

**Section: Narratives - Building Information**

**School Building Name**

Please enter the school building information in the table below for each A-TSI designated School that will be included in this application.

<b>School Building Name</b>	<b>4 Digit Building Number</b>
Sharon Middle School	8092

## Section: Narratives - Assessing Impacts and Needs

### SCHOOLS DESIGNATED A-TSI 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 designated A-TSI Schools within the LEA 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 designated A-TSI School 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. As used in this application, "the LEA" refers to the Grantee defined in the Grant Agreement, which will be applying for the funds on behalf of the A-TSI designated School within the LEA.

Like Comprehensive Support and Improvement (CSI) schools, Additional Targeted Support and Improvement (A-TSI) schools are designated every three years, when one or more student groups in a school perform below the CSI thresholds for academic proficiency, academic growth, and at least one additional indicator. Also consistent with CSI determinations, any school in which the combined four- and five-year adjusted cohort graduation rate for one or more student groups is 67 percent or below will be designated for A-TSI.

ARP ESSER includes a significant focus on vulnerable student populations. Given these requirements, as well as PDE's own equity commitments, the designated A-TSI School 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 A-TSI designated School (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).

### Section I: Assessing Impacts and Needs

In this first section, A-TSI designated Schools are asked to describe the impact of the pandemic on their students, examine disproportionate impacts on specific student groups, and highlight the A-TSI designated School'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 A-TSI designated School 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?

**Academic Impact of Lost Instructional Time**

School Building Name	Methods Used to Understand Each Type of Impact
Sharon Middle School	<p>The impact of the COVID-19 Pandemic on student learning and educational needs was discussed during Administrative and staff meetings. Teams consisting of building principals, guidance counselors, teachers, support staff, the Supervisor of Student Services and the Supervisor of Curriculum, Instruction and Assessment met in groups to review data, including individual student and cohort achievement, behavior and attendance data and trends from the 19-20, 20-21 and start of the 21-22 school years. Indicators reviewed for students in grades K-6 include literacy skill proficiency as evidenced by the Acadience Reading assessment data, benchmark assessment data, student grades, attendance rates and mode of instruction during the 20-21 school year, as students had the option of attending school face to face or joining virtual classrooms. Indicators reviewed for students in grades 7-12 include benchmark assessment data, student grades, course failure risks, attendance rates and mode of instruction during the 20-21 school year, as students had the option of attending school face to face or joining virtual classrooms. These teams worked to identify the educational needs of our students and possibilities to provide support.</p>

**Chronic Absenteeism**

School Building Name	Methods Used to Understand Each Type of Impact

School Building Name	Methods Used to Understand Each Type of Impact
Sharon Middle School	<p>The impact of the COVID-19 Pandemic and chronic absenteeism is discussed during Administrative and staff meetings. Teams consisting of building principals, guidance counselors, teachers, support staff, parent liaison/truancy personnel, the Supervisor of Student Services and the Supervisor of Curriculum, Instruction and Assessment meet in groups to review data, from the 19-20, 20-21 and 21-22 school years. Indicators reviewed include assessment data, student grades, attendance rates and mode of instruction during the 20-21 school year, as students had the option of attending school face to face or joining virtual classrooms. These teams reviewed attendance trends by cohort, families, individual student, demographic and gender to determine target areas and design support to combat the increase in absentee rates.</p>

**Social-emotional Well-being**

School Building Name	Method Used to Understand Each Type of Impact
Sharon Middle School	<p>To evaluate the impact of COVID-19 on the social and emotional learning needs of students, the District reviewed individual student and cohort achievement, behavior and attendance data and trends. PLCs, School-wide Positive Behavior Support and data teams discussed data and observations. The results from the 20-21 District wide SEL program implementation, including student performance and student and teacher reflection, were discussed. These areas were also a topic during middle and high school student focus group conversations. In addition, student climate surveys were administered to all middle/high school students and reviewed by the M/HS School Climate Team.</p>

**Student Engagement**

School Building Name	Method Used to Understand Each Type of Impact
	The impact of the COVID-19 Pandemic on student

School Building Name	Method Used to Understand Each Type of Impact
Sharon Middle School	engagement was discussed during Administrative and staff meetings. Teams consisting of building principals, guidance counselors, teachers, support staff, the Supervisor of Student Services and the Supervisor of Curriculum, Instruction and Assessment meet in groups to review data, from the 19-20, 20-21 and 21-22 school years. Teachers specifically discuss noticings and needs collectively in PLCs and grade level and districtwide groups.

