

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	Collect and analyze data from PAYS Survey and our SAP Program.
Professional Development for Social and Emotional Learning	Received Professional Development on NEARPOD and Achieve 3000.
Reading Remediation and Improvement for Students	Students are provided with the following programs; Achieve 3000, ALEKS, and Platinum Reading. NWEA testing is done beginning, middle and end of the year.
Other Learning Loss	We will monitor and measure growth of students who are entering AHCCS; after not attending the required number of instructional days at their previous academic placement and/ or completing the requirements to move to the next academic grade level, however, the previous academic placement promoted them to the next academic level anyway.

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 measure impacts
		We have added the following new supports: Student

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
Children from Low-Income Families	Social and Emotional Learning	Mentors, Teaching Assistants, a School Based Counselor and a Social Worker were hired to help address these issues.
Children with Disabilities	Reading Remediation and Improvement	Hired Life Skills specific Student Mentor, hired Life Skills specific Teacher, and developed a fulltime Transition Coordinator position to support children with disabilities.
English Learners	Reading Remediation and Improvement	In addition to the EL Teacher, an EL Student Mentor is solely assigned to EL students.
Students Experiencing Homelessness	Social and Emotional Learning	Hired a Student Resource Manager.

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	109,727	30%	32,918

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.

Collect and analyze data from PAYS Survey and our SAP Program.

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
PBIS	Children from Low-Income Families	Targeted	629
PBIS	Children with Disabilities	Targeted	387
PBIS	English Learners	Targeted	31
PBIS	Students Experiencing Homelessness	Targeted	10
NWEA – MAPs	Children from Low-Income Families	Targeted	629
NWEA – MAPs	Children with Disabilities	Targeted	387
NWEA – MAPs	English Learners	Targeted	31
NWEA – MAPs	Students Experiencing Homelessness	Targeted	10

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
PBIS Rewards	Daily	Growth and decrease in learning loss
NWEA MAPs	3 times per year	Growth and decrease in learning loss
Nearpod	Teacher Discretion	Growth and decrease in learning loss

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Achieve 3000	2 times per week	Growth and decrease in learning loss

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	109,727	10%	10,973

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

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. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;	107	Other	SAP Team and Guidance Counselors	Internal Staff	Training is for All Staff.A session on evaluating and addressing student social and emotional health.
c. Motivating students that have been disengaged;	75	Other	Dean of Students	Internal Staff	Training is for All Staff.Teachers instructed to use PBIS rewards to reward positive behaviors we want students to repeat.
c. Motivating students that have been disengaged;	75	Other	Nearpod	External Contractor	Training is for Teachers, Counselors, Mentors and Support Staff.Training of teachers Individualized educator instructors will be able to implement within their courses.
					Training is for Teachers, Counselors,

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	Other	AHIT Tech Team	Internal Staff	Mentors and Support Staff.The Educational Technology Department will train teachers so that they can instruct and implement within their courses.
c. Motivating students that have been disengaged;	75	Other	Curriculum Coordinator and Curriculum Coach	Internal Staff	Training is for Teachers, Counselors, Mentors and Support Staff.Training on methods that teachers can use for cross curricular activities in their courses.
c. Motivating students that have been disengaged;	75	Other	Curriculum Coordinator and Curriculum Coach	Internal Staff	Training is for Teachers, Counselors, Mentors and Support Staff.Training on methods that teachers can use for authentic assessment to use to increase student engagement

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
					and measure student growth within their courses.
d. Mentoring students who have attendance issues before it becomes a pattern;	75	Other	EWIMS (Early Warning Intervention and Monitoring System)	Internal Staff	Training is for Teachers, Counselors, Mentors and Support Staff. Training for teachers and staff to be able to use student data to monitor the risk of students so that they will remain within grade level cohort.

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
PBIS	Daily	Show growth in positive behaviors for students. Including attendance, engagement and communication.
Staff & Teacher Surveys	As needed after Professional Development presentations	Develop a toolbox full of resources to assist in student attendance, engagement and communication.

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Staff & Teacher Surveys	As needed after Professional Development presentations	Develop a toolbox full of resources that will assist in staff and teacher self-care.
EWIMS (Early Warning Intervention and Monitoring System)	Daily	Develop a system that allows staff and teachers to identify student attendance issues and develop the data that will keep students on track so that they can graduate within their cohort.

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	109,727	8%	8,778

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?

The NWEA MAPs are done the beginning, middle and end of the school year. Achieve 3000 level sets are done at the beginning and middle of the school year.

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

No

Please explain:

Due to COVID-19, many students came to us from brick and mortar schools at various times of the year and we were unable to obtain a full years' worth of data for those students.

