

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.

Building Name
Diakon Center Point Day Treatment Program

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
Diakon Center Point Day Treatment Program	Diakon Center Point has engaged the staff, students, parents and our partner the Capital Area Intermediate Unit in the decision making of the utilization of funding. Meetings were held with the staff to discuss current presenting issues and barriers in meeting the impact that the pandemic has had on our student population. Parents were engaged during individual treatment planning sessions held during the current school year. Questions surrounding the current needs of students and what changes the parents/family have experienced since the beginning of the pandemic. Student and staff work groups were engaged during the first marking period...meetings were held with the student/staff Wellness Committee and suggestions related to student well-being were noted from those meetings. Finally, leadership meetings were held between the leadership teams of the CAIU and the Diakon Center Point program to specifically discuss the best use of the ARP ESSER funds and consider the feedback from the various groups that had been engaged to finalize the planned use of funds.

N&D Institution Name	Stakeholder Engagement
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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
Diakon Center Point Day Treatment Program	The feedback received from the Wellness committee related to improving the breakfast being provided by the Diakon Center Point Program. This was a strong consideration in the development of the planned use of funding. There was a strong request from the student members of this group to provide a warm breakfast option for the student population. This reflected a food insecurity need within the student body as well as a thoughtfulness around feeling supported by the program in getting their day started positively. Staff and teacher feedback indicated a need for stronger mental health supports as well as further training and support across all levels with Restorative Practice and better utilization of these skills to interrupt negative behavioral patterns and plan fully support students with positive, strength based interventions. These requests were considered in the planning. Finally, program managers considered extraordinary costs related to the daily cleaning required of the indoor school spaces and transport vehicles related to the health and well-being of students being served by the program (exceeding historical expenses related to janitorial staff and products normally budgeted in these areas).

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
	Diakon Center Point program will work with the

N&D Institution Name	Public Access to N&D Institutions Plan for the Funds
Diakon Center Point Day Treatment Program	agency's corporate communication staff to develop public releases that can be shared on the Diakon Center Point website as well as on the N&D website and submitted to PDE. These will be developed with consideration of the understanding of parent/caregivers and provided in alternative formats as requested. These public releases will outline the process used to develop the plan, outline the specifics of the plan (including how the funding is utilized) and the intended outcomes expected through the implementation of the plan.

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.

No

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
Diakon Center Point Day Treatment Program			



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
Diakon Center Point Day Treatment Program	https://www.diakon.org/youth-services/services/center-point-day-program/



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

Neglected Institutions

Agency: Capital Area IU 15

Neglected Institution: Diakon Wilderness Center

Allocation Amount: \$201,234.00

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	The CAIU implements a standards-based reading and math program from Houghton Mifflin Harcourt. The Houghton Mifflin Harcourt classroom assessment will be utilized by CAIU teachers to learn a student's readiness to learn on-grade content. HMH will be administered 3 x's in an academic year. The growth measure is a research-based and adaptive benchmark assessment for math and ELA. The test is given three times a year to measure student progress through the school year. These programs establish conceptual understanding and reinforces understanding with procedural practice.
Chronic Absenteeism	Absentee rates will be collected by marking period. Bench marks have been set based on past data for the program (70% attendance rate is the bench mark)
Student Engagement	Monthly goal progress reports measure a student's progress on Service Plan/Treatment Plan focus areas and score progress on set goals. These are important indicators of a student's engagement in the program modalities in place to support progress.
	The Diakon Center Point/CAIU has begun utilizing the Behavioral Health Screening tool developed by Children's Hospital of Philadelphia for all ES class

	Methods Used to Understand Each Type of Impact
Social-emotional Well-being	placements. Results of this Screening will be used to support decision making on the level and array of services that will be recommended for a student’s overall well-being and mental health care as well as developing effective behavioral support plans for all ES students.
Other Indicators	Student and family surveys will be conducted by the Student/Staff Wellness committee to gauge overall satisfaction with the overall menu and food options being served for breakfast and lunch following the introduction of the expanded breakfast menu. Surveying will be completed at the end of the third marking period and again at the end of the school year.

