

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?

	Method used to Understand Each Type of Impact
Social and Emotional Learning	Administrators completed an observation(s) of all classrooms to assess students' social emotional needs in addition to their academic progress. Counselors, including a recently hired mental health counselor, meet regularly with the administrative team to provide additional insight and co-identify outstanding areas of need.
Professional Development for Social and Emotional Learning	An annual professional learning needs assessment is administered to staff members, which includes professional learning offerings specific to social emotional learning. Additionally, administrators include questions related to professional learning in all observation debriefs, mid-year meetings, and end-of-year evaluations.
Reading Remediation and Improvement for Students	Baseline benchmark data is analyzed in conjunction with PSSA and Keystone Exam results. The English language arts curriculum team meets biweekly to discuss areas of need and co-identify appropriate learning acceleration strategies. Additionally, the administrative team meets weekly to share trends from classroom observations and highlight areas for staff development.
Other Learning Loss	The same methods noted above were utilized with specific attention to assessment data and classroom observations.

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.

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and
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		measure impacts
Children from Low-Income Families	Social and Emotional Learning	Strategies include acquiring additional materials for the Move this World program, providing PBIS student incentives, and offering productive emotional outlets for students through increased physical movement.
Children from Low-Income Families	Social and Emotional Learning	Strategies include providing staff professional development in PBIS and SEL capacity building as well as a staff wellness room and yoga and meditation program.
Children from Low-Income Families	Reading Remediation and Improvement	Strategies include expanding the Reading Horizons program and providing teacher professional development and coaching.
Children from Low-Income Families	Other Areas of Learning Loss	Strategies include providing staff professional development and coaching in Ready Math, Illustrative Mathematics, Visible Learning, and UDL.

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
Minimum 30% SEL Requirement	576,048	30%	172,814

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.

Administrators completed an observation(s) of all classrooms to assess students' social emotional needs in addition to their academic progress. Counselors, including a recently hired mental health counselor, meet regularly with the administrative team to provide additional insight and co-identify outstanding areas of need. Upon review of this data, two key areas of need emerged: (1) a need to deepen implementation of both the PBIS and Move this World programs, and (2) a need to provide our students with productive emotional outlets through increased physical movement.

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
Move the World Program Materials	Children from Low-Income Families	Universal	750
PBIS Student Incentives	Children from Low-Income Families	Universal	750
Play-Based Recess Program	Children from Low-Income Families	Universal	750
Sensory Playground	Children from Low-Income Families	Universal	750
Circuit Training Stations	Children from Low-Income Families	Universal	750

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
Student Surveys	Annually	Increase in number of students feeling connected to school as well as those who have a positive relationship with a staff member
Classroom Observation	Quarterly	Observed increase in student focus, specifically with more challenging academic tasks
Counselor and SAP Team Data	Semi-Annually	Reduction in volume and intensity of students in need of additional social emotional support and intervention

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
Minimum 10% SEL PD Requirement	576,048	10%	57,605

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
					A regular yoga and meditation program will be provided to staff to model self-

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
e. Self-care and mindfulness strategies for teachers;	20	Other	Certified Yoga and Meditation Facilitator	External Contractor	care strategies, reduce stress and burnout, and improve teacher turnover. This program will later be expanded to also include students.
e. Self-care and mindfulness strategies for teachers;	175	Other	Leadership Team	Internal Staff	A staff wellness room will be designed with the administrative team in collaboration with teacher leaders to provide all staff members with a safe space to recover throughout the school day and promote community care in addition to self-care.
a. Social					An annual two-day professional learning institute will be provided to all

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
emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;	30	Teacher	Leadership Team with Possible Support from Outside Provider	Internal Staff	teacher leaders (specifically, curriculum coordinators and grade level leads) to build their SEL capacity, and in turn, help them model those practices for their teams and students.
a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;	40	Teacher	PBIS Staff	External Contractor	PBIS professional development will be provided to deepen program implementation and effectiveness.

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
Professional Learning Surveys	Following each session	Over 80% of staff members report that the content and facilitation of professional learning sessions was effective
Program Participation	Quarterly	Staff participation in the yoga and meditation programs will be monitored quarterly with an

Tool Used to Evaluate Success	Frequency of Use	Expected Results
		expected increase in regular attendance over time
Facility Use	Quarterly	Staff utilization of the wellness room will be monitored quarterly and adaptations will be made as appropriate if/when staff needs evolve

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
Minimum 8% Reading Improvement Requirement	576,048	8%	46,084

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?

Mariana Bracetti utilizes multiple measures to assess learning gaps resulting from the pause in on-site educational services from March 2020 to August 2021 as well as current on-site

learning progress. The assessment programs used include MAP Growth Reading, Study Island, American Reading Company's IRLA, Ready Reading, and Foundational Skills Assessments, as well as locally-developed formative and summative assessments. Diagnostic assessments were administered at the start of the 2021-2022 school year and benchmark assessments will be administered throughout the year to monitor and measure student progress. Following each benchmark assessment, curriculum teams engage in data analysis at the whole school, grade, and cohort levels to target students who may exhibit learning gaps and develop plans for learning acceleration.

