

## Section: Narratives - Needs Assessment

### Introduction

In accordance with the American Rescue Plan (ARP) Act and Pennsylvania Act 24 of 2021 (Act 24), the Pennsylvania Department of Education (PDE) will award approximately \$ 249,848,000 or five percent (5%) of Pennsylvania's ARP Elementary and Secondary School Education Relief (ESSER) State Reserve funds to school districts, charter schools and cyber charter schools (collectively, LEAs) = to implement evidence-based interventions that address learning loss in response to the academic, social, emotional and mental health needs of students and subgroups of students impacted by COVID-19 public health emergency that supplement school programs and activities.

Act 24 requires that LEAs, at a minimum, use the funds they are awarded under this subgrant in the following ways: .

### Percentage of LEA Allocation - Required Activities

**30% - To address the social, emotional and mental health needs of students**

**10% - To provide professional development and technical assistance to educators, school support staff, school leaders and school health professionals to address the social, emotional and mental health needs of students.**

**8% - To address reading remediation and improvement for students**

The remaining allocation may be used by the LEA to address and/or supplement other areas of learning loss caused by the pandemic.

Act 24 also requires that, when available, existing personnel shall be utilized by school districts, charter schools and cyber charter schools to staff programs and activities established with these grant funds.

Within 90 days of receipt of these allocations, school districts, charter schools and cyber charter schools must submit a three-part plan to PDE, that outlines the proposed use of the grant money, itemized by program and activity. This plan is part of a consolidated application that includes after-school programming, summer activities, and a comprehensive plan to address learning loss. The plan shall include:

- 1) A description of each program and activity
- 2) A narrative outlining the expected benefit of each program and activity
- 3) A budget for each program and activity detailing personnel and operating costs.

Through this grant application, LEAs will meet their requirement of developing a three-part plan, including describing their planned programming, a narrative outlining the expected benefit of each program and activity, as well as an overview of how the LEA determined the areas of need to be addressed, including the use of stakeholder feedback.

PDE has developed the Accelerated Learning Toolkit, a significant cadre of resources and trainings, to support LEAs in the development of their plans. The Accelerated Learning Toolkit can be found [Link to Accelerated Learning Toolkit](#).

**Needs Assessment:** In this section, LEAs are asked to describe the impact of the pandemic on their

students, examine disproportionate impacts on specific student groups, and highlight the LEA'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 LEA 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) Social and Emotional Learning, (2) Professional Development needs to support Social and Emotional Learning, (3) Reading Remediation and Improvement for Students, and (4) Other areas of Learning Loss?

	<b>Method used to Understand Each Type of Impact</b>
<b>Social and Emotional Learning</b>	Surveys were distributed among students, staff and families. This indicated the need to provide instruction on belonging to the District community and to better equip families with services to provide a more equitable learning environment.
<b>Professional Development for Social and Emotional Learning</b>	Staff are continuously provided professional development in the areas of economically disadvantaged, ELs and identified students. PD is provided in-house and from the local intermediate unit.
<b>Reading Remediation and Improvement for Students</b>	Assessments are used regularly (MAP, IReady and Dibels) to analyze student achievement in the areas of ELA and Math. Teams within in grade level meet to determine next steps as it relates to academic instruction.
<b>Other Learning Loss</b>	The District has a large STEM program that has been missed over the last 2 years. Students are being reacclimated to that pathway and are being given several acadmic and technological experiences to provide them the necessary skills for college and career readiness.

### Documenting Disproportionate Impacts

2. Identify the student groups in the LEA that faced particularly significant impacts from the pandemic in the areas of Social and Emotional Learning, Reading Remediation and Improvement, or any other areas of learning loss that the LEA will address with this funding source. For each, provide specific strategies that were used or will be used to identify and measure impacts.

