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	The Carlisle Area School District monitors students' health and well-being at all levels. School counselors and administrators closely monitor students' academic grades, school attendance, disciplinary infractions, and visits to the counseling centers. In addition, all secondary buildings contain a SAP (Student Assistance Program) team which oversees referrals due to mental health needs or substance abuse. Finally, the district has increased training in trauma-sensitive practices to help recognize and mitigate barriers to learning.
Professional Development for Social and Emotional Learning	The Carlisle Area School District has focused heavily on trauma-sensitive practices in the 2021-2022 school year. The District hosted a community forum in which non-profit community leaders shared their needs and experiences in assisting students and their families. Individual buildings facilitated targeted professional development in trauma-sensitive practices with special emphasis on relationships, growth mindset, and resilience. This professional conversation has continued in faculty meetings, department meetings, district-wide PLCs, in-service days, and will continue in subsequent professional development days.
Reading Remediation and Improvement for Students	
Other Learning Loss	

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 from Low-Income Families	Social and Emotional Learning	Teachers, counselors, and administrators have identified increased social and emotional needs which have impacted students' ability to fully access learning in school. These needs include re-learning school norms and expectations, managing and regulating behavior, and interacting appropriately with others. Identification strategies include, but are not limited to, classroom observation, disciplinary documentation, counseling office records and documentation, SAP records and documentation, and attendance data.
Children from Low-Income Families	Other Areas of Learning Loss	Teachers and administrators have identified decreased academic achievement following COVID-19. Identification strategies include, but are not limited to, classroom observation, universal screeners and benchmark assessments, and report card data. Students who were already identified as at-risk - low-income students, students from identified racial or ethnic groups, English learners, and special education students - have been especially vulnerable to learning loss during COVID-19.
		Teachers and administrators have identified decreased academic achievement

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
Major Racial or Ethnic Groups	Other Areas of Learning Loss	following COVID-19. Identification strategies include, but are not limited to, classroom observation, universal screeners and benchmark assessments, and report card data. Students who were already identified as at-risk - low-income students, students from identified racial or ethnic groups, English learners, and special education students - have been especially vulnerable to learning loss during COVID-19.
Children with Disabilities	Other Areas of Learning Loss	Teachers and administrators have identified decreased academic achievement following COVID-19. Identification strategies include, but are not limited to, classroom observation, universal screeners and benchmark assessments, and report card data. Students who were already identified as at-risk - low-income students, students from identified racial or ethnic groups, English learners, and special education students - have been especially vulnerable to learning loss during COVID-19.
		Teachers and administrators have identified decreased academic achievement following COVID-19. Identification strategies include, but are not limited to, classroom observation,

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
English Learners	Other Areas of Learning Loss	universal screeners and benchmark assessments, and report card data. Students who were already identified as at-risk - low-income students, students from identified racial or ethnic groups, English learners, and special education students - have been especially vulnerable to learning loss during COVID-19.
Children from Low-Income Families	Reading Remediation and Improvement	Teachers and administrators have identified decreased reading achievement following COVID-19. Identification strategies include, but are not limited to, classroom observation and universal screeners and benchmark assessments. This data includes Acadience and DRA testing as well as regular progress monitoring. Students who were already identified as at-risk - low-income students, students from identified racial or ethnic groups, English learners, and special education students - have been especially vulnerable to reading deficits during COVID-19.
Major Racial or Ethnic Groups	Reading Remediation and Improvement	learners, and special education students - have been especially vulnerable to reading deficits during COVID-19.
		learners, and special education

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
Children with Disabilities	Reading Remediation and Improvement	students - have been especially vulnerable to reading deficits during COVID-19.
English Learners	Reading Remediation and Improvement	learners, and special education students - have been especially vulnerable to reading deficits during COVID-19.

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	381,253	30%	114,376

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.

Teachers, counselors, and administrators have identified increased social and emotional needs which have impacted students' ability to fully access learning in school. These needs include re-learning school norms and expectations, managing and regulating behavior, and interacting appropriately with others. There are several areas of strength within the district. The counseling department works closely with building administrators to monitor and support students. Each secondary building hosts a SAP (Student Assistance Program) team which identifies and responds to mental health and substance abuse concerns, and we are expanding SAP to the elementary level this year. The District has invested heavily in trauma-

sensitive training for all faculty in the current school year. Identification strategies/data sources include, but are not limited to, classroom observation, disciplinary documentation, counseling office records and documentation, SAP records and documentation, and attendance data.

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
Employment of two behavior specialists - training of district staff on social/emotional and behavior mitigation techniques		Universal	5,000
Employment of two behavior specialists - targeted intervention and support for identified students and classrooms		Targeted	200
Employment of two behavior specialists - targeted intervention and behavior plan development for identified students		Intensive	50

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
Professional development/learning activities	Several times per year	We expected to increase faculty and staff exposure to targeted professional development on social-emotional learning and behavior mitigation.

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Decrease in classroom infractions/office referrals	Daily by teachers and principals	Supporting students in functioning well in school should decrease the need for disciplinary intervention and should increase frequency of learning.
Increase in targeted behavior plans	As needed	There should be an increase in the number of proactive behavior support plans for district students.

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	381,253	10%	38,125

8. Describe the planned professional development activities and how the activity will ensure that teachers/staff are equipped with training/support on the following:
   a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;
   b. Identifying signs of possible mental health issues and providing culturally relevant support;
   c. Motivating students that have been disengaged;
   d. Mentoring students who have attendance issues before it becomes a pattern;

e. Self-care and mindfulness strategies for teachers;
f. Engaging and communicating effectively with parents;
g. 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. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;	800		Behavior Specialist	Internal Staff	Newly hired behavior specialists will work with district administration, counselors and teachers to provide professional development activities.
c. Motivating students that have been disengaged;	800		Behavior Specialist	Internal Staff	Newly hired behavior specialists will work with district administration, counselors and teachers to provide professional development activities.
f. Engaging and communicating effectively with parents;	800		Behavior Specialist	Internal Staff	Newly hired behavior specialists will work with district administration, counselors and teachers to provide

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 activities.

