

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	Review behavior referrals in Dean's Ilist by numbers, types of behaviors, and MTSS data
Professional Development for Social and Emotional Learning	Teacher Survey data
Reading Remediation and Improvement for Students	NWEA MAP growth and achievement levels, DIBELS results
Other Learning Loss	NWEA MAP growth and achievement levels, DIBELS results

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	Reading Remediation and Improvement	NWEA MAP growth and achievement levels, DIBELS results
Major Racial or Ethnic Groups	Social and Emotional Learning	Review behavior referrals in Dean's Ilist by numbers, types of behaviors, and MTSS data

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	NWEA MAP growth and achievement levels, DIBELS results

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	333,847	30%	100,154

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.

At KIPP Philadelphia Public Schools, the Multi-Tiered Systems of Supports (MTSS) is a comprehensive framework for improving academic and social-emotional outcomes for all students. Cross-disciplinary teams represented at the region, school, and grade levels use a problem-solving process to integrate evidence-based academic and social-emotional practices matched to student needs with fidelity of implementation. A continuum of support and intervention exists at all Tiers and is undergirded by high-quality professional learning, cultural responsiveness, partnership and meaningful involvement with families, and dynamic decision-making that rests on the use of reliable and valid data sources. Universal Screening Universal

Screening uses a systematic process for identifying students who may be at risk for poor learning outcomes, including academic, behavioral, social, emotional, school completion, and college and career readiness outcomes. The universal screening process depends on access to and use of data connected to reliable and valid indicators of the desired outcome within the selected grade levels. With screening, teams select valid and reliable indicators, monitor and ensure fidelity of implementation, and use data to identify students at-risk and improve Tier 1 implementation and impact. The screening process should reflect cultural and linguistic responsiveness and recognition of student needs and strengths.

Multi-Level Supports
 The multi-level prevention system includes three tiers of intensity for instruction, intervention, and supports. Tier 1 includes high-quality, schoolwide academic, social, emotional and behavioral programming and supports designed to meet the needs of all students. At Tier 2, schools provide small group, standardized academic interventions or targeted behavioral or mental health supports using validated intervention programs to support students identified as at-risk. Tier 3 includes intensive intervention for students not responding to Tier 2 through instruction and supports that are intensified and individualized based on student need. At all levels, attention should be on selection of evidence-based practices and fidelity of implementation, with consideration for cultural and linguistic responsiveness and recognition of student strengths.

Progress Monitoring
 At the student level, progress monitoring is used to assess students' performance, to quantify a student's rate of improvement or responsiveness to instruction or intervention, and to evaluate the effectiveness of instruction using valid and reliable measures. In addition, across all levels of the system sites monitor progress to provide feedback for improvement. With progress monitoring, teams use valid and reliable tools, and focus on fidelity of implementation for interventions, with consideration for cultural and linguistic responsiveness and recognition of student strengths.

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
Social Work	Major Racial and Ethnic Groups	Intensive	30
SEL programming	Major Racial and Ethnic Groups	Universal	860

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

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Dean's List	Daily	Decrease in the number of behaviour logs

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	333,847	10%	33,385

8. Describe the planned professional development activities and how the activity will ensure that teachers/staff are equipped with training/support on the following:
- Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;
 - Identifying signs of possible mental health issues and providing culturally relevant support;
 - Motivating students that have been disengaged;
 - Mentoring students who have attendance issues before it becomes a pattern;
 - Self-care and mindfulness strategies for teachers;
 - Engaging and communicating effectively with parents;
 - Working with community agencies to address non-academic needs.

Professional Development Activity	Number of Staff Involved	Type of Staff Involved (Teacher, Counselor, Support Staff, Admin, Other)	Provider – Who will present the professional development	Is the provider an internal staff member or an outside contractor?	Brief Description of the Planned Activity

Professional Development Activity	Number of Staff Involved	Type of Staff Involved (Teacher, Counselor, Support Staff, Admin, Other)	Provider – Who will present the professional development	Is the provider an internal staff member or an outside contractor?	Brief Description of the Planned Activity
a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;	80	Teacher	Center for Responsive Classrooms	External Contractor	Responsive Classroom is a student-centered, social and emotional learning approach to teaching and discipline. It is comprised of a set of research, and evidence-based practices designed to create safe, joyful, and engaging classrooms and school communities for both students and teachers.

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 Survey	x2 year	80% of teachers will agree/strongly agree that they have 1 more tools to create a more joyful and inclusive classroom.

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	333,847	8%	26,708

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 disruption to learning cause by the COVID Pandemic resulted in measurable decreases in KPPS students achievement. This impact was not consistently felt by all students in all subject areas. Directionally these results match several Studies conducted in the US and abroad that indicate that the disruptions caused by COVID (including extended periods of remote instruction) have negatively impacted students academic outcomes. Several studies suggest these impacts were larger for students in poverty and BIPOC students. Students attendance declined during remote instruction further exacerbating the impact on learning due to the limitations of remote instruction. The attendance declines were greatest for our youngest and oldest students. Despite the disruption teachers were able to get many students to submit work through our learning management systems. In 2 out of 3 secondary schools the amount of graded assignments matched normal levels from other school years. The majority of students (76%) across schools, subjects, and grade levels experienced some decrease in achievement between Winter 19-20 and Spring 20-21. This is up from 63% after the Winter 20-21. For 19% of students, the decrease in achievement between Winter 19-20 and Spring 20-21 also led to a loss of projected PSSA Proficiency. The percentage of students projected proficient on the PSSA declined by 16 and 11 percentage points in ELA and Math, respectively. Proficiency Rate / Achievement Percentile Analysis showing similar

conclusions Male students generally experienced greater declines in learning outcomes than female students. (Proficiency Rate / Achievement Percentile) Students with IEPs experience less absolute achievement reduction than students who do not have an IEP. However, when starting point is taken into consideration, this trend is inconsistent. (Proficiency Rate / Achievement Percentile / Percent Change Table) Across grade-levels, student achievement declined in both subjects. In Math, as the grade-level increased, these declines became smaller. Proficiency Rate / Achievement Percentile