<b>Student Group</b>	<b>Area of Impact</b>	<b>Provide specific strategies that were used or will be used to identify and measure impacts</b>
		Students assessments are

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
Children with Disabilities	Reading Remediation and Improvement	showing more than a 3 grade level gap in acadmic achievement
Children from Low-Income Families	Reading Remediation and Improvement	Students assessments are showing more than a 2 grade level gap in acadmic achievement
Children with Disabilities	Social and Emotional Learning	Students' emotional well-being and social integration has shown a spike with discipline and psychological assessments

**Section: Narratives - Learning Loss Program Questions**

**Learning Loss Program Questions:** In this section, LEAs are asked to describe the activities they have designed to support accelerated learning to combat learning loss caused by the COVID-19 pandemic for their students. Please use the following link to ensure that your calculated values below are equal to the values published on PDE's website. The file contains your LEA's MINIMUM required reserves for Learning Loss to address SEL, SEL PD, and Reading Improvement. [Click to download reserve amounts.](#)

\*LEA's can choose to spend MORE than the minimum required reserves for Learning Loss. Those values will be entered in the budget sections.

**Section 3a – Social and Emotional Learning:** As schools across the Commonwealth return to school, LEAs face increased challenges in addressing the mental health needs of their students and staff. LEAs are required to utilize **A MINIMUM of THIRTY PERCENT (30%)** of funding available through this grant application to support the Social and Emotional Learning of their students. In this section, LEAs are asked to describe the activities they have designed to address these needs. Please reference the SEL framework to assist in developing this plan.

3. Calculate 30% of LEA Allocation as the **MINIMUM REQUIRED RESERVE** for Social and Emotional Learning. *(Calculation will populate when you click the Save button)*
  - *This value will be needed in the corresponding budget section.*

	Total LEA Allocation	Multiply by 30% (.30)	Minimum Allocation for SEL
<b>Minimum 30% SEL Requirement</b>	151,708	30%	45,512

4. Describe the data sources the LEA is using to identify social and emotional needs of students and identify areas of strength and concerns in the learning environment.

Surveys were done with students and their sense of belonging, engagement in learning and attendance. The high school had the lowest attendance rate and student sense of belonging during their educational experience. Students K-6 felt welcomed and engaged in their learning.

5. Program/Activities – Please describe the planned program activities and identify the type of activity and the number of students to be served by that activity.

Program Activity	Student Group	Type (Universal, Targeted, Intensive)	Number of Students Served
Second Step K-6	Children from Low-Income Families	Universal	200
Character Strong 7-12	Children from Low-Income Families	Universal	200
Second Step K-6	Children with Disabilities	Universal	100
Character Strong 7-12	Children with Disabilities	Universal	100

6. How will the LEA assess the success of the SEL program? Please identify the tool, frequency of use, and expected results.

Tool Used to Evaluate Success	Frequency of Use	Expected Results
PAYS	annually	Used for specific grade levels to see growth over a course of time
PDE Equity/Climate Survey	annually	To see an increased sense of belonging and school climate

**Section 3b – Social and Emotional Learning Professional Development:** LEAs face increased challenges in addressing the mental health needs of their students and staff. LEAs are required to utilize **A MINIMUM OF TEN PERCENT (10%)** of funding available through this grant application to support professional development activities and technical assistance for educators, school support staff, school leaders and school health professionals to address the social, emotional and mental health needs of students. In this section, LEAs are asked to describe the activities they have designed to address these needs.

7. Calculate 10% of LEA Allocation as the **MINIMUM REQUIRED RESERVE** for Social and Emotional Learning Professional Development. (Calculation will populate when you click the Save button)

- This value will be needed in the corresponding budget section.

	Total LEA Allocation	Multiply by 10% (.10)	Minimum Allocation for SEL PD
<b>Minimum 10% SEL PD Requirement</b>	151,708	10%	15,171

8. Describe the planned professional development activities and how the activity will ensure that teachers/staff are equipped with training/support on the following:
- Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;
  - Identifying signs of possible mental health issues and providing culturally relevant support;
  - Motivating students that have been disengaged;
  - Mentoring students who have attendance issues before it becomes a pattern;
  - Self-care and mindfulness strategies for teachers;
  - Engaging and communicating effectively with parents;
  - Working with community agencies to address non-academic needs.