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
Opportunities for professional feedback	Following professional learning experiences	Post-activity surveys help to identify strengths and areas of need for the training(s).
Decrease in classroom infractions/office referrals	Daily by teachers and principals	Supporting students in functioning well in school should decrease the need for disciplinary intervention and should increase frequency of learning.
Increase in academic achievement	Regular reporting periods	We should observe increased academic achievement and accessing of the school program resulting from decreased behavioral matters which impede learning.

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	381,253	8%	30,500

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 Carlisle Area School District uses Acadience benchmark assessments and progress monitoring. We specifically document phonemic awareness, phonics, vocabulary, spelling, comprehension. We are specifically focused on Tier 2 and Tier 3 students. We will document the needs based on spring scores, progress monitoring, and then fall scores.

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:

We have documented that students who are enrolled in the Carlisle Area School District make at least one year's worth of growth in the area of reading. Summer programming - and dedicated time from a specialist(s) - allows us to reduce remediation time during the academic year and to expedite learning in reading.

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
Fundations	K-2 / Reading / Special Education	50
Wilson Reading Program	K-5 / Reading / Special Education	35
Rewards	3-5 / Reading / Special Education	60
Phonics for Reading	1-2 / Reading / Special Education	40

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
Fundations	Children from Low-Income Families	200	Phonemic awareness, phonics, spelling, vocabulary, comprehension, fluency.
Wilson Reading	Children from Low-Income Families	200	Grades 3, 4, 5 - Phonics, spelling, vocabulary, comprehension, fluency.
Rewards	Children from Low-Income Families	150	Grades 3, 4, 5 - Multi-syllabic, phonics, spelling, fluency.

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Phonics For Reading	Children from Low-Income Families	200	Grades 2, 3, 4, 5 - Phonemic awareness, phonics, spelling, vocab, fluency.

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	3 times per year	Students returning in September with scores comparable to spring assessment in May.
Acadience	Progress monitoring	Students returning in September with scores comparable to spring assessment in May.
G-RADE	2 times per year	Grades 1 and 2 - Students returning in September with scores comparable to spring assessment in May.
4-Sight	3 times per year	Grades 3, 4, 5 - Comparability of PSSA data to fall 4-Sight of the following year.
District Writing Sample	2 times per year	Grades 3, 4, 5 - Comparability of PSSA data to fall writing sample of the following 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	381,253	52%	198,252

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
See Above		5,000	The costs associated with the Behavior Intervention will also apply to the remaining 52%. We are utilizing these funds to invest in much-needed staffing support in this area. In the long-term, these costs will be absorbed in the general fund budget.

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
See Above	See Above	See Above

Section: Budget - Social and Emotional Learning Budget

Social and Emotional Learning Budget

Budget

$381,253.00
Allocation
$381,253.00

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)

114,376

Budget Summary

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	$270,600.00	Pay the salary and benefits for behavior specialists (2) for the 2021-22, 2022-23, and part of the 2023-2024 school year. This cost would then be absorbed in the general fund.
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	$39,400.00	Pay the salary and benefits for behavior specialists (2) for the 2021-22, 2022-23, and part of the 2023-2024 school year. This cost would then be absorbed in the general fund.
		$310,000.00	

Section: Budget - Social and Emotional Learning Professional Development Budget

Social and Emotional Learning Professional Development Budget

Budget

$381,253.00
Allocation
$381,253.00

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)

38,125

Budget Summary

Function	Object	Amount	Description
2200 - Staff Support Services	100 - Salaries	$20,000.00	To fund professional development presenter fees in the area of social and emotional learning.
2200 - Staff Support Services	200 - Benefits	$3,000.00	To fund professional development presenter fees in the area of social and emotional learning.
2200 - Staff Support Services	600 - Supplies	$16,253.00	To fund professional development supplies and materials in the area of social and emotional learning.
		$39,253.00	

Section: Budget - Reading Improvement Budget

Reading Improvement Budget

Budget

$381,253.00
Allocation

$381,253.00

Budget Over(Under) Allocation

$0.00

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

30,500

Budget Summary

Function	Object	Amount	Description
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	$27,000.00	Funding summer learning instructor costs - salaries and benefits.
1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	$5,000.00	Funding summer learning instructor costs - salaries and benefits.
		$32,000.00	

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	381,253	114,376	38,125	30,500	198,252

Learning Loss Expenditures

Budget

$381,253.00
Allocation

$381,253.00

Budget Over(Under) Allocation

$0.00

Budget Overview

Function	Object	Amount	Description
		$	
		$0.00	

Section: Budget - Budget Summary

BUDGET OVERVIEW

Budget

$381,253.00

Allocation

$381,253.00

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	$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	$27,000.00	$5,000.00	$0.00	$0.00	$0.00	$0.00	$0.00	$32,000.00
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	$270,600.00	$39,400.00	$0.00	$0.00	$0.00	$0.00	$0.00	$310,000.00
2200 Staff Support Services	$20,000.00	$3,000.00	$0.00	$0.00	$0.00	$16,253.00	$0.00	$39,253.00
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
	$317,600.00	$47,400.00	$0.00	$0.00	$0.00	$16,253.00	$0.00	$381,253.00
				Approved Indirect Cost/Operational Rate: 0.0000				$0.00
							Final	$381,253.00