

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	Child Study Team Logs; Student Assistance Program Logs, Truancy and Daily Attendance Reports; Psychological Sense of School Membership Survey administered in grades 6-12; District Community Needs Assessment; High School Advisory Period Check In Data
Professional Development for Social and Emotional Learning	District Community Needs Assessment; Interboro Education Association Needs Assessment; Professional Development Focus Groups
Reading Remediation and Improvement for Students	IXL Diagnostic, NWEA Map Growth, Fluency Assessment
Other Learning Loss	IXL Diagnostic, NWEA Map Growth

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
		Local assessments used to determine the need to address learning loss in the area of reading include: Interboro's Initial Kindergarten Inventory,

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	Reading Remediation and Improvement	Phonological Awareness Skills Test, Orton Gillingham Assessments, and Running Records. Assessment data shows that initial instruction in primary grades needs to center on phonemic awareness. Primary grades teachers and reading specialists will implement the Orton Gillingham framework during ELA instruction to explicitly teach these skills. Student subgroup growth through data inquiry team meetings.
Children from Low-Income Families	Social and Emotional Learning	The Interboro School District has focused on students' social and emotional needs throughout the pandemic. As students continue to learn with pandemic protocols in place, it is noted that students need more intentional social emotional support. This need is greatest among our low income students. Such trends are noted in data from Child Study Team Logs, Student Assistance Program referrals, SWIS, truancy and daily attendance reports, and a community needs assessment conducted by the District. Data from the secondary students' completion of the Psychological Sense of School Membership Survey and PAYS survey also indicates significant SEL needs. As intentional strategies are implemented, the District will monitor effectiveness through

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
		the above-mentioned sources as well as a newly adopted research-based SEL assessment, such as Panorama.

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	220,510	30%	66,153

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.

The Interboro School District will use the following data sources to identify the social and emotional needs of students: Child Study Team Logs; Student Assistance Program Logs, Truancy and Daily Attendance Reports; Psychological Sense of School Membership Survey administered in grades 6-12; District Community Needs Assessment; High School Advisory Period Check In Data; PAYS survey; Research-based SEL assessment (Panorama). Strengths in the learning environment include:- Teachers' and staff members' abilities to build relationships with students. - Students indicating that they feel respected by students. - Students indicating they feel safe at school and have an adult with whom they can talk. - Full

staffing to provide mental health supports for students including dedicated 11 building-based school counselors, 4 social workers, 7 school psychologists, and 3 behavioral specialists. - Well-developed PBIS program and supporting team in each District building. - Established framework for District equity practices Concerns in the learning environment include: - Peer to peer interactions and cooperative learning/listening to each other's' ideas. - Students indicating they do not feel included in a lot of activities at the school on recent surveys. - Increase of sixth grade students engaging in risky behaviors including alcohol use and vaping. - Need to move PBIS programming to focus on Tier 2 and Tier 3 PBIS Tiers. - Lacking an explicit, research-based SEL K-12 program and a consistently implemented universal screener.

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
Facilitation of LGBTQ+ Psychoeducation Groups for Secondary students	Gender	Intensive	50
Responsive classroom in grades K-8 to build a strong sense of community and set children up for success socially and academically.	Children from Low-Income Families	Universal	1,265
Check in, Check out in grades K-12	Children from Low-Income Families	Targeted	300

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
Psychological Sense of School Membership Survey administered in grades 6-12	Bi-Annually	LGBTQ+ students will indicate an increased sense of belonging to their school community

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Panorama Student Check-Ins (in addition to daily check ins)	Bi-Monthly	Staff would be better able to identify the students who need help now.
SWIS	Daily	Less behavioral referrals.

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	220,510	10%	22,051

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
g. Working with community agencies to address non-academic needs.	310	Teacher	DCIU Professional Development Specialists	External Contractor	LGBTQ+ best practices
a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;	150	Teacher	Responsive Classroom	External Contractor	Our professional development workshops help elementary and middle school educators create safe, joyful, and engaging classrooms and school communities where students develop strong social-emotional and academic skills.
c. Motivating students that have been disengaged;	12	Teacher	DCIU Professional Development Specialist	External Contractor	Teachers will be provided with turn-around training on the PBIS Check in, Check out program.

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
Research-based staff survey	Tri-Annually	Staff will indicate increased confidence in creating a more inclusive space for LGBTQ+ students
Responsive Classroom Administrative Protocols	Monthly	Staff will engage students in effective class meetings to create a more inclusive classroom community
Compilation for Check in, Check out sheets	Weekly	Demonstrate a decrease in negative behaviors for each Tier 2 student, ultimately moving the student back to Tier 1.

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	220,510	8%	17,641

	Total LEA Allocation	Multiply by 8% (.08)	Minimum Allocation for Reading Improvement
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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?

