUCTIONAL SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3100 Food Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3200 Student Activities</b>	\$0.00	\$0.00	\$6,720.00	\$0.00	\$0.00	\$0.00	\$0.00	\$6,720.00
<b>3300 Community Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES</b>	\$0.00	\$0.00	\$165,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$165,000.00
	<b>\$83,702.00</b>	<b>\$0.00</b>	<b>\$171,720.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$255,422.00</b>
<b>Approved Indirect Cost/Operational Rate: 0.0000</b>								<b>\$0.00</b>
<b>Final</b>								<b>\$255,422.00</b>