**Other Indicators**

School Building Name	Methods Used to Understand Each Type of Impact

**Documenting Disproportionate Impacts**

2. Identify the **student** groups in the A-TSI designated School that faced particularly significant impacts from the pandemic. Note that the student group(s) for which the school was designated A-TSI should be included in this listing. For each student group, provide specific strategies that were used or will be used to identify and measure impacts. This table can be completed for each A-TSI designated School included in this application.

School Building Name	Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
		To evaluate the impact of COVID-19 on educational programming and delivery, the District utilized several methods of data review and stakeholder feedback. In regards to learning loss, data review is ongoing by administrative and educational staff. Teachers administer diagnostic, formative, benchmark and summative assessments to evaluate student skill proficiency as aligned to the PA Core and Academic Standards. Learning progressions are utilized to determine student need and set

School Building Name	Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Sharon Middle School	Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	<p>goals for achievement and growth. To identify social and emotional learning needs of students due to COVID-19 impacts, the District reviewed individual student and cohort achievement, behavior and attendance data and trends. PLCs, School-wide Positive Behavior Support and data teams discussed data and observations. The results from the 20-21 District wide SEL program implementation, including student performance and student and teacher reflection, were discussed. In addition, student climate surveys were administered to all middle/high school students and reviewed by the M/HS School Climate Team. Student IEPs and progress monitoring data are reviewed for all students with disabilities to evaluate student needs and growth towards achieving individual learning and behavior goals as applicable. All teams break down data by student group to compare growth, achievement and behavior trends.</p>
		<p>To evaluate the impact of COVID-19 on educational programming and delivery, the District utilized several methods of data review and stakeholder feedback. In regards to learning loss, data review is ongoing by administrative and educational staff. Teachers administer diagnostic, formative, benchmark and summative assessments to</p>

School Building Name	Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Sharon Middle School	Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)	<p>evaluate student skill proficiency as aligned to the PA Core and Academic Standards. Learning progressions are utilized to determine student need and set goals for achievement and growth. To identify social and emotional learning needs of students due to COVID-19 impacts, the District reviewed individual student and cohort achievement, behavior and attendance data and trends. PLCs, School-wide Positive Behavior Support and data teams discussed data and observations. The results from the 20-21 District wide SEL program implementation, including student performance and student and teacher reflection, were discussed. In addition, student climate surveys were administered to all middle/high school students and reviewed by the M/HS School Climate Team. All teams break down data by student group to compare growth, achievement and behavior trends.</p>
		<p>To evaluate the impact of COVID-19 on educational programming and delivery, the District utilized several methods of data review and stakeholder feedback. In regards to learning loss, data review is ongoing by administrative and educational staff. Teachers administer diagnostic, formative, benchmark and summative assessments to evaluate student skill proficiency</p>

School Building Name	Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Sharon Middle School	Students from low-income families	as aligned to the PA Core and Academic Standards. Learning progressions are utilized to determine student need and set goals for achievement and growth. To identify social and emotional learning needs of students due to COVID-19 impacts, the District reviewed individual student and cohort achievement, behavior and attendance data and trends. PLCs, School-wide Positive Behavior Support and data teams discussed data and observations. The results from the 20-21 District wide SEL program implementation, including student performance and student and teacher reflection, were discussed. In addition, student climate surveys were administered to all middle/high school students and reviewed by the M/HS School Climate Team. All teams break down data by student group to compare growth, achievement and behavior trends.

**Reflecting on Local Strategies**

3. Provide the A-TSI designated School's assessment 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 #1**

School Building Name	Strategy Description
	The most effective assessment strategy the school has utilized is ongoing data review and monitoring of

School Building Name	Strategy Description
Sharon Middle School	student academic achievement and growth, attendance and behavior. Identifying student needs and engaging in collaborative discussions during PLCs and targeted teams of staff has provided the opportunity to focus on student group and individual needs and identify the direction we need to take to support skill remediation and acceleration of all students.

i. Impacts that Strategy #1 best addresses: (Select 'School Building Name', and check all that apply)

School Building Name	Academic Impact of Lost Instructional Time	Chronic Absenteeism	Student Engagement	Social-emotional Well-being	Other Impact	If 'Other' please describe:
Sharon Middle School	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

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

School Building Name	Students from each racial or ethnic group	Students from low-income families	Gender	English Learners	Children with disabilities	Students experiencing homelessness	Children and youth in foster care	Migrant students	Other student groups	Please describe 'Other student groups'
Sharon Middle School	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Strategy #2 (this strategy is optional)