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.

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Other groups disproportionately impacted by the pandemic that have been identified by the LEA (See Help Text for examples)	Current students with a MH diagnosis (79% of current enrolled students) - Effective behavioral support plans. This will be measured by the amount of class work completed and reduction in the amount of time being spent in LRC and out of class for disciplinary measures.
Other groups disproportionately impacted by the pandemic that have been identified by the LEA (See Help Text for examples)	Students who experienced a high truancy rate during the pandemic and as a result fell significantly behind credit wise - Support the development of truancy intervention plans. Assess need and appropriateness for credit recovery. Develop plans for youth to meet graduation requirements and graduate on time. Track attendance rate by marking period and maintain 70% or above attendance rate. Address attendance issues through the development of a truancy prevention plan compiled through an emergency family/treatment team meeting.
Students from low-income families	Students facing food insecurities. This will be addressed by providing a nutritious variety of prepared warm breakfast items that comply with the school breakfast program requirements to encourage students to eat breakfast daily and experience the benefits of a nutritious breakfast. Currently the program provides a cold breakfast through this program. We will track and compare the number of students participating in the program after expanding

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
	the menu and report any increases in participation. We will also conduct surveys in the third marking period and end of school year to gauge students (and families) overall satisfaction with the menu and lunch and breakfast food choices.
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	Review and update student plans and reinforce and coach staff on the effectiveness and utilization of these interventions/support plans with staff/teachers. Provide MH and Behavioral support as well as staff coaching to increase educational success for these youth and address any disparities that may have resulted from virtual learning time. Implementation of the BHS screening tool and development of decision tree based on the results will be utilized for all ES class placements at Diakon.

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.

	Strategy Description
Strategy #1	Integrating student supports

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.

Students involved in the criminal justice system

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:

	Data Collection and Analysis Plan (including plan to disaggregate data)
Student learning, including academic impact of lost instructional time during the COVID-19 pandemic	Houghton Mifflin Harcourt classroom assessment will be utilized by CAIU teachers to learn a student’s readiness to learn on-grade content. HMH will be administered 3 x’s in an academic year.
Opportunity to learn measures (see help text)	Students in the Diakon Center Point Day program will be presented with opportunities to both progress academically and learn on grade content appropriate for where they are from an instructional level. Students will also be offered opportunities for Credit Recovery when appropriate to help them recover from lost instructional time and remain on grade level. Students who are missing on site academic days due to the Health and Safety protocols (Covid symptoms or waiting results of testing, close contact protocols, covid positive) are given any needed technology for on line learning options as well as teacher and social worker engagement/support while following these health and safety protocols. Monthly goal progress reports measure a student’s progress on Service Plan/Treatment Plan focus areas and score progress on set goals in all program modalities (workforce readiness, academics etc). These are important indicators of a student’s engagement and progress in the program and are

	Data Collection and Analysis Plan (including plan to disaggregate data)
	measures in place to chart a youth’s progress and opportunities to learn.
Jobs created and retained (by number of FTEs and position type) (see help text)	1 FTE Clinical Restorative Practice Coach.5 FTE Horticulture/Workforce Development Coach
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	n/a

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
	Funding will be utilized to expand Diakon Center Point’s capacity to serve a hot, prepared breakfast option. The program currently employs one Food service staff (director) who is also responsible for developing and teaching the culinary program curriculum. The funding will be utilized to hire a part time (20 hours a week) food service employee to prepare and serve a warm breakfast offer to students in the morning. Funding will be utilized to provide