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:

Some grade levels and cohorts demonstrate one or more years of reading progress as measured by both state PVAAS and local assessment data; other grade levels and cohorts exhibit a need for additional progress. Teams collaborate to support students in making more than a year of reading progress and also demonstrating grade level proficiency.

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.

Training	Grade Level / ESL / Special Education	Number of Teachers Trained
Reading Horizons	K-5	50
Wonders	K-6	55
American Reading Company	K-8	70

14. 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
Expanded Reading Horizons Curricular Materials	Children from Low-Income Families	80	Reading Horizons is currently being utilized in grades K-3 for Tier I/II support and grades 4-5 for Tier II/III support. The school plans to purchase additional curricular materials to offer this program as a reading comprehension support for Tier II/III students in grades 6-12.
Reading Horizons Professional Development and Coaching	Children from Low-Income Families	830	As evidenced by classroom observations conducted during Fall 2021, teachers are in need of additional professional development and coaching to support effective implementation of the Reading Horizons program.

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
Benchmark Assessments	3-4 Times Annually	10% increase in students demonstrating reading proficiency on benchmark assessments

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Classroom Observations	Semi-Annually	Increased teacher proficiency and confidence with Reading Horizons program
Professional Learning Surveys	Following each session	Over 80% of staff members report that the content and facilitation of professional learning sessions was effective

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
52% Other Learning Loss Activities	576,048	52%	299,545

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
			As evidenced by classroom observations conducted during Fall

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Ready Math and Illustrative Mathematics Professional Development and Coaching	Children from Low-Income Families	1,500	2021, teachers are in need of additional professional development and coaching to support effective implementation of the Ready Math and Illustrative Mathematics programs.
Visible Learning and UDL Professional Development	Children from Low-Income Families	1,500	As evidenced by classroom observations conducted during Fall 2021, teachers are in need of additional professional development around clarity of learning intentions, instructional design, and instructional material accessibility.

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
Benchmark Assessments	3-4 Times Annually	10% increase in students demonstrating mathematics proficiency on benchmark assessments
Classroom Observations	Semi-Annually	Increased teacher proficiency and confidence with Ready Math and Illustrative Mathematics programs

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Professional Learning Surveys	Following each session	Over 80% of staff members report that the content and facilitation of professional learning sessions was effective

Section: Budget - Social and Emotional Learning Budget

Social and Emotional Learning Budget

Budget

\$576,048.00

Allocation

\$576,048.00

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)

172,815

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$36,000.00	Move this World Curricular Materials
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$15,000.00	PBIS Student Incentives
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$80,548.00	Contract Staff for Playworks Recess Program
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$100,000.00	Contract Staff for City Year Program
		\$231,548.00	

Section: Budget - Social and Emotional Learning Professional Development Budget

Social and Emotional Learning Professional Development Budget

Budget

\$576,048.00

Allocation

\$576,048.00

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)

57,605

Budget Summary

Function	Object	Amount	Description
2200 - Staff Support Services	600 - Supplies	\$20,000.00	Staff Wellness Room
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$30,000.00	Staff Professional Development - PBIS
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$37,500.00	Staff & Student Yoga and Meditation Program
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$36,000.00	Leadership Team Professional Development - SEL Capacity Building
		\$123,500.00	

Section: Budget - Reading Improvement Budget

Reading Improvement Budget

Budget

\$576,048.00

Allocation

\$576,048.00

Budget Over(Under) Allocation

\$0.00

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

46,084

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$65,000.00	Reading Horizons Curricular Materials
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$75,000.00	Staff Professional Development and Coaching - Reading Horizons
		\$140,000.00	

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
Other Learning Loss Activities Amount	576,048	231,548	123,500	140,000	81,000

Learning Loss Expenditures

Budget

\$576,048.00

Allocation

\$576,048.00

Budget Over(Under) Allocation

\$0.00

Budget Overview

Function	Object	Amount	Description
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$6,000.00	Staff Professional Development - Visible Learning and UDL
			Staff Professional

Function	Object	Amount	Description
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$75,000.00	Development & Coaching - Ready Math and Illustrative Mathematics
		\$81,000.00	

Section: Budget - Budget Summary

BUDGET OVERVIEW

Budget

\$576,048.00

Allocation

\$576,048.00

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	\$180,548.00	\$0.00	\$0.00	\$116,000.00	\$0.00	\$296,548.00
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								

	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
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	\$0.00	\$0.00	\$0.00
2200 Staff Support Services	\$0.00	\$0.00	\$259,500.00	\$0.00	\$0.00	\$20,000.00	\$0.00	\$279,500.00
2300 SUPPORT SERVICES – ADMINISTRATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2400 Health Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2500 Business Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2600 Operation and Maintenance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2800 Central Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3000 OPERATION OF NON-INSTRUCTIONAL SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3100 Food Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

	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
3200 Student Activities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3300 Community Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	\$0.00	\$0.00	\$440,048.00	\$0.00	\$0.00	\$136,000.00	\$0.00	\$576,048.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$576,048.00