

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	SCASD utilizes a universal screener for social-emotional well-being that is administered in all SCASD K-12 schools. School teams including counselors and community stakeholders review data and make recommendations and plans for students who may show a need for tiered intervention and support.
Professional Development for Social and Emotional Learning	Based on the data we collect through universal screenings, we have seen the need for socio-emotional learning for both teachers and students. Professional development as provided by contracted providers or other qualified individuals will help support the growing needs of the district.
Reading Remediation and Improvement for Students	Through training in the science of literacy including grants through PATTAN, SCASD continues to stress the importance of supporting the needs of all learners in their reading in order to meet grade-level expectations. As we have continued to roll out resources and training in systematic and explicit instruction, we have found support for these methods from teachers, parents, administrators, as well as university support. We use systematic and explicit instruction to target reading remediation.
Other Learning Loss	SCASD uses several nationally normed assessment tools such as NWEA MAP (ELA and Math) for grades 2-9 and Acadience (Early literacy) grades K-3. At benchmark periods, data is collected universally and reviewed at both the district and building levels.

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
English Learners	Reading Remediation and Improvement	Systematic and explicit reading instruction; bilingual education strategies; measuring success through progress monitoring, benchmarking, and teacher observation and assessment
Major Racial or Ethnic Groups	Social and Emotional Learning	Lessons in Second Step and mindfulness will be used to meet students who are in major racial or ethnic groups. Tracking and measurement will be completed by the teachers providing lessons including student surveys
Major Racial or Ethnic Groups	Reading Remediation and Improvement	Systematic and explicit reading instruction; measuring success through progress monitoring, benchmarking, and teacher observation and assessment
Children from Low-Income Families	Reading Remediation and Improvement	Systematic and explicit reading instruction; measuring success through progress monitoring, benchmarking, and teacher observation and assessment
Children with Disabilities	Reading Remediation and Improvement	Systematic and explicit reading instruction; measuring success through progress monitoring, benchmarking, and teacher observation and assessment
Children with Disabilities	Social and Emotional Learning	Lessons in Second Step and mindfulness will be used to meet the student needs of those who have disabilities. Tracking and measurement will be completed by the teachers

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
		providing lessons including student surveys
Children from Low-Income Families	Social and Emotional Learning	Lessons in Second Step and mindfulness will be used to meet the student needs of those who come from low-income families. Tracking and measurement will be completed by the teachers providing lessons including student surveys

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	291,500	30%	87,450

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.

SCASD utilizes a universal screener for social-emotional well-being that is administered in all SCASD K-12 schools. School teams including counselors and community stakeholders review data and make recommendations and plans for students who may show a need for tiered intervention and support.

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
Mental Health Counseling and Therapy	Major Racial and Ethnic Groups	Intensive	20
Mental Health Counseling	Children from Low-Income Families	Intensive	20

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
Reduced referrals	ongoing	We will regularly monitor referrals in order to gauge success
Family Input	as appropriate	When offered, we hope families will have found value in counseling sessions.

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

	Total LEA Allocation	Multiply by 10% (.10)	Minimum Allocation for SEL PD
Minimum 10% SEL PD Requirement	291,500	10%	29,150

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
e. Self-care and mindfulness strategies for teachers;	25	Teacher	District Mindfulness Teacher	Internal Staff	Summer school teachers will receive specific PD from mindfulness experts including direct lessons to students.
f. Engaging and communicating effectively with parents;	20	Teacher	Home School Visitor Program Trainer	External Contractor	SCASD will invest in a home and school visitor program to enhance the school and family connections; training will provide support

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
					to families in the many numerous SEL needs surrounding the home and school culture.
a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;	100	Teacher	Penn State University	External Contractor	SCASD continues to partner with outside agencies including Penn State University's Herr Clinic to support training and professional development needs of the staff within the district

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
Teacher Surveys	at least 1 time prior to the end of the program	Our hope is teachers will find value in the program and see growth with their students.
Parent Surveys	at least 1 time prior to the end of the program	Our hope is parents will find value in the afterschool program and see growth with their students.

Tool Used to Evaluate Success	Frequency of Use	Expected Results

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.

- 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	291,500	8%	23,320

- 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?

SCASD uses several nationally normed assessment tools such as NWEA MAP (ELA and Math) for grades 2-9 and Acadience (Early literacy) grades K-3. At benchmark periods, data is collected universally and reviewed at both the district and building levels. There were gaps in all student groups including those not from marginalized populations.

- 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:

Given the impact of the pandemic and the unique needs of students and their families, continuity of education was unable to be provided. Disruptions related to the pandemics including school disruptions, learning disruptions, and student disruptions are all reasons why we think students did not make intended growth.

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
Enhancing Core Reading Instruction	Special Education K-12	30
Language Essentials for Teachers of Reading and Spelling	Instructional Coaches, Reading Specialists, Intervention, and Special Education	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
ECRI	Major Racial and Ethnic Groups	45	Students receive systematic, explicit instruction in phonics and other foundational reading skills from several different providers to help close the reading gap

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
ECRI	Children from Low-Income Families	100	Students receive systematic, explicit instruction in phonics and other foundational reading skills from several different providers to help close the reading gap
ECRI	English Learners	25	Students receive systematic, explicit instruction in phonics and other foundational reading skills from several different providers to help close the reading gap

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 Map and Acadience Reports	3 times a year	We are expecting to see above typical growth on pathways to progress reports and high percentages on student growth percentiles.

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	291,500	52%	151,580

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
Reflex Math	English Learners	111	Adaptive and individualized, Reflex is the most effective system for mastering basic facts in addition, subtraction, multiplication, and division
Reflex Math	Children with Disabilities	331	Adaptive and individualized, Reflex is the most effective system for mastering basic facts in addition, subtraction, multiplication, and division
K-8 Tutoring	English Learners	111	A K-8 Tutoring program is begin developed to support the specific needs of marginalized populations including those who have evidence of learning loss. Tutoring will occur after school for targeted and

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
			interested families as well as in the summer.
K-Tutoring	Children with Disabilities	331	A K-8 Tutoring program is begin developed to support the specific needs of marginalized populations including those who have evidence of learning loss. Tutoring will occur after school for targeted and interested families as well as in the summer.

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
Reflex Reports	monthly	80% of students are actively using the software
NWEA Map and Acadience Reports	three times a year	Above typical growth on student assessment scores
PSSAs	yearly	Above typical growth on student assessment scores

Section: Budget - Social and Emotional Learning Budget

Social and Emotional Learning Budget

Budget

\$291,500.00

Allocation

\$291,500.00

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)

87,450

Budget Summary

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$44,000.00	Contracted Psychological Services
2400 - Health Support Services	300 - Purchased Professional and Technical Services	\$43,450.00	Contracted Support Services
		\$87,450.00	

Section: Budget - Social and Emotional Learning Professional Development Budget

Social and Emotional Learning Professional Development Budget

Budget

\$291,500.00

Allocation

\$291,500.00

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)

29,150

Budget Summary

Function	Object	Amount	Description
2200 - Staff Support Services	100 - Salaries	\$2,972.00	Salaries; Professional Development - Mindfulness Techniques and Strategies
2200 - Staff Support Services	200 - Benefits	\$763.00	Benefits; Professional Development - Mindfulness Techniques and Strategies
2200 - Staff Support Services	600 - Supplies	\$415.00	Supplies & Materials; Professional Development - Mindfulness Techniques and Strategies
2200 - Staff Support Services	100 - Salaries	\$11,140.00	Salaries; Professional Development - Social Emotional Learning

Function	Object	Amount	Description
			Initiatives
2200 - Staff Support Services	200 - Benefits	\$2,860.00	Benefits; Professional Development - Social Emotional Learning Initiatives
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$4,000.00	Contracted Services; Professional Development - Social Emotional Learning Initiatives
2200 - Staff Support Services	600 - Supplies	\$2,000.00	Supplies & Materials; Professional Development - Social Emotional Learning Initiatives
2200 - Staff Support Services	100 - Salaries	\$2,785.00	Salaries; Professional Development - Teacher Visitor Program
2200 - Staff Support Services	200 - Benefits	\$715.00	Benefits; Professional Development - Teacher Visitor Program
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$1,000.00	Contracted Services; Professional Development - Teacher Visitor Program
2200 - Staff Support Services	600 - Supplies	\$500.00	Supplies & Materials; Professional Development - Teacher Visitor Program
		\$29,150.00	



Section: Budget - Reading Improvement Budget

Reading Improvement Budget

Budget

\$291,500.00

Allocation

\$291,500.00

Budget Over(Under) Allocation

\$0.00

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

23,320

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$7,320.00	Enhanced Core Reading Instruction (ECRI) Materials
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$16,000.00	Letter Sound Cards for all K-2 and Intervention Support Classrooms
		\$23,320.00	

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	291,500	87,450	29,150	23,320	151,580

Learning Loss Expenditures

Budget

\$291,500.00

Allocation

\$291,500.00

Budget Over(Under) Allocation

\$0.00

Budget Overview

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$49,184.00	Reflex Math

Function	Object	Amount	Description
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$69,539.00	Salaries to Support the K-8 Tutoring Program
1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	\$17,857.00	Benefits to Support the K-8 Tutoring Program
1400 - Other Instructional Programs – Elementary / Secondary	600 - Supplies	\$15,000.00	Materials & Supplies to Support the K-8 Tutoring Program
		\$151,580.00	

Section: Budget - Budget Summary

BUDGET OVERVIEW

Budget

\$291,500.00

Allocation

\$291,500.00

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	\$72,504.00	\$0.00	\$72,504.00
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	\$69,539.00	\$17,857.00	\$0.00	\$0.00	\$0.00	\$15,000.00	\$0.00	\$102,396.00
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	\$44,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$44,000.00
2200 Staff Support Services	\$16,897.00	\$4,338.00	\$5,000.00	\$0.00	\$0.00	\$2,915.00	\$0.00	\$29,150.00
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	\$43,450.00	\$0.00	\$0.00	\$0.00	\$0.00	\$43,450.00
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
	\$86,436.00	\$22,195.00	\$92,450.00	\$0.00	\$0.00	\$90,419.00	\$0.00	\$291,500.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$291,500.00