Plan for Funds	Explanation
Continuity of Services	<p>restorative practice follow up training to develop the restorative practice skills of teachers and staff. Funding will also support the development of a Restorative Coach position to support staff as they implement these skills in the milieu of the program. The goal is to support the development of the restorative approach more fully and consistently in the classroom as well as the overall milieu of the program. Restorative practice represents a positive step forward in helping students learn to resolve disagreements with each other and with staff/teachers, take ownership of their behaviors, and engage in acts of empathy and forgiveness. Teachers and staff can also utilize goal setting with students as a restorative practice...with goal setting, students take ownership of areas they would like to improve (academically and socially), and they set realistic and actionable steps to work towards goals. These practices help build positive relationships based on respect and understanding, provide the opportunity for equitable dialogue and decision making, involve relevant stakeholders, encourage responsibility taking while also addressing harms, needs and obligations. The utilization of effective restorative practices in the milieu will also replace other more punitive approaches to misbehavior that often take a student out of their scheduled academics, preventing further academic loss as our students adjust back to being in a classroom/school environment. Finally funding will be utilized to support thorough daily sanitizing and cleaning of all the shared spaces utilized for programing, including transport vans, dining facilities, programing spaces, classrooms, and restrooms. Cleaning schedules (and the purchase of cleaning supplies) of all these student and staff use areas has increased since the beginning of the pandemic and will continue to be prioritized.</p>
Mitigation Strategies	<p>Finally funding will be utilized to support thorough daily sanitizing and cleaning of all the shared spaces utilized for programing, including transport vans, dining facilities, programing spaces, classrooms, and restrooms. Cleaning schedules (and the purchase of cleaning supplies) of all these student and staff use areas has increased since the beginning of the pandemic and will continue to be prioritized.</p>

Plan for Funds	Explanation
Facilities Improvements	<p>Over this past summer (2021) all class rooms in the education building were painted and fitted with new flooring (old carpet removed) as well as a total remodel on the bathrooms (flooring, painting, new toilets) and hallways. This was done as a staff/student improvement initiative to freshen up the school area for the beginning of the school year to support a fresh start on in person learning. Funding is in place to support the janitorial and facilities maintenance staff who is (and has been) putting in hours outside of his normally scheduled 37.5 budgeted weekly hours to complete required cleaning and sanitizing of all programing areas as well as supporting facilities improvements.</p>
Staff Recruitment, Support, and Retention	<p>Primarily additional support staff have been added as well as a push to recruit and fill all open positions. Because there has been a significant staff turnover and there is development needs in training and development of the restorative practice approach of the program, funds are being used to hire a Clinical level Restorative Coach to train and update staff on restorative practices and provide hands on coaching as the practice these tools and skills in the program milieu.</p>

Section: Budget - Instruction Expenditures

BUDGET OVERVIEW

Budget

\$201,234.00

Allocation

\$201,234.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

N&D Institution Name	Function	Object	Amount	Description
			\$	
			\$0.00	

Section: Budget - Support and Non-Instruction Expenditures

BUDGET OVERVIEW

Budget

\$201,234.00

Allocation

\$201,234.00

Budget Over(Under) Allocation

\$0.00

SUPPORT AND NON-INSTRUCTION EXPENDITURES

N&D Institution Name	Function	Object	Amount	Description
Diakon Center Point Day Treatment Program	2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$178,587.00	Mental Health Worker supports; Part-Time Horticulture position to support program; Restorative Coach to provide supports to students transitioning back to the classroom
Diakon Center Point Day Treatment Program	2100 - SUPPORT SERVICES – STUDENTS	600 - Supplies	\$10,489.00	Curriculum Materials to address learning loss from COVID 19 as well as provide supports to the vocational programs at Diakon
Diakon Center Point Day Treatment Program	5000 - OTHER EXPENDITURES AND FINANCING USES	900 - Indirect Costs Rate	\$12,158.00	IDC up to 6.43%

			\$201,234.00	
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Section: Budget - Budget Summary
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	\$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 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	\$178,587.00	\$0.00	\$0.00	\$10,489.00	\$0.00	\$189,076.00
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

	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	
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	
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	\$178,587.00	\$0.00	\$0.00	\$10,489.00	\$0.00	\$189,076.00	
								Approved Indirect Cost/Operational Rate: 0.0643	\$12,158.00
								Final	\$201,234.00