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
Achieve 3000	7th – 12th Grade	53
NEARPOD	7th – 12th Grade	53
Platinum Reading	7th – 12th Grade	15

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
			A Reading Specialist is an instructor used to

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Reading Specialist	Children with Disabilities	32	help decrease the lack of learning amongst the student population. They are a resource for students and families.
Specific Special Education Mentor	Children with Disabilities	286	A Mentor is a resource person for students and families who work with students and families that qualify for special education services.
Specific EL Mentor	English Learners	31	A Mentor is a resource person for students and families who work with a variety of languages that are not English.

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
NWEA MAPs	3 times per year	Anticipated academic growth
Achieve 3000	2 times per academic week	Anticipated academic growth

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	109,727	52%	57,058

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
Individual Counseling	Children with Disabilities	56	Individual Counseling: 1:1 sessions, 30 minutes per week, w/ Certified School Counselor
Small Group Counseling	Children with Disabilities	5	Small Group Counseling: Provided by a certified School Counselor, 40 minutes per week
Tutoring	Children with Disabilities	83	Tutoring: Remedial academic support for ELA, Math, Science, and Social Studies courses by certified teachers at least one hour per week
Social Work Services	Children with Disabilities	5	Social Work Services: At least 30 minutes per month
			Offered attendance

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Attendance Improvement Support	English Learners	4	improvement supports - Students given 1:1 supports by truancy re-engagement coach for attendance improvement. Initial meeting done to establish interventions followed by monitoring and intervention modifications as-needed.
Tutoring	English Learners	4	Offered tutoring with internal or external service providers - Tutoring has focus on academic language development across content areas with bilingual tutor (as needed) at least 1 hour per week.
Assigned Bilingual Mentor	English Learners	30	Assigned bilingual mentor -- Bilingual mentor provides additional layer of ongoing support to ELs and their families. Individualized communication at least weekly with student.
			Assigned bilingual homeroom coach or ESL program specialist homeroom coach -- Bilingual or ESL program specialist homeroom

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Assigned Bilingual Homeroom Coach	English Learners	28	coach helps mitigate language and other challenges to learning and provides engagement strategies and ongoing support to ELs and monitored Former ELs and families. Individualized communication at least several times per week with student.
Individual Counseling	English Learners	4	Offered individual counseling -- 1:1 counseling sessions, 30 minutes per week with a certified school counselor (bilingual as needed).
Social Work Services	English Learners	1	Offered social work services -- 1:1 social work services 1 day per week for at least 30 minutes.
Additional Supports to Guardians	English Learners	21	Offered additional supports to guardians -- Virtual Spanish-language workshop series done quarterly, inclusion in virtual Spanish-language AHCCS school group in LMS to build community and offer additional support.

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
NWEA MAPS Benchmarks	Quarterly	Expected rate of improvement
WIDA ACCESS scores	1 time per year	Increased language proficiency in 4 skill areas (reading, writing, listening, speaking) dependent on individual goals
Language Use Inventory for ELs	1 time per year	Increased language proficiency in 4 skill areas (reading, writing, listening, speaking) dependent on individual goals
Monitored Former EL Progress Check	3 times per year	Successful transition to general education, no evidence of persistent language barriers

Section: Budget - Social and Emotional Learning Budget

Social and Emotional Learning Budget

Budget

\$109,727.00

Allocation

\$109,727.00

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)

32,919

Budget Summary

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$76,540.00	Student Mentor Salary (2 years)
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$5,279.00	Student Mentor Benefits (2 years)
		\$81,819.00	

Section: Budget - Social and Emotional Learning Professional Development Budget

Social and Emotional Learning Professional Development Budget

Budget

\$109,727.00

Allocation

\$109,727.00

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)

10,973

Budget Summary

Function	Object	Amount	Description
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$10,973.00	PA Association for Supervision and curriculum Development
		\$10,973.00	

Section: Budget - Reading Improvement Budget

Reading Improvement Budget

Budget

\$109,727.00

Allocation

\$109,727.00

Budget Over(Under) Allocation

\$0.00

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

8,779

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$16,935.00	MaxScholar & Reading Plus
		\$16,935.00	

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	109,727	81,819	10,973	16,935	0

Learning Loss Expenditures

Budget

\$109,727.00

Allocation

\$109,727.00

Budget Over(Under) Allocation

\$0.00

Budget Overview

Function	Object	Amount	Description
		\$	
		\$0.00	

Section: Budget - Budget Summary

BUDGET OVERVIEW

Budget

\$109,727.00

Allocation

\$109,727.00

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	\$0.00	\$0.00	\$0.00	\$16,935.00	\$0.00	\$16,935.00
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	\$76,540.00	\$5,279.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$81,819.00
2200 Staff Support Services	\$0.00	\$0.00	\$10,973.00	\$0.00	\$0.00	\$0.00	\$0.00	\$10,973.00
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
	\$76,540.00	\$5,279.00	\$10,973.00	\$0.00	\$0.00	\$16,935.00	\$0.00	\$109,727.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$109,727.00