

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	As part of an action research project, Northgate School District has incorporated tools from Turnaround for Children USA. Based on publications from the AASA and research on the Science of Learning and Development, we have surveyed our faculty and our students using the Turnaround for Children School and Student surveys, as well as planned monthly lessons for all of our students using our partnership with AHN's Chill Project. Additionally, we have daily social, emotional learning-focused classes in middle school through our Advisory program, as well as weekly social, emotional learning-focused classes in high school through a similar program.
Professional Development for Social and Emotional Learning	As part of an action research project, we have planned monthly professional development experiences with Whole-Child Design, and we regularly survey our faculty to gain insight into their perspective of how well we are meeting the wellness needs of students. Northgate School District is partnering with a Pittsburgh-based education consultant to create more equitable and empathetic learning opportunities within its school community. Diversity, Equity, and Inclusion Workshops will include professional development for district staff and faculty, as well as for parents and caregivers for interactive workshops discussing diversity, equity, and inclusion. Perspectives will be documented via input from the community and other Northgate stakeholders groups to set goals within the strategic plan.
Reading Remediation and Improvement for Students	The District has and will continue to utilize Acadience Diagnostic Assessment to determine student progress below, within, and above benchmark status practices and measures to evaluate early literacy skills in Kindergarten to Grade 6. Assessments are/will be conducted two to three times per year to determine student need/revision of instruction for early literacy/reading skills. The expectation is for students to accelerate learning more than one academic year. Standardized tests - PSSA and Keystone Exams will continue to be referenced for growth and as a tool to

	Method used to Understand Each Type of Impact
	accelerate learning.(PVAAS),
Other Learning Loss	Spring Math – Kindergarten to Grade 8 - this will assist in determining who may require math interventions. Daily, students will work on a task and be assessed weekly. Outcome will determine how the classroom teacher plans accordingly for the individual student. Content covers elementary to Algebra I curriculum and professional development for staff within those grade levels. This will assist in determining who may require math interventions. Daily students will work on a task and be assessed weekly. Spring Math expected results include ongoing feedback regarding the effectiveness of instruction, student progress towards learning goals, informative data to determine/alter instruction towards growth of foundational math skills.

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
Children with Disabilities	Social and Emotional Learning	The District will continue to provide school counselors in all buildings for daily academic, social, and emotional concerns. Also, the Chill Project through Allegheny Health Network will address mental health, social, pressures, and anxiety impact of COVID-19 for students and families to access: One-to-one counseling; Support groups; Medication management; School-Based Outpatient Services; School-Wide Preventive Services; Professional Development Opportunities; A social-emotional curriculum and classroom consultations;

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
		School Community access and support. The program provides a Licensed Clinician and Behavior Educator.

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	159,714	30%	47,914

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.

In order to identify the social and emotional needs of students, Northgate School District utilizes the following: Academic Performance - prior and current within their daily learning environment, standardized testing, benchmark progress monitoring success; School-Wide Information System (SWIS) - where collected office discipline data is reviewed to create data-driven strategies for student and overall positive school learning environment; Positive Behavioral Interventions and Supports (PBIS) - a three-tiered framework integrated within the District's Multi-Tiered Systems of Support (MTSS) that integrates data, systems and current practices in place that affect student outcomes.; Student Individual Education Program (IEP) -

if applicable, a student's IEP may assist greatly with an identified disability and specialized instruction and related services that support overall success. Areas of strength and concern include: Maintaining and establishing a positive school and class climate, maintaining and increasing student motivation, implementing problem-solving skills, reducing and encouraging appropriate behavior, setting and meeting goals, maintaining a platform where students are able to express their concerns without hesitation - with guidance counselors, outside agencies that are located within the district, and to promote essential study skills and habits as they transition.

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
Counseling	Children with Disabilities	Targeted	1,121

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
ARTIC Scale	Beginning, Middle and End-of-Year	To assist in measuring professional and paraprofessional staff's attitudes/outlook on trauma-informed care; how trauma affects individuals lives differently; how individual needs based on trauma vary; with an overall goal to promote growth and healing, system transformation, the building of community where people feel connected, supported, and empowered, depth in knowledge to understand and address concerns,

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	159,714	10%	15,971

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
					Diversity, Equity and Inclusion Workshops that includes professional development for district staff and faculty, as well

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;	120	Other	Education Consultant - Diversity, Equity & Inclusion	External Contractor	as for parents and caregivers for an interactive workshop discussing diversity, equity and inclusion. Perspectives will be documented and input utilized, from the community and other Northgate stakeholders groups to set goals within Strategic Plan.

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
Before and After Surveys	Beginning and End of Year	Northgate School District is partnering with a Pittsburgh-based education consultant to create more equitable and empathetic learning opportunities within its school community.

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	159,714	8%	12,777

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?

Northgate School District utilized Acadience Diagnostic Assessment containing practices and measures to evaluate early literacy skills in Kindergarten to Grade 6. Measures include Phonological Awareness, Word Reading, Decoding, Comprehension, Fluency, and Oral Language. Assessments are conducted two to three times per year and as deemed necessary to monitor early literacy/reading skills. Staff will be able to determine skills for instructional support. Teachers will also utilize curricular resources to create local assessments to monitor progress and assess student achievement, as well as develop and modify existing programs in place to meet student needs.

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:

By District procedure, and student's age/grade level, appropriate research-based benchmark assessments will be utilized in content areas, to determine who may need a diagnostic assessment, individualized instruction, and an eligibility evaluation. Using the MTSS framework being presented by PDE in the ESSA Plan as a district/school-wide improvement model, Northgate will support the following objectives using initiatives outlined below: *Implement a well-rounded program of instruction for academic needs of all students. *Curriculum infrastructure based on the principles of UbD. *Assessment system to track standards-aligned student learning outcomes longitudinally. *Alignment of professional learning goals with expected shifts in pedagogy toward culturally responsive, cross-curricular, project-based learning. *Identify students at risk for academic failure. *RTII) system across content areas that deploys S.E. faculty in co-taught push-in environments. *Allotment of an additional common planning period in all S.E. teachers' schedules that will allow them to analyze assessment data for both special/regular education students. *Early Literacy Framework that provides skills-based data on student learning progressions to intervention teams. *Provide additional assistance to students who need help in meeting PA Academic Standards. *Deployment of intervention teams at the elementary and secondary levels that will be charged with remediating content and skills gaps identified in students. *Implement instructional and other strategies to strengthen academic programs and improve school conditions for learning. *Implement a professional learning system that articulates District, school, and classroom goals via periodic/recursive looping of instructional rounds, P.D. *Incorporate curriculum infrastructure and planning tools to design student learning opportunities and assessments.

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
Orton Gillingham	K-6	6

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
			Orton Gillingham (OG3D) – a

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Orton Gillingham/Connections	Children with Disabilities	80	multisensory structured language approach where Phonology and Phonological Awareness, Sound - Symbol Association, Syllable Instruction, Morphology, Syntax and Semantics are taught. Instruction occurs via Simultaneous, Multisensory visual / auditory, kinesthetic-tactile; Systematic and Cumulative; Direct Instruction; Diagnostic Teaching; as well as Synthetic and Analytic Instruction.

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 benchmark and progress monitoring	Benchmark 3x per year, Progress Monitoring every week	Acadience Diagnostic Assessment will assist in determining student progress below, within, and above benchmark status practices and measures to evaluate early literacy skills in Kindergarten to Grade 6. Assessments conducted two to three times per year determine student need/revision of instruction for early literacy/reading skills. The expectation is for students to

Tool Used to Evaluate Success	Frequency of Use	Expected Results
		accelerate learning more than one academic year.

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	159,714	52%	83,051

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
Spring Math	Children from Low-Income Families	600	This research-based math program addresses student need by assessing and filling in missing foundational math skills.

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
Spring Math Benchmark Assessments	Three Times Per Year	Spring Math expected results include ongoing feedback regarding effectiveness of instruction, student progress towards learning goals, informative data to determine/alter instruction towards growth of foundational math skills.

Section: Budget - Social and Emotional Learning Budget

Social and Emotional Learning Budget

Budget

\$159,714.00

Allocation

\$159,714.00

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)

47,914

Budget Summary

Function	Object	Amount	Description
1000 - Instruction	100 - Salaries	\$27,507.00	Salary stated is for elementary guidance counselor to support student academic, social and emotional learning.
1000 - Instruction	200 - Benefits	\$20,407.00	Benefits stated are for elementary guidance counselor to support student academic, social and emotional learning.
		\$47,914.00	

Section: Budget - Social and Emotional Learning Professional Development Budget

Social and Emotional Learning Professional Development Budget

Budget

\$159,714.00

Allocation

\$159,714.00

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)

15,971

Budget Summary

Function	Object	Amount	Description
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$15,971.00	Diverse Equity Instruction-PD to create a more equitable and inclusive, safe school climate for preK-12 schools, Includes professional development/consultation for staff, activities for students, supplies, facilitator cost for three schools, as well as consultation (speaker) on policies & cultural diversity.
		\$15,971.00	

Section: Budget - Reading Improvement Budget

Reading Improvement Budget

Budget

\$159,714.00

Allocation

\$159,714.00

Budget Over(Under) Allocation

\$0.00

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

12,777

Budget Summary

Function	Object	Amount	Description
1000 - Instruction	100 - Salaries	\$7,335.00	Funding includes salary of elementary reading support teacher for student maintenance of foundational literacy skills.
1000 - Instruction	200 - Benefits	\$5,442.00	Benefits stated for elementary reading support teacher for student maintenance of foundational literacy skills.
		\$12,777.00	

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	159,714	47,914	15,971	12,777	83,052

Learning Loss Expenditures

Budget

\$159,714.00

Allocation

\$159,714.00

Budget Over(Under) Allocation

\$0.00

Budget Overview

Function	Object	Amount	Description
1000 - Instruction	100 - Salaries	\$54,000.00	Salary stated is for secondary guidance counselor to support student academic, social and emotional learning.

Function	Object	Amount	Description
1000 - Instruction	200 - Benefits	\$29,052.00	Benefits stated are for secondary guidance counselor.
		\$83,052.00	

Section: Budget - Budget Summary

BUDGET OVERVIEW

Budget

\$159,714.00

Allocation

\$159,714.00

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	\$88,842.00	\$54,901.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$143,743.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1300 CAREER AND TECHNICAL EDUCATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1400 Other Instructional Programs – Elementary / Secondary	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1600 * ADULT EDUCATION PROGRAMS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1700 Higher								

	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	\$15,971.00	\$0.00	\$0.00	\$0.00	\$0.00	\$15,971.00
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
	\$88,842.00	\$54,901.00	\$15,971.00	\$0.00	\$0.00	\$0.00	\$0.00	\$159,714.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$159,714.00