Professional Development Activity	Number of Staff Involved	Type of Staff Involved (Teacher, Counselor, Support Staff, Admin, Other)	Provider – Who will present the professional development	Is the provider an internal staff member or an outside contractor?	Brief Description of the Planned Activity
c. Motivating students that have been disengaged;	75	Teacher	Intermediate Unit	External Contractor	Providing more relevance using technology and the use of a Blended Learning approach
b. Identifying signs of possible mental health issues and providing culturally relevant support;	7	Counselor	Intermediate Unit	External Contractor	Safe Zone PD to assist with gender roles
b. Identifying signs of					

Professional Development Activity	Number of Staff Involved	Type of Staff Involved (Teacher, Counselor, Support Staff, Admin, Other)	Provider – Who will present the professional development	Is the provider an internal staff member or an outside contractor?	Brief Description of the Planned Activity
possible mental health issues and providing culturally relevant support;	8	Admin	Intermediate Unit	Internal Staff	Safe Zone PD to assist with gender roles
a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;	13	Counselor	Social Worker/Admin	Internal Staff	Providing an overview of trauma to assist with assessment
a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;	90	Teacher	Social Worker/Admin	Internal Staff	Providing an overview of trauma to assist with assessment

9. How will the LEA assess the success of the SEL professional development? Please identify the tool, frequency of use, and expected results.

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Survey	Before and After PD	Check for better understanding of PD topics and how will use on the job.

**Section 3c - Reading Improvement for Students:**

LEA allocations in Reading improvement should be used to increase the best practice in the implementation of research-based reading instruction and acceleration. As schools are planning the most effective use for this 8% set aside for reading instruction and acceleration, they should contemplate the use of structured literacy (also known as Science of Literacy) to develop reading instruction and remediation. Please reference the Structured Literacy framework to assist in developing this plan [LINK NEEDED](#)

LEAs are required to utilize **A MINIMUM of EIGHT PERCENT (8%)** of their ARP-ESSER allocation for research-based reading instruction. In this section, describe the course of action to remediate and improve reading gaps through research-based practices.

10. Calculate 8% of LEA Allocation as the **MINIMUM REQUIRED RESERVE** for Reading Improvement for Students. (Calculation will populate when you click the Save button)
  - This value will be needed in the corresponding budget section.

	Total LEA Allocation	Multiply by 8% (.08)	Minimum Allocation for Reading Improvement
<b>Minimum 8% Reading Improvement Requirement</b>	151,708	8%	12,137

11. What local assessments were used to determine the need to address learning loss in the area of reading? For which specific groups of students was this need evidenced? What were the findings?

MAP, PSSA, Keystone as well as curriculum based assessments such as IReady and Acadience Reading. Students who were identified at-risk including special education, economically disadvantaged and English Learners. These groups of students had the lowest attendance rate and the least capability of logging on to any sort of virtual learning. This coupled with current academic and social emotional needs, they developed a larger learning gap.

12. Does your data indicate that at-risk readers are making at least a year's worth of growth or more in one school year? \*Please consider both state PVAAS data and local assessment data

Yes



Please explain:

Prior to IReady the District used MAP assessments and since they were used consistently and did show a year's worth of growth we are using that years' worth of data to indicate growth in a year. Currently we are using a new diagnostic tool with IReady. It isn't indicating a year's worth of growth but the District is hopeful with more consistent use of the program and the use of ongoing benchmarking that will provide more positive results.

13. Has the LEA used structured literacy and/or provided training for K-4, ESL, and Special Education teachers in structured literacy?

Yes

If so, please identify the training, grade level, and number of teachers involved.

<b>Training</b>	<b>Grade Level / ESL / Special Education</b>	<b>Number of Teachers Trained</b>
IReady	K-6 Special Education	45
Read 180	K-8 Special Education	12
IReady	K-8 ESL	1

14. Describe the evidence-based instructional intervention(s) that address the identified needs of students most disproportionately impacted.