School Building Name	Strategy Description

i. Impacts that Strategy #2 best addresses: (Select 'School Building Name', and check all that apply)

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School Building Name	Academic Impact of Lost Instructional Time	Chronic Absenteeism	Student Engagement	Social-emotional Well-being	Other Impact	If 'Other' please describe:
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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

School Building Name	Students from each racial or ethnic group	Students from low-income families	Gender	English Learners	Children with disabilities	Students experiencing homelessness	Children and youth in foster care	Migrant students	Other student groups	Please describe 'Other student groups'
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Strategy #3 (this strategy is optional)

School Building Name	Strategy Description

i. Impacts that Strategy #3 best addresses: (Select 'School Building Name', and check all that apply)

School Building Name	Academic Impact of Lost Instructional Time	Chronic Absenteeism	Student Engagement	Social-emotional Well-being	Other Impact	If 'Other' please describe:
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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

School Building Name	Students from each racial or ethnic group	Students from low-income families	Gender	English Learners	Children with disabilities	Students experiencing homelessness	Children and youth in foster care	Migrant students	Other student groups	Please describe 'Other student groups'
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

	ethnic group	families					care			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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

**Section II: Engaging Stakeholders in Plan Development**

In this second section, A-TSI designated Schools 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 LEA will make its A-TSI designated School 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.

**4. Stakeholder Engagement**

Describe how the A-TSI designated School, in planning for the use of ARP ESSER funds, has engaged or will engage in meaningful consultation with stakeholders. **(3,000 characters max)**

(Stakeholders include any relevant group to the A-TSI designated School, 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 A-TSI designated School, 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.)

School Building Name	Stakeholder Engagement
Sharon Middle School	<p>In planning for the use of all ESSER funds, the District held discussions with stakeholders at several budget hearings, School Board meetings, School Board committee meetings, and staff meetings. A stakeholder survey was distributed to staff, students, parents, and community members for input on the spending of ESSER allocations. Professional development surveys and staff reflections were conducted to identify staff needs. The District SEL committee met to discuss student and staff needs and options for use of the funds. Students participated in surveys to address SEL needs. In addition, Middle/High school students were specifically asked during student focus group sessions for their input regarding the use of the ATSI grant funds. The District will continue to engage with stakeholders through meetings and surveys, including soliciting feedback from parents, students and staff regarding the effectiveness of programming and suggestions for improvement moving forward.</p>

### 5. Use of Stakeholder Input

Describe how the A-TSI designated School has taken or will take stakeholder and public input into account in the development of the Plan for the Use of ARP ESSER Funds. **(3,000 characters max)**

School Building Name	Use of Stakeholder Input
Sharon Middle School	Stakeholder survey results were reviewed and considered in planning for the use of these funds. Those categories most important to stakeholders were identified as safe, in person schooling and continuity of services, social emotional learning, trauma sensitive schools and health and wellness, staff recruitment and support, and academic recovery and acceleration. Each of these areas have been addressed in the District’s plan for the ESSER I, II, III and set aside grants. Academic recovery and acceleration is specifically addressed in this application as a result of identified concern of student growth and achievement in math of all student groups in grades five through eight.

### 6. Public Access to LEA Plan for the Use of ARP ESSER Funds

Describe the process for development, approval, and making public the Plan for the Use of A-TSI designated School ARP ESSER Funds. The Plan for the Use of ARP ESSER Funds must be made publicly available on the LEA website and submitted to PDE within 90 days of LEA 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)**

School Building Name	Public Access
Sharon Middle School	The District plan for the use of these funds was developed in collaboration with stakeholders. The plan will be formally approved at the next School Board Work Session meeting. The District plan will be posted to the District website ( <a href="http://www.sharonsd.org">www.sharonsd.org</a> ) and a link to the plan will be shared on individual school websites and through school social media and communication resources. Notification of the plan posting to the website will be sent to families via a voice “all call” and text message. The plan will be translated for our EL families and made available through our EL coordinators. The plan will be provided in alternate format upon request made to the District’s Supervisor of Student Services by a parent/caregiver who is an individual with a disability.

School Building Name	Public Access

**Section: Narratives - Plan for ARP ESSER Funds**

**Section III: Plan for ARP ESSER Funds**

In this third section, A-TSI designated Schools are asked to reflect on both the impacts and needs described in Section I and stakeholder engagement described in Section II to provide a description of the plan for the use of ARP ESSER funds to address the impact of lost instructional time as required by section 2001(e)(1) of the ARP Act.

**7. Plan for Funds**

How will the A-TSI designated School spend its remaining ARP ESSER funds including as outlined in the fields below?

1. Continuity of Services: How will the A-TSI designated School 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 A-TSI designated School 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 A-TSI designated School 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?
4. Staff Recruitment, Support, and Retention: How will the A-TSI designated School use ARP-ESSER funds to maintain staff and provide professional training and/or improve working conditions for staff?
5. Other, i.e. Summer school, extended day

School Building Name	Use of Funds	Plan for Funds
Sharon Middle School	Other	The District will utilize ATSI ARP ESSER funds to purchase curriculum resources to enhance instruction and support in mathematics for children in the middle school.

**Section: Narratives - Monitoring and Measuring Progress**

**Section IV: Monitoring and Measuring Progress**

In this fourth section, A-TSI designated Schools are asked to describe efforts to build local capacity to ensure high-quality data collection and reporting to safeguard funds for their intended purposes.

**8. Capacity for Data Collection and Reporting**

A-TSI designated Schools must continuously monitor progress and adjust strategies as needed. Describe the School’s capacity and strategy to collect and analyze data (disaggregated by student group, where applicable), for each of the following measures:

**Student learning, including academic impact of lost instructional time during the COVID-19 pandemic**

School Building Name	Data Collection and Analysis Plan (including plan to disaggregate data)
Sharon Middle School	The Sharon Middle School has developed data teams and PLCs focused on the academic growth and achievement of students as well as attendance rates and student social and emotional health and well being. These teams meet regularly to review achievement data as evidenced by benchmark, diagnostic and curriculum based assessments and behavior and attendance concerns.

**Opportunity to learn measures (see help text)**

School Building Name	Data Collection and Analysis Plan (including plan to disaggregate data)

**Jobs created and retained (by number of FTEs and position type) (see help text)**

School Building Name	Data Collection and Analysis Plan (including plan to disaggregate data)

**Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)**

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<b>School Building Name</b>	<b>Data Collection and Analysis Plan (including plan to disaggregate data)</b>

**Section: Budget - Instruction Expenditures**

**BUDGET OVERVIEW**

**Budget**

\$32,927.00

**Allocation**

\$32,927.00

**Budget Over(Under) Allocation**

\$0.00

**INSTRUCTION EXPENDITURES**

<b>School Building Name</b>	<b>Function</b>	<b>Object</b>	<b>Amount</b>	<b>Description</b>
Sharon Middle School	1000 - Instruction	600 - Supplies	\$32,927.00	Math Curriculum Resources
			<b>\$32,927.00</b>	

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

**BUDGET OVERVIEW**

**Budget**

\$32,927.00

**Allocation**

\$32,927.00

**Budget Over(Under) Allocation**

\$0.00

**SUPPORT AND NON-INSTRUCTION EXPENDITURES**

School Building Name	Function	Object	Amount	Description
			\$	
			<b>\$0.00</b>	

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
<b>1000 Instruction</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$32,927.00	\$0.00	\$32,927.00
<b>1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1300 CAREER AND TECHNICAL EDUCATION</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1400 Other Instructional Programs – Elementary / Secondary</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1600 * ADULT EDUCATION PROGRAMS</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1700 Higher Education Programs</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1800 Pre-K</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2000 SUPPORT SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2100 SUPPORT SERVICES – STUDENTS</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2200 Staff Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2300 SUPPORT SERVICES – ADMINISTRATION</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

	<b>100 Salaries</b>	<b>200 Benefits</b>	<b>300 Purchased Professional and Technical Services</b>	<b>400 Purchased Property Services</b>	<b>500 Other Purchased Services</b>	<b>600 Supplies 800 Dues and Fees</b>	<b>700 Property</b>	<b>Totals</b>
<b>2400 Health Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2500 Business Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2600 Operation and Maintenance</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2700 Student Transportation</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2800 Central Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3000 OPERATION OF NON-INSTRUCTIONAL SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3100 Food Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3200 Student Activities</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3300 Community Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$32,927.00</b>	<b>\$0.00</b>	<b>\$32,927.00</b>
<b>Approved Indirect Cost/Operational Rate: 0.0000</b>								<b>\$0.00</b>
<b>Final</b>								<b>\$32,927.00</b>

