

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
The Meadows Psychiatric Center
Stormbreak Girls Group Home YSB

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
The Meadows Psychiatric Center	The Meadows Psychiatric Center is dedicated to engage in open, honest two way communication with stakeholders. The Meadows Psychiatric Center has engaged and will continue to engage meaningfully with stakeholders regarding ARP ESSER funds. The Meadows Psychiatric Center provided patient engagement surveys to stakeholders in regards to the use of funds and improvements to be made to increase the awareness and overall safety of the students, employees and hospital. The Meadows Psychiatric Center will hold a zoom meeting to encourage stakeholders to provide feedback and ideas in regards to the ARP ESSER funds. The Meadows School will be transparent to all providers, students and families in regards to providing and supporting safe education and mental health treatment to all. The Meadows School will provided informational sessions to families and students about the policies and practices in place to ensure safety. The Meadows Psychiatric Center will ensure the School Entity Plan is publicly available on The Meadows Psychiatric Center website. A written

N&D Institution Name	Stakeholder Engagement
	copy will be provided when requested to stakeholders. All financial records in regards to the ARP ESSER funds will be available to stakeholders as requested. The Meadows Psychiatric Center will adjust plans of the ARP ESSER funds as needed and follow CDC guidance in regards to adjusting the use of APR ESSER funds.
Stormbreak Girls Group Home YSB	YSB's girls group home has open and honest communication with stakeholders we have regular communication with teachers, administrators, child welfare staff, students and parents. We will make our plans for use of the ARP ESSER funds available to all Stakeholders. We are committed to feedback from Stakeholders to provide and support our youth in the safest way possible.

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
The Meadows Psychiatric Center	The Meadows Psychiatric Center is committed to providing a safe and healthy workplace for all employees and students. The Meadows Psychiatric Center has taken stakeholder and public input in account when developing a plan for the use of the funds in numerous ways. The data collected from surveys and suggestions was used to develop the plan of use to increase sanitation, safety and educate students and families. Feedback that was provided by stakeholders on ways to improve and increase safety was utilized; along with feedback from each department and employees to gain a better understanding of needs to improve education of the students as well as the overall mental health and safety of each individual that walks into The Meadows Psychiatric Center. The Meadows Psychiatric Center will continue to gather information, suggestions and feedback from stakeholders, employees, students and providers to improve all education provided to each student as well as to keep the students healthy in regards to COVID-19 and other diseases.

N&D Institution Name	Use of Stakeholder Input
Stormbreak Girls Group Home YSB	YSB will utilize information gathered from Stakeholders to continue to keep safe and healthy services for all the youth that we serve. Regular communication with the teachers and educators helps us to provided a healthy learning environment for our youth who have been impacted by COVID 19

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
The Meadows Psychiatric Center	The Meadows Psychiatric Center is dedicated to being transparent to all providers, students and families in regards to providing safe education and mental health treatment to all. The process for development, approval and making public the N&D Institutions Plan for use of ARP ESSER funds for The Meadows Psychiatric Center is that information sessions will be provided to families and students about the policies and practices in place to ensure collaboration. The Meadows Psychiatric Center will make the plan readily available to all stakeholders, parents, guardians, students and employees by written format as requested; the plan will be available on The Meadows Psychiatric Center’s website to be available to stakeholders, providers, families, students and employees would want to access the plan. The plan will also be available on The Meadows Psychiatric Centers public computer drive for easy access to employees to pull for families and guardians. The School Entity Plan will be publicly available on The Meadows Psychiatric Center website as well as a written copy to be provided when requested. All financial records in regards to the ARP ESSER funds will be available to stakeholders as requested. The Meadows Psychiatric Center will adjust plans of use of the ARP

N&D Institution Name	Public Access to N&D Institutions Plan for the Funds
	<p>ESSER funds as needed and follow CDC guidance for adjusting ARP ESSER funds.</p>
<p>Stormbreak Girls Group Home YSB</p>	<p>The process for development, approval and making public the N&D Institutions Plan for use of ARP ESSER funds for the Stormbreak Girls Group Home is that information sessions will be provided to families and students about the policies and practices in place to ensure collaboration. The plan readily available to all stakeholders, parents, guardians, students and employees by written format as requested; the plan will be available on The Centre County Youth Service Bureau's website to be available to stakeholders, providers, families, students and employees would want to access the plan. All financial records in regards to the ARP ESSER funds will be available to stakeholders as requested. The Centre County Youth Service Bureau will adjust plans of use of the ARP ESSER funds as needed and follow CDC guidance for adjusting ARP ESSER funds.</p>