<b>Intervention</b>	<b>Student Group</b>	<b>Number of Students Receiving Intervention</b>	<b>Brief Description of Intervention</b>
Achieve 3000	Children from Low-Income Families	150	provides nonfiction reading content to students in grades preK–12 and focuses on building phonemic awareness, phonics, fluency, reading comprehension, vocabulary, and writing skills.

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Achieve 3000	Children with Disabilities	200	provides nonfiction reading content to students in grades preK–12 and focuses on building phonemic awareness, phonics, fluency, reading comprehension, vocabulary, and writing skills.
Achieve 3000	English Learners	15	provides nonfiction reading content to students in grades preK–12 and focuses on building phonemic awareness, phonics, fluency, reading comprehension, vocabulary, and writing skills.
IReady	Children from Low-Income Families	150	IReady is designed to target students who need extra support in foundation skills
IReady	Children with Disabilities	200	IReady is designed to target students who need extra support in foundation skills
IReady	English Learners	15	IReady is designed to target students who need extra support in foundation skills

15. How will the LEA assess the success of the literacy program? Please identify the tool, frequency of use, and expected results.

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Acadience Reading (Dibels)	three times a year	Improved general reading/comprehension and phonemic awareness outcomes
IReady Diagnostic	Quarterly	Improved targeted grade level ELA acquisition

**Section 3d - Other Learning Loss Activities:** LEAs are permitted to utilize the remainder of their allocation to support and/or supplement additional efforts being implemented to combat learning loss caused by the COVID-19 pandemic. Please use this section to describe those efforts.

\*This value can be **UP TO 52%** of the total allocation, if minimum values were used for other reserves.

16. Calculate 52% of the remaining LEA Allocation **AS A MAXIMUM** amount to fund Other Learning Loss Activities. (Calculation will populate when you click the Save button)

	Total LEA Allocation	Multiply by 52% (.52)	Maximum Allocation for Other Learning Loss Activities
<b>52% Other Learning Loss Activities</b>	151,708	52%	78,888

17. Describe the evidence-based instructional intervention(s) that address the identified needs of students most disproportionately impacted.

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Read 180	Children with Disabilities	175	This is a program for struggling readers ~ reading 2+ years below grade level
			Program used for grades 5 and up to

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Math 180	Children with Disabilities	175	assist with struggling students in the areas of math to prepare students for algebra
Systems 44	Children with Disabilities	15	This program supports the development of literacy skills by engaging students and providing instruction for English Language Learners that includes phonemic awareness, word recognition and spelling, vocabulary development, word analysis, and morphology.
Systems 44	English Learners	15	This program supports the development of literacy skills by engaging students and providing instruction for English Language Learners that includes phonemic awareness, word recognition and spelling, vocabulary development, word analysis, and morphology.

18. How will the LEA assess the success of the learning loss activities? Please identify the tool, frequency of use, and expected results.

Tool Used to Evaluate Success	Frequency of Use	Expected Results

<b>Tool Used to Evaluate Success</b>	<b>Frequency of Use</b>	<b>Expected Results</b>
IReady Diagnostic	Quarterly	Improved targeted grade level ELA and Math acquisition
Aimswab	Quarterly	Improved benchmarking and progress monitoring in reading, math, writing and spelling

**Section: Budget - Social and Emotional Learning Budget**

Social and Emotional Learning Budget

**Budget**

\$151,708.00

**Allocation**

\$151,708.00

**Budget Over(Under) Allocation**

\$0.00

Enter your calculated value for the 30% Social and Emotional Learning set aside requirement. (Round Up to the whole dollar)

45,512

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$10,000.00	SEL program will be purchased for all regular education students.
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$10,000.00	SEL program will be purchased for all special education students.
3200 - Student Activities	300 - Purchased Professional and Technical Services	\$10,000.00	Purchasing student field trip programs pertaining to social and emotional health.
3200 - Student Activities	500 - Other Purchased Services	\$5,000.00	Transportation for student field trips pertaining to social and emotional health.