Local assessments used to determine the need to address learning loss in the area of reading include: Interboro's Initial Kindergarten Inventory, Phonological Awareness Skills Test, Orton Gillingham Assessments, and Running Records. Assessment data shows that initial instruction in primary grades needs to center on phonemic awareness. Students have a difficult time rhyming words and exhibit difficulty substituting specific sounds in words and identifying syllables. This makes the feat of voice to print match difficult for students and therefore unable to read grade level text efficiently. Students need the foundation of understanding language in order to make the connection of print. Based on data, the team determined that students who come from low-socioeconomic backgrounds appear to have the largest gaps and struggle to catch up by the third grade PSSA.

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:

As our students progress through their career in the Interboro School District, PVAAS data indicates that at-risk readers are not making at least a year's worth of growth in one school year. Approximately 30-40% of our students do not achieve the grade level benchmark on the Fountas and Pinnell Running Records by the conclusion of their second grade year. Historically, this population of at-risk readers then does not achieve proficiency on the 3rd grade PSSA. As this group progresses through their educational career, they perform below expected proficiency on state tests and other comparable local assessments. In comparing at-risk readers' individual observed growth on the NWEA Map Growth to the nationally representative comparison group, most do not achieve typical growth over a school year or between varying time intervals within a school year. Interboro SD will intervene in the primary grades with instruction based on emerging developments in the Science of Reading to close gaps and build a strong foundation upon which proficiency can be achieved.

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 Workshop	Grades K-2 Regular and Special Education Teachers	43
Sustained Literacy Coaching	Grades K-2 Regular and Special Education Teachers	43

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	Children from Low-Income Families	390	Teachers deliver explicit instruction in phonemic awareness, phonics and fluency. This targeted intervention is designed to meet the phonic needs at their zone of proximal development.
Afterschool Tutoring Program	Children from Low-Income Families	100	Facilitate and implement targeted phonetic instruction to eligible students

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
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Tool Used to Evaluate Success	Frequency of Use	Expected Results
Orton Gillingham Assessments	3 times per year	Students are expected to achieve 80% mastery of assessed concepts.
Fountas and Pinnell Running Records	3 times per year	Students are expected to grow 1 level per academic year.
Phonological Awareness Skills Test	3 times per year	Students are expected to demonstrate overall growth in each area.

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	220,510	52%	114,665

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
n/a			

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
n/a		

Section: Budget - Social and Emotional Learning Budget

Social and Emotional Learning Budget

Budget

\$220,510.00

Allocation

\$220,510.00

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)

66,153

Budget Summary

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$60,000.00	Independent contractor rate for facilitation of psycho-educational groups for LGBTQ+ students. (\$250/hour for 128 hours)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$6,153.00	Supplies and materials for implementing Responsive Classroom techniques
		\$66,153.00	

Section: Budget - Social and Emotional Learning Professional Development Budget

Social and Emotional Learning Professional Development Budget

Budget

\$220,510.00

Allocation

\$220,510.00

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)

22,051

Budget Summary

Function	Object	Amount	Description
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$10,800.00	DCIU provide workshops for teachers/school leaders on best practices with LGBTQ+ students. (\$1350/day for 8 sessions)
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$30,000.00	Responsive Classroom Elementary Professional Development
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$15,000.00	Responsive Classroom Middle School Professional Development
			Extra rate of pay for

Function	Object	Amount	Description
2200 - Staff Support Services	100 - Salaries	\$2,400.00	staff to engage in initial and turn around training for Check in, Check out
2200 - Staff Support Services	200 - Benefits	\$900.00	Benefits for staff to engage in initial and turn around training for Check in, Check out
		\$59,100.00	

Section: Budget - Reading Improvement Budget

Reading Improvement Budget

Budget

\$220,510.00

Allocation

\$220,510.00

Budget Over(Under) Allocation

\$0.00

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

17,641

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$10,407.00	Supplies and materials to implement Orton Gillingham instructional framework
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$15,000.00	Workshops and sustained professional development from the Institute of Multi-Sensory Education focused on the Orton Gillingham instructional framework.
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$50,800.00	Extra rate of pay for teachers to provide after school tutoring for 1,270 hours
1400 - Other			Benefits for teachers

Function	Object	Amount	Description
Instructional Programs – Elementary / Secondary	200 - Benefits	\$19,050.00	to provide after school tutoring for 1,270 hours
		\$95,257.00	

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					0

Learning Loss Expenditures

Budget

\$220,510.00

Allocation

\$220,510.00

Budget Over(Under) Allocation

\$0.00

Budget Overview

Function	Object	Amount	Description
		\$	
		\$0.00	

Section: Budget - Budget Summary

BUDGET OVERVIEW

Budget

\$220,510.00

Allocation

\$220,510.00

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	\$15,000.00	\$0.00	\$0.00	\$16,560.00	\$0.00	\$31,560.00
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	\$50,800.00	\$19,050.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$69,850.00
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	\$60,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$60,000.00
2200 Staff Support Services	\$2,400.00	\$900.00	\$55,800.00	\$0.00	\$0.00	\$0.00	\$0.00	\$59,100.00
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
	\$53,200.00	\$19,950.00	\$130,800.00	\$0.00	\$0.00	\$16,560.00	\$0.00	\$220,510.00
				Approved Indirect Cost/Operational Rate: 0.0000				\$0.00
				Final				\$220,510.00