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
			The Meadows Psychiatric Center will utilize part of our federal ESSER funds to remove carpet in common areas to replace with

N&D Institution Name	Type of Project	Name of Proposed Project	Brief Description of Proposed Project
The Meadows Psychiatric Center	Construction	Removal of carpet/Tile install	tile/laminate or material that can be easily sanitized and cleaned. The purpose of the project supports killing viral, bacterial, and fungal pathogens. The laminated/tile surfaces will be able to be easily sanitized and cleaned to stop the spread of bacteria.
The Meadows Psychiatric Center	Construction	HVAC	The Meadows Psychiatric Center will utilize part of our federal ESSER funds to help support an upgraded HVHC system. The purpose of the project will support improving indoor air quality, including the design and installation.
The Meadows Psychiatric Center	Construction	Negative pressure room	The Meadows Psychiatric Center will utilize part of our federal ESSER funds to put in additional negative pressure rooms, which allows the individual who is suspected or is infected with COVID-19 to be in without spreading bacteria/viruses to other individuals. The Meadows Psychiatric Center will utilize the funds to support the negative pressure room cost.
			The Meadows

N&D Institution Name	Type of Project	Name of Proposed Project	Brief Description of Proposed Project
The Meadows Psychiatric Center	Construction	Outdoor area	Psychiatric Center will utilize part of our federal ESSER funds to help support an outdoor area construction to allow of social distancing of students. The outdoor area will be adjacent to units, to allow for students who are on precautions to be outside. School, groups, and treatment will be able to be provided in these area to all students, social distancing will be able to occur so that germs cannot be spread as easily.
The Meadows Psychiatric Center	Construction	UVGI sanitation lights	The Meadows Psychiatric Center will utilize part of our federal ESSER funds to help support installing Upper UVGI sanitation lights. The purpose of the project supports killing viral, bacterial, and fungal airborne pathogens before they contaminate a surface area.



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
The Meadows Psychiatric Center	www.themeadows.net
Stormbreak Girls Group Home YSB	https://ccysb.com/



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

Neglected Institutions

Agency: Central IU 10

Neglected Institution: Centre County Youth Service Bureau - Stormbreak Girls Group

Allocation Amount: \$15,943.00

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 Centre County Youth Service Bureau utilized data from the youth and families that we serve and found the following, While school was remote the youth in the program struggled to have quality instructional time. Most of the youth are distracted and had difficulty staying on task. Many of the youth lost the academic instructional time that they needed and many of them have fallen behind. COVID-19 had a large impact on they way youth learn.
Chronic Absenteeism	The Youth in the Centre County Youth Service Bureau continue to struggle with absenteeism due to illness and subsequently needing to be tested for COVID-19 before returning and when one youth is out of school all unvaccinated youth must stay home from school as well.
Student Engagement	The Centre County Youth Service Bureau gathered information on Studies from the RAND Corporation on the disruption of student learning as well as the reports locally from teachers and students to gather information on student engagement. Teachers were not seeing students in person and remote learning was taking a tool on students.
	The Centre County Youth Service Bureau continues to evaluate the needs of

	Methods Used to Understand Each Type of Impact
Social-emotional Well-being	each youth in our care. Educating each youth on the effects of COVID-19 and the utilization of proper handwashing and sanitation. When looking at trauma and the effects on children the pandemic has, according to the National Child Traumatic Stress Network and other studies on the effects of trauma youth are being greatly affected by the Pandemic and it compounds the traumas that they have already experienced. The worries and fears that they have about the pandemic or the increase of traumatic situations, child abuse, food insecurity and the lack of social outlets that they have.
Other Indicators	

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
Children and youth in foster care	The Centre County Youth Service Bureau, Stormbreak Girls Group Home, works with group home youth these are youth from the foster care system.

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	The strategy that has been effective is addressing the social emotional well-being on the youth within the program. Many program youth have been Struggled with loss of socialization and education and instructional time, due to COVID 19. The Centre County Youth Service Bureau works with these youth to help build social skills, work through traumas and be a confident learner.

