

## 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?

	<b>Method used to Understand Each Type of Impact</b>
<b>Social and Emotional Learning</b>	The North Schuylkill School District will focus on understanding the Impact of the COVID-19 Pandemic and will identify the extent of the impact of the COVID-19 pandemic on student learning and well-being by collecting and analyzing data from focus groups, climate surveys, RHITHM App, and local assessment results that compare data during the highest impact to current areas. We will measure the impact by the results identified and in turn will focus attention towards PBIS, a wellness or calming room, and mental health presentations.
<b>Professional Development for Social and Emotional Learning</b>	The North Schuylkill School District will focus on understanding the Impact of the COVID-19 Pandemic and will identify the extent of the impact of the COVID-19 pandemic on student learning and well-being by collecting and analyzing data from focus groups, climate surveys, RHITHM App, and local assessment results that compare data during the highest impact to current areas. We will measure the impact by the results identified and in turn will focus attention towards professional development for PBIS, resources included in a wellness or calming room, and mental health professional development.
<b>Reading Remediation and Improvement for Students</b>	The North Schuylkill School District will focus on understanding the Impact of the COVID-19 Pandemic and will identify the extent of the impact of the COVID-19 pandemic on student learning and well-being by collecting and analyzing data from DIBELS, Acadience, Spring Math, CDT's, Benchmark Data, and local assessment results that compare data during the highest impact to current areas. We will measure the impact by the results identified and in turn will focus attention towