

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	Schools within Shippensburg Area School District all utilize SWIS to analyze ODRs for students across the building to identify areas of need for tier I PBIS instruction, and students in need of tier II and tier III supports. With our ODRs, defiance and disrespect being more prevalent as well as task avoidance as the motivator behind the behaviors. SASD is also showing an increase of students needing tier II and tier III behavioral supports.
Professional Development for Social and Emotional Learning	Professional Development Needs Assessment is given to staff annually to determine needs for the upcoming school year. Social Emotional Learning and Trauma Informed Practices have both been highlighted as areas of needs. Specifically how to integrate SEL practices into classroom instruction.
Reading Remediation and Improvement for Students	Shippensburg Area School District utilizes Acadience benchmark assessments and i-Ready for ELA in grades K-5. The impact of reading remediation and improvement for students has been measured by comparing the current results for these assessments to results from the 2018-2019 school year on a district-wide level. To measure the impact of instruction, we look at individual student growth through the year towards meeting grade level. In grades 6-8, the district utilized IXL to measure student progress towards grade level reading expectations and the impact of reading interventions on student progress.
Other Learning Loss	Data from Acadience Reading and Math, I-Ready Reading and Math, IXL, and Preliminary PSSA data show decreases in student proficiency when compared to the 2019 PSSA. During the 2020-2021 school year and continuing into the 2021-2022 school year, grade level teams in grades K-8 and departments in grades 9-12 will be meeting on a monthly basis to review the data sources, identify student learning gaps, and create a plan of action for closing the learning gaps of students using evidence-based instructional strategies.

Documenting Disproportionate Impacts

- 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
Major Racial or Ethnic Groups	Social and Emotional Learning	Office Disciplinary Referrals with task-avoidance as the motivator resulting in defiance and disrespect.
Children from Low-Income Families	Social and Emotional Learning	Office Disciplinary Referrals with task-avoidance as the motivator resulting in defiance and disrespect.
Children from Low-Income Families	Reading Remediation and Improvement	Acadiance benchmark assessments and i-Ready for ELA in grades K-5. The impact of reading remediation and improvement for students has been measured by comparing the current results for these assessments to results from the 2018-2029 school year on a district-wide level. To measure the impact of instruction, we look at individual student growth through the year towards meeting grade level. In grades 6-8, the district utilized IXL to measure student progress towards grade level reading expectations and the impact of reading interventions on student progress.

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	364,740	30%	109,422

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.

Utilizing office disciplinary referrals, we are seeing that defiance and disrespect are major behaviors that are on the increase in classrooms as well as task-avoidance as the motivator. Students in grades 6, 8, 10, and 12 also took the Pays Survey in November 2021. These scores will be compared with the scores from the same cohort of students when they took the PAYS Survey in November 2019 to provide more insight on social emotional needs for students and their engagement in risky behaviors. Utilizing the ODR data and PAYS data from 2019, there are mental health concerns at Shippensburg Area School District, with students in grades 6, 8, 10, and 12 'feeling depressed or sad most days in the past 12 months' and 'at

times I think I am no good at all' all coming in above state average. This data was pre-pandemic and was on the increase when compared to 2015 and 2017 data, so it will likely be on the increase more in 2021 post-pandemic. The CASEL Wheel identifies five facets to SEL, Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making. Utilizing our ODR and PAYS data, areas of concern would lie in Self-Awareness and Self-Management are areas of concern that we must integrate into our tier I instruction. We have also seen an increase of students who are in need of tier II and tier III behavioral and social supports through PBIS. We must strengthen our tier I instruction to ensure that we are meeting the needs of more students in core, meaning that we must diversify our PBIS lessons to include more than behavioral and social skills, but to also include self-awareness skills, such as growth mindset and naming emotions.

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
PBIS		Universal	3,400
Caring School Communities		Universal	430
Shippensburg Therapeutic Academic Resource		Intensive	15
Grey Matters		Intensive	15
Second Step		Targeted	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
SWIS	Monthly	Decrease in office disciplinary referrals after PD focused on De-escalation strategies, trauma informed practices, and classwide lessons focusing on

Tool Used to Evaluate Success	Frequency of Use	Expected Results
		growth mindset, identifying emotions, and linking feelings, values, and thoughts.
PAYS Survey Data	Biennial	Decrease in students feeling sad or depressed after implementation of school-wide strategies for explicit teaching of self-awareness skills and self-management skills.

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	364,740	10%	36,474

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;	107	Teacher	School Social Workers	Internal Staff	Introduction to Trauma and ACES for elementary teachers.
a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;	107	Teacher	Cumberland County Early Intervention supervisor	External Contractor	Continuation of trauma and strategies to create positive experiences for students experiencing trauma for elementary teachers.
a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;	107	Teacher	Messiah University	External Contractor	Making SEL authentically integrated into the school day (elementary).
b. Identifying signs of possible mental health issues and providing	6	Counselor	Messiah University	External Contractor	Counselors consortium training on the definition of mental health indicators and

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
culturally relevant support;					how to provide culturally relevant support.
a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;	75	Teacher	Messiah University	External Contractor	Making SEL authentically integrated into the school day (secondary).
e. Self-care and mindfulness strategies for teachers;	45	Teacher	District Administration	Internal Staff	Strategies and tips for teachers/support staff to practice mindfulness activities both in and out of school.

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
SASD Professional Development Needs	annually	Decrease in teachers indicating the need for social and emotional professional development.

Tool Used to Evaluate Success	Frequency of Use	Expected Results
SASD Staff retention	annually	Decrease in teachers and support staff leaving district.
SWIS	monthly	Decrease in office disciplinary referrals after PD focused on De-escalation strategies, trauma informed practices, and classwide lessons focusing on growth mindset, identifying emotions, and linking feelings, values, and thoughts.

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	364,740	8%	29,179

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?

We utilize Acadience Reading and IReady Reading in grades K-5 to identify student learning needs three times per year. We also utilize PSSA data in grades 3-8 to identify needs of students. Utilizing this data, there was learning loss associated in the area of reading for many students in the district during the 2020-2021 school year. Though the impact was felt by all groups of students, it is most apparent in our Special Education students and our students experiencing poverty. Additionally, the district has started implementation of the ARC Core Reading Program in the K-5 buildings. The IRLA utilized to evaluate independent reading levels of students shows 70% of students currently reading below grade level.

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:

Prior to COVID-19, at-risk readers receiving interventions did on average make a year's worth of growth. However, these individuals struggled with the switch in modalities of learning last year and did not make adequate progress during the 2020-2021 school year.

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
Wilson Reading	Special Education and Reading Specialists	4
Orton-Gillingham Approach	Reading Specialists	6
LETRS	K-3 teachers	25

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
Wilson Reading	Children with Disabilities	20	Pull out ELA Instruction utilizing Wilson Reading and Foundations.
LLI	Children with Disabilities	20	Pull out ELA instruction utilizing LLI

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	Triannual	Students will progress closer to grade level learning.
IReady	Triannual	Students will progress closer to grade level learning.

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	364,740	52%	189,665

	Total LEA Allocation	Multiply by 52% (.52)	Maximum Allocation for Other Learning Loss Activities
Activities			

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
iReady		1,300	Students in grades K-5 will be utilizing IReady Reading and IReady Math to personalize learning, closing individual learning gaps.

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
iReady Diagnostic Assessment	Triannually	Students will make at least one year's worth of academic growth in both ELA and Math.

Section: Budget - Social and Emotional Learning Budget

Social and Emotional Learning Budget

Budget

\$364,740.00

Allocation

\$364,740.00

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)

109,422

Budget Summary

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$73,344.00	Partial salary of social worker for 21-22, 22-23, and 23-24 school years.
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$36,078.00	Partial benefits of social worker for 21-22, 22-23, and 23-24 school years.
		\$109,422.00	

Section: Budget - Social and Emotional Learning Professional Development Budget

Social and Emotional Learning Professional Development Budget

Budget

\$364,740.00

Allocation

\$364,740.00

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)

36,474

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$36,474.00	Cost associated with vendors coming in to supply SEL PD to educators and to pay for tuition reimbursement for educators to receive SEL endorsement through state of PA.
		\$36,474.00	

Section: Budget - Reading Improvement Budget

Reading Improvement Budget

Budget

\$364,740.00

Allocation

\$364,740.00

Budget Over(Under) Allocation

\$0.00

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

29,180

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$19,550.00	Partial salary for grades K-5 literacy coach
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$9,630.00	Partial benefits for grades K-5 literacy coach
		\$29,180.00	

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	364,740	109,422	36,474	29,180	189,664

Learning Loss Expenditures

Budget

\$364,740.00

Allocation

\$364,740.00

Budget Over(Under) Allocation

\$0.00

Budget Overview

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$127,106.00	Partial salary for k-5 literacy coach, math coach, 6-8 math interventionist and 6-8 reading interventionist

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$62,558.00	Partial benefits for k-5 literacy coach, math coach, 6-8 math interventionist and 6-8 reading interventionist
		\$189,664.00	

Section: Budget - Budget Summary

BUDGET OVERVIEW

Budget

\$364,740.00

Allocation

\$364,740.00

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	\$146,656.00	\$72,188.00	\$36,474.00	\$0.00	\$0.00	\$0.00	\$0.00	\$255,318.00
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	\$73,344.00	\$36,078.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$109,422.00
2200 Staff Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
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
	\$220,000.00	\$108,266.00	\$36,474.00	\$0.00	\$0.00	\$0.00	\$0.00	\$364,740.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$364,740.00