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:

	Data Collection and Analysis Plan (including plan to disaggregate data)
Student learning, including academic impact of lost instructional time during the COVID-19 pandemic	The Centre County Youth Service Bureau will collect data from the Youth's home school district, stakeholders, and clients, on the academic impact of COVID-19. The Centre County Youth Service Bureau will also continue to research the data from PDE and other local sources. The Centre County Youth Service Bureau also surveys youth and families to collect data that can be used.
Opportunity to learn measures (see help text)	
Jobs created and retained (by number of FTEs and	

	Data Collection and Analysis Plan (including plan to disaggregate data)
position type) (see help text)	
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	

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
Continuity of Services	The Centre County Youth Service Bureau will use ESSER funds to help with the students' academic needs with the purchase of an assessment to be used by the teacher for the summer programming, the youth will need the extra academic assessment to be able to better serve them educationally and be able to know where they may fall behind. The Centre County Youth Service Bureau will help the youth with mental health needs by obtaining recognized trauma training for each member of staff in the program to best serve them in this area.

Plan for Funds	Explanation
Access to Instruction	The Centre County Youth Service Bureau will utilize funds to have a staff available to focus on the goal of increasing opportunity to learn and equity in instructional delivery by making sure to have a staff available to support these youth in foster care during the school hours by being available to support them when remote learning is happening to keep them on task and support the educational process.

Neglected Institutions

Agency: Central IU 10

Neglected Institution: The Meadows Psychiatric Center/UCBH

Allocation Amount: \$725,725.00

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 Meadows School has collected data from prior knowledge, surveys from stakeholders, students and families. The data shows that the academic impact of COVID-19 is huge; it was expressed that instruction time was lost and there is much difficulty keeping up with instruction and education materials while schools were providing education virtually; data shows that it was difficult for schools/teachers to be reached and many days were lost when imperative questions needed answered. The Meadows School will collect data from the students home school district, to see the impact that COVID-19 has had on each individual student academically, socially and emotionally. The Meadows School will monitor and survey students upon admission on the impact that COVID-19 has had on their academic success and loss of instructional time. The Meadows School will encourage students to explore all aspects of education and learning to ensure they are up to date with material and educational expectations and to cultivate a safe, positive and supportive climate that is conducive to learning.
	The Meadows School will collect data by prior knowledge from families, guardians, students and schools about the level of absenteeism from the student to assess the impact that COVID-19 has had on the student (sick days,

	Methods Used to Understand Each Type of Impact
Chronic Absenteeism	exhibiting symptoms, etc.)The Meadows Psychiatric Center will use this data to increase awareness of the importance of attending school and of education. The Meadows Psychiatric Center will work with students, families and providers to develop individualized plans to increase attendance and awareness of the importance of attending school.
Student Engagement	The Meadows school will continue to collect data by assessing how many students attend school each day by educational summary notes and taking attendance. The Meadows school will collect data on students attending groups and treatment to help improve their mental health and emotional needs by using group therapy notes and assessing an increase or decrease participation. The Meadows Psychiatric Center will collect data on students who are not attending school and/or therapy groups to provide alternative activities for each student who is not in attendance to continue to provide student engagement. The Social Service Therapists and Teachers will develop plans to increase participation for those students who are not attending school or group.
Social-emotional Well-being	Reaching out to medical providers to educate students on proper handwashing, the importance of using proper handwashing techniques, the spread of germs and sanitation.Reach out to medical providers to provide information about COVID-19; the importance of vaccination, provide education about the vaccine to patients, families and providers. Special lessons will be taught daily about the spread of germs, proper sanitation, the importance of proper handwashing to increase awareness and develop better understanding of COVID-19. The education and therapeutic staff will provide lessons, coping skills about the impact of COVID-19 and mental health needs. Data will be gathered about the number of inpatient stays compared to previous data to show the increase of student inpatient stays and the need to support their mental health and emotional wellbeing. The Meadows Psychiatric Center will also collect data on prior admission stays for each student and use that data to better serve our students.
Other Indicators	

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
	Children with disabilities- strategies that are used and will be used for children with disabilities are reaching out to the home district to get input and identify the difficulty that these students face and have faced educationally during the pandemic; we will continue to gather data about their disability and how their disability impacts their education. We will provide any modifications/accommodations that are needed

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
<p>Other groups disproportionately impacted by the pandemic that have been identified by the LEA (See Help Text for examples)</p>	<p>to the student. The Meadows Psychiatric Center will gather data and measure impact by surveying the students upon admission and at discharge on their concerns educationally and emotionally due to the pandemic. We will survey students and families on the best individualized strategies that work for the students to increase and meet their educational goals and teach to their emotional and educational needs. Evidence based activities to meet the comprehensive needs of this population will be used. The Meadows Psychiatric Center will provide information and assistance to parents and guardians to assist students in online learning and how they can effectively support their child. Students experiencing disabilities- The Meadows school is determined to provide and create opportunities for these students to better learn. Strategies that were used for students experiencing disabilities we use individualized strategies to determine the impact of the pandemic by surveys (formal and informal), individualized instruction (hands on, online learning, paper/pencil, manipulatives) and communication with all providers, the families, guardians and school district. Evidence based activities to meet the comprehensive needs of this population will be used. The Meadows Psychiatric Center will provide information and assistance to parents and guardians to assist students in online learning and how they can effectively support their child. Students from each racial/ethnic group- strategies that will be used to determine the impact that the pandemic has caused for these students is using individualized strategies to build on the child's strengths. The Meadows School will determine the impact of the pandemic by surveys, individualized instruction (hands on, online learning, paper/pencil, manipulatives) and communication with all providers, the families, guardians and school district. We will also assess the racial and ethnic needs/differences for each student who the pandemic has impacted to provide safe and supportive education for this group. Evidence based activities to meet the comprehensive needs of this population will be used. The Meadows Psychiatric Center will provide information and assistance to parents and guardians to assist students in online learning and how they can effectively support their child. The</p>

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
	<p>Meadows School will develop a culturally responsive curriculum. Students from low-income families- strategies that The Meadows Psychiatric has used to identify and measure impact is a collection of data upon admission from parents, guardians, providers and student that specifically ask the impact that the pandemic that caused. This data will be collected to determine the significant impact that students from low-income families have faced. we will follow up with families after discharge to ensure that they are following the discharge plan and returned back to school. We will use this data to determine how to better serve our students of this group. The Meadows school will provide information about resources in their area, this data will be tracked with each student discharge. This will ensure all students are provide equitable opportunities to succeed academically and emotionally. Evidence based activities to meet the comprehensive needs of this population will be used. The Meadows Psychiatric Center will provide information and assistance to parents and guardians to assist students in online learning and how they can effectively support their child.</p>

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
<p>Strategy #1</p>	<p>The top strategy that has been most effective in supporting the needs of students is providing education about the pandemic to students, families and guardians. Educating our youth and families, has increased the awareness and helped decrease the spread of COVID-19. The Meadows Psychiatric Center educates students on the correct way of wearing masks, the importance mask wearing and the importance of hand washing to decrease the spread of germs. The Meadows School will reach out to medical providers to educate students on proper handwashing techniques, the importance of using proper handwashing techniques, and the spread of germs. Special lessons are taught daily about the spread of germs, the importance of proper handwashing and mask wearing. Signs and reminders about the importance of washing hands and social distancing have been placed around The Meadows Psychiatric Center in all common areas.</p>

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
	The second strategy that has been most effective in supporting the needs of students is providing increase communication to school districts, providers, and families. Increased communication has helped the students, schools and families

	Strategy Description
Strategy #2	help address mental health and emotional needs of the students due to the pandemic. Psychiatric information, crisis plan, aftercare appointments and the psychiatric evaluation is sent to the school social worker, guidance, and other involved parties to better serve the child when they transition back to school.

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	The Meadows School has collected data from prior knowledge, surveys from stakeholders, students and families. The data shows that the academic impact of COVID-19 is huge; it was expressed that instruction time was lost and there is much difficulty keeping up with instruction and education materials while schools were providing education virtually; data shows that it was difficult for schools/teachers to be reached and many days were lost when imperative questions needed answered. The Meadows Psychiatric Center will continue to collect data through surveys from appropriate parties to monitor and analysis the impact of the pandemic. The Meadows School will collect data from the students home school district, to see the impact that COVID-19 has had on each individual student academically, mentally, physically and emotionally. The Meadows School will monitor, analysis and survey students upon admission on the impact that COVID-19 has had on their academic success and loss of instructional time. The Meadows School will encourage students to explore all aspects of education and learning to ensure they are up to date with material and educational expectations. Data will be collected from information gathered from parents and schools about the consistency of students who participated and did not participate in remote instruction. Data will be disaggregated by student group to best serve the students (students with disabilities, low income, homelessness, and racial/ethnicity)
Opportunity to learn measures (see help text)	The Meadows Psychiatric Center is committed to provide a safe, personalized, accelerate learning with better, more innovative practices that re-engages students back into in person learningThe Meadows School will ensure that students have the opportunity to learn by providing the students with opportunities and resources needs to learn. The Meadows School will use this to enhance educational programing for students and provide opportunities to maximize learning and build on student strengths.
Jobs created and retained (by number of FTEs and position type) (see help text)	The Meadows Psychiatric Center will assess the effectiveness of retaining employees by gathering monthly data of number of employees for each department with the number of employees needed to determine how The Meadows Psychiatric Center can better serve our employees. The Meadows Psychiatric Center will provide high quality professional learning opportunities for all administrators, teachers and staff to feel supported and safe during and after the pandemic. The Meadows Psychiatric Center will gather data and input from formal and informal surveys of employees on ways to retain employees by learning about their needs, how to provide a safe work environment and how to support the employees during the pandemic.

	Data Collection and Analysis Plan (including plan to disaggregate data)
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	Provide and implement evidence-based interventions by having summer school and extended school hours to provided early and ongoing interventions and equitable opportunities for all students. Opportunities will be provided for students to maximize learning, and provide ways for students to become immediately successful

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
	<p>The Meadows School will be transparent to all providers, students and families in regards to provide safe education and mental health treatment to all. The Meadows School will provided information sessions to families and students about the policies and practices in place to ensure the safety of all. The Meadows School is dedicated to cultivate a safe, positive and supportive climate that is conducive to learning and provides early and ongoing interventions for students.</p> <ul style="list-style-type: none"> • Increased sanitation stations; individual pods and learning stations; UVGI lighting to decrease the spread of germs will be implemented. • Implement infection prevention and control protocols • Increase of staff awareness and visibility to increase social distancing among students and

Plan for Funds	Explanation
Continuity of Services	<p>enforce masking in common areas will help ensure the safety of the students and staff members. • Daily screening and monitoring of COVID-19 symptoms will help decrease any spread. Students are exhibiting symptoms will be placed in negative pressure rooms to isolate symptoms. Staff will continue to provide education and mental health treatment with the use of full PPE gear. • The Meadows School will follow all CDC guidance and will change as guidance is updated by CDC. This information will be provided quickly and transparently to students, families and staff• To ensure the continuity of services, students will be provided their education via the internet, which includes purchasing pods/headphones and laptops that allow for zoom and Google Classroom access which will continue to follow HIPAA guidelines. Classroom teachers will enable multiple instructional modalities so that each student can focus on the skills that they need to be successful. • Students will be monitored and screened daily for symptoms to ensure that COVID-19 does not spread throughout the school or common areas. The Meadows School will provide each student a new mask daily to wear to decrease the spread of COVID-19. Each student will be encouraged to wear their mask throughout the day in common areas, indoors and when outdoors around other individuals. • Food and meals will be provided in individual packages/individual servings. Disposable and individual packaged utensils, glassware will be purchased and used for all meals to decrease the spread of germs. Each unit will eat breakfast, lunch and dinner at different times to provide adequate time to sanitize and clean before another group of students comes to the dining area. Increase sanitize stations and hand sanitizer will be provided to decrease any spread of germs. All dietary staff will be certified in Servsafe training to ensure that all precautions are taken to provide meals in a safe manner.</p>
	<ul style="list-style-type: none"> • The classrooms and groups rooms will be modified where the students will have desk barriers to decrease the spread of germs from one student to another. • Classroom techniques will be modified by each student will have their own set of writing utensils and school supplies that will not be shared with other students. All school supplies will be sanitized each

Plan for Funds	Explanation
Access to Instruction	<p>day via UV sanitation wands. • The Meadows School will place physical distancing markers on the floors and common areas to increase social distancing. • The Meadows School will purchase additional Chromebooks and upgraded internet services to ensure students are able to attend classes and comply with all educational requirements. • The Meadows School will provide ways that students can access zoom via the purchase of headphones, pods and continue to follow all HIPAA guidelines. • The Meadows School will purchase additional resources to ensure all students, regardless of academic ability level, socioeconomic status, race or ethnicity are able to learn to the best of their ability. Individualized plans will be created for each child to identify academic goals.</p>
Mitigation Strategies	<ul style="list-style-type: none"> • The classrooms and groups rooms will be modified where the students will have desk barriers to decrease the spread of germs from one student to another. • Classroom techniques will be modified by each student will have their own set of writing utensils and school supplies that will not be shared with other students. All school supplies will be sanitized each day via UV sanitation wands. • The Meadows School will place physical distancing markers on the floors and common areas to increase social distancing. • The Meadows School will purchase additional Chromebooks and upgraded internet services to ensure students are able to attend classes and comply with all educational requirements. • The Meadows School will provide ways that students can access zoom via the purchase of headphones, pods and continue to follow all HIPAA guidelines. • The Meadows School will follow all CDC guidance and will change as guidance is updated by CDC. This information will be provided quickly and transparently to students, families and staff
	<ul style="list-style-type: none"> • Developing a locker system for students upon admission to separate them from their belongings; ensure sanitation of all belongings • Removal of Outer Nursing Station and adding wall mounted charting stations along with exploring options for storage to still keep student items to decrease any spread. • Removal of trees in front of and beside

Plan for Funds	Explanation
Facilities Improvements	<p>children and adolescent units to add concrete area/ fenced area to provide school outside and meals as much as possible to allow social distancing; painting of areas with activities; also allowing students to participate in more outdoor activities to decrease the spread of viruses. • The Meadows Psychiatric Center will invest in UVGI sanitation lighting for the common areas of the students (classrooms, group rooms); to decrease the spread of germs and COVID-19. • Negative Pressure room will be available to students who are exhibiting COVID-19 symptoms to help stop the spread to other students and employees. • Negative Pressure kits will be purchased to ensure the negative pressure rooms are working correctly. • The Meadows Psychiatric Center will consult experienced HVAC professionals to provide healthy, code-compliant indoor air quality. • The Meadows Psychiatric Center will increase air filtration throughout the classroom. The Meadows School will use portable HEPA filtration systems throughout the classroom and common areas to decrease the spread. • School facilities will be repaired and improved to reduce the risk of virus transmission and exposure to health hazards.</p>
Staff Recruitment, Support, and Retention	<p>• The Meadows Psychiatric Center will invest in UVGI sanitation lighting for the common areas of the students (classrooms, group rooms); to decrease the spread of germs and COVID-19. • Negative Pressure room will be available to students who are exhibiting COVID-19 symptoms to help stop the spread to other students and employees. • Negative Pressure kits will be purchased to ensure the negative pressure rooms are working correctly. • The Meadows Psychiatric Center will consult experienced HVAC professionals to provide healthy, code-compliant indoor air quality to improve working conditions. • PPE gear and masks will be provided to staff to increase safety and improve working conditions • The Meadows Psychiatric Center will increase air filtration throughout the classroom. The Meadows School will use portable HEPA filtration systems throughout the classroom and common areas • The Meadows Psychiatric Center will maintain school staff and provide professional training for all • Will utilize innovative staffing models to provide more therapeutic</p>

Plan for Funds	Explanation
	instruction and contracted staff. • Provide retention bonuses for education, medical and therapeutic staff whom provide direct instruction for students. • Training will be offered on how bias and privilege affect classrooms and schools.
Other; i.e. summer school, extended day	1. Other; i.e. summer school, extended day• The Meadows Psychiatric Center will employ PA certified teachers to facilitate summer school and extended school day to those students who need additional academic support due to the loss of instructional time due to the pandemic. • These funds will be used to design and implement a tutoring program as needed for students who need additional time throughout the day to complete assignments and classwork. • Provide opportunities for students to maximize learning, and provide ways for students to become immediately successful with the use of summer school and extended day.

Section: Budget - Instruction Expenditures

BUDGET OVERVIEW

Budget

\$741,668.00

Allocation

\$741,668.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

N&D Institution Name	Function	Object	Amount	Description
The Meadows Psychiatric Center	1000 - Instruction	100 - Salaries	\$102,184.00	Salaries for COVID Screener and Infection control educator
The Meadows Psychiatric Center	1000 - Instruction	200 - Benefits	\$7,817.00	Payroll taxes related to the covid screener and infection control educator positions
Stormbreak Girls Group Home YSB	1000 - Instruction	100 - Salaries	\$6,048.00	Youth Care Worker
Stormbreak Girls Group Home YSB	1000 - Instruction	200 - Benefits	\$2,489.00	Payroll taxes and benefits related to youth care worker
			\$118,538.00	

Section: Budget - Support and Non-Instruction Expenditures

BUDGET OVERVIEW

Budget

\$741,668.00

Allocation

\$741,668.00

Budget Over(Under) Allocation

\$0.00

SUPPORT AND NON-INSTRUCTION EXPENDITURES

N&D Institution Name	Function	Object	Amount	Description
The Meadows Psychiatric Center	2600 - Operation and Maintenance	300 - Purchased Professional and Technical Services	\$8,500.00	Kitchen/dietary sanitation/safe-serv training
The Meadows Psychiatric Center	2800 - Central Support Services	300 - Purchased Professional and Technical Services	\$25,000.00	Staff training on COVID mitigation
The Meadows Psychiatric Center	2500 - Business Support Services	500 - Other Purchased Services	\$8,000.00	Providing educational materials to schools, providers and families (in person or via zoom)-- navigating mental health issues during COVID-19 and online learning, how to recognize signs/symptoms when a child or individual is experiencing a mental health problem
				COVID supplies

N&D Institution Name	Function	Object	Amount	Description
The Meadows Psychiatric Center	2800 - Central Support Services	600 - Supplies	\$123,245.00	include disposable masks, sanitation, individual headphones, physical barriers, sanitation wands, hand sanitizing stations, student clothing/necessaries to provide sanitation.
The Meadows Psychiatric Center	4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	700 - Property	\$20,000.00	Negative pressure rooms
The Meadows Psychiatric Center	4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	700 - Property	\$200,000.00	UVGI sanitation lights
The Meadows Psychiatric Center	4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	700 - Property	\$79,000.00	remodel outdoor area of units to encourage social distancing and school outside
The Meadows Psychiatric Center	4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	700 - Property	\$125,000.00	HVAC system

N&D Institution Name	Function	Object	Amount	Description
The Meadows Psychiatric Center	2600 - Operation and Maintenance	600 - Supplies	\$10,000.00	Updated internet services
The Meadows Psychiatric Center	5000 - OTHER EXPENDITURES AND FINANCING USES	900 - Indirect Costs Rate	\$16,979.00	Indirect costs
Stormbreak Girls Group Home YSB	2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$6,440.00	Trauma training for staff, educational assesment and learning experience
Stormbreak Girls Group Home YSB	2100 - SUPPORT SERVICES – STUDENTS	600 - Supplies	\$966.00	Student clothing/necessaties to provide sanitation, headphones for remote learning
			\$623,130.00	

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	\$108,232.00	\$10,306.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$118,538.00
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	\$0.00	\$0.00	\$0.00	\$966.00	\$0.00	\$966.00
2200 Staff Support Services	\$0.00	\$0.00	\$6,440.00	\$0.00	\$0.00	\$0.00	\$0.00	\$6,440.00
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	\$8,000.00	\$0.00	\$0.00	\$8,000.00
2600 Operation and Maintenance	\$0.00	\$0.00	\$8,500.00	\$0.00	\$0.00	\$10,000.00	\$0.00	\$18,500.00
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	\$25,000.00	\$0.00	\$0.00	\$123,245.00	\$0.00	\$148,245.00
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	\$424,000.00	\$424,000.00
	\$108,232.00	\$10,306.00	\$39,940.00	\$0.00	\$8,000.00	\$134,211.00	\$424,000.00	\$724,689.00
Approved Indirect Cost/Operational Rate: 0.0618								\$16,979.00
Final								\$741,668.00