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:

The disruption to learning cause by the COVID Pandemic resulted in measurable decreases in KPPS students achievement. This impact was not consistently felt by all students in all subject areas. Directionally these results match several Studies conducted in the US and abroad that indicate that the disruptions caused by COVID (including extended periods of remote instruction) have negatively impacted students academic outcomes. Several studies suggest these impacts were larger for students in poverty and BIPOC students. Students attendance declined during remote instruction further exacerbating the impact on learning due to the limitations of remote instruction. The attendance declines were greatest for our youngest and oldest students. Despite the disruption teachers were able to get many students to submit work through our learning management systems. In 2 out of 3 secondary schools the amount of graded assignments matched normal levels from other school years. The majority of students (76%) across schools, subjects, and grade levels experienced some decrease in achievement between Winter 19-20 and Spring 20-21. This is up from 63% after the Winter 20-21. For 19% of students, the decrease in achievement between Winter 19-20 and Spring 20-21 also led to a loss of projected PSSA Proficiency. The percentage of students projected proficient on the PSSA declined by 16 and 11 percentage points in ELA and Math, respectively. Proficiency Rate / Achievement Percentile Analysis showing similar conclusions Male students generally experienced greater declines in learning outcomes than female students. (Proficiency Rate / Achievement Percentile) Students with IEPs experience less absolute achievement reduction than students who do not have an IEP. However, when starting point is taken into consideration, this trend is inconsistent. (Proficiency Rate / Achievement Percentile / Percent Change Table) Across grade-levels, student achievement declined in both subjects. In Math, as the grade-level increased, these declines became smaller. Proficiency Rate / Achievement Percentile

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
LETRS	K-3	45
Wilson Foundations	K-3	45
Geodes	K-2	35
Curriculum - Novel	3-4	8
MClass (Amplify)	K-3	45
IXL	K-8	50
K-2 Foundational Literacy	K-2	45
Curriculum Internalization	5-8	6
Student Work Analysis	3-8	20

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	100	Decoding / Phonics
Touch Math	Children from Low-Income Families	100	Math Intervention
Zeran	Children from Low-Income Families	200	Math Intervention

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Reading A-Z	Children from Low-Income Families	60	Foundational and grade level reading skill development
DreamBox	Children from Low-Income Families	100	Math Intervention
LLI	Children with Disabilities	60	Reading comprehension intervention
Willson	Children with Disabilities	60	Reading intervention

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	2x year	50% of students achieve their growth goal in reading

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
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52% Other Learning Loss Activities	333,847	52%	173,600
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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
Fundations	Children from Low-Income Families	100	Decoding / Phonics
Touch Math	Children from Low-Income Families	100	Math Intervention
Zearn	Children from Low-Income Families	100	Math Intervention
Reading A-Z	Children from Low-Income Families	60	Foundational and grade level reading skill development
Building Writers	Children from Low-Income Families	70	Writing Intervention
LLI	Children with Disabilities	60	Reading comprehension intervention
Wilson	Children with Disabilities	60	Reading Intervention

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

Tool Used to Evaluate Success	Frequency of Use	Expected Results
NWEA Map	x2 year	50% of student meet growth goals in math
NWEA Map	x2 year	50% of student meet growth goals in reading

Section: Budget - Social and Emotional Learning Budget

Social and Emotional Learning Budget

Budget

\$333,847.00

Allocation

\$333,847.00

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)

100,154

Budget Summary

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$100,154.00	Contract to provide SEL supports
		\$100,154.00	

Section: Budget - Social and Emotional Learning Professional Development Budget

Social and Emotional Learning Professional Development Budget

Budget

\$333,847.00

Allocation

\$333,847.00

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)

33,385

Budget Summary

Function	Object	Amount	Description
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$33,385.00	Contract to provide SEL professional development
		\$33,385.00	

Section: Budget - Reading Improvement Budget

Reading Improvement Budget

Budget

\$333,847.00

Allocation

\$333,847.00

Budget Over(Under) Allocation

\$0.00

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

26,708

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$26,708.00	Supplies & curriculum for reading intervention
		\$26,708.00	

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	333,847	100,154	33,385	26,708	173,600

Learning Loss Expenditures

Budget

\$333,847.00

Allocation

\$333,847.00

Budget Over(Under) Allocation

\$0.00

Budget Overview

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$173,600.00	Salaries for tutors and interventionists
		\$173,600.00	

Section: Budget - Budget Summary

BUDGET OVERVIEW

Budget

\$333,847.00

Allocation

\$333,847.00

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	\$173,600.00	\$0.00	\$0.00	\$0.00	\$0.00	\$26,708.00	\$0.00	\$200,308.00
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	\$100,154.00	\$0.00	\$0.00	\$0.00	\$0.00	\$100,154.00
2200 Staff Support Services	\$0.00	\$0.00	\$33,385.00	\$0.00	\$0.00	\$0.00	\$0.00	\$33,385.00
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
	\$173,600.00	\$0.00	\$133,539.00	\$0.00	\$0.00	\$26,708.00	\$0.00	\$333,847.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$333,847.00