<b>Function</b>	<b>Object</b>	<b>Amount</b>	<b>Description</b>
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$10,512.00	Behaviorial health contracted services.
		<b>\$45,512.00</b>	

**Section: Budget - Social and Emotional Learning Professional Development Budget**

Social and Emotional Learning Professional Development Budget

**Budget**

\$151,708.00

**Allocation**

\$151,708.00

**Budget Over(Under) Allocation**

\$0.00

Enter your calculated value for the 10% Social and Emotional Learning Professional Development set aside requirement. (Round Up to the whole dollar)

15,171

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$7,585.50	Professional Development will be provided through the local IU or outside provider.
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$7,585.50	Professional Development will be provided through the local IU or outside provider.
		<b>\$15,171.00</b>	



**Section: Budget - Reading Improvement Budget**

Reading Improvement Budget

**Budget**

\$151,708.00

**Allocation**

\$151,708.00

**Budget Over(Under) Allocation**

\$0.00

Enter your calculated value for the 8% Reading Improvement set aside requirement. (Round Up to the whole dollar)

12,137

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$8,137.00	Scholastic leveled readers will be purchased for students in K-6
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$4,000.00	Scholastic leveled readers will be purchased for students in K-6
		<b>\$12,137.00</b>	

**Section: Budget - Other Learning Loss Expenditures**

**Learning Loss Budget**

Calculate the remaining LEA Allocation amount to fund Other Learning Loss Activities. Please enter **Budget Totals** from the **SEL, SEL PD, and Reading Improvement budget sections** to determine what funds are remaining for Other Learning Loss Activities. Click Save to calculate the value, and then this budget section Total should be equal this amount. (Calculation will populate when you click the Save button)

	Total LEA Allocation	30% SEL Budgeted Value	10% SEL PD Budgeted Value	8% Reading Improvement Budgeted Value	Remaining Allocation for Other Learning Loss Activities
<b>Other Learning Loss Activities Amount</b>	151,708	45,512	15,171	12,137	78,888

**Learning Loss Expenditures**

**Budget**

\$151,708.00

**Allocation**

\$151,708.00

**Budget Over(Under) Allocation**

\$0.00

Budget Overview

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$12,000.00	Will purchase leveled readers for students in K-6

<b>Function</b>	<b>Object</b>	<b>Amount</b>	<b>Description</b>
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$8,000.00	Will purchase leveled readers for students in K-6
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$30,000.00	IReady Math will be purchased for grades 7 & 8
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$18,000.00	Math & ELA curriculum will be purchased for grades 9 - 12
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$10,888.00	Math and ELA curriculum will be purchased for grades 9-12
		<b>\$78,888.00</b>	

**Section: Budget - Budget Summary**

**BUDGET OVERVIEW**

**Budget**

\$151,708.00

**Allocation**

\$151,708.00

**Budget Over(Under) Allocation**

\$0.00

**BUDGET SUMMARY**

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1000 Instruction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$7,585.50	\$0.00	\$0.00	\$78,137.00	\$0.00	\$85,722.50
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$7,585.50	\$0.00	\$0.00	\$32,888.00	\$0.00	\$40,473.50
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								

	<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>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	\$10,512.00	\$0.00	\$0.00	\$0.00	\$0.00	\$10,512.00
<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>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>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>3200 Student Activities</b>	\$0.00	\$0.00	\$10,000.00	\$0.00	\$5,000.00	\$0.00	\$0.00	\$15,000.00
<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>\$35,683.00</b>	<b>\$0.00</b>	<b>\$5,000.00</b>	<b>\$111,025.00</b>	<b>\$0.00</b>	<b>\$151,708.00</b>
<b>Approved Indirect Cost/Operational Rate: 0.0000</b>								<b>\$0.00</b>
<b>Final</b>								<b>\$151,708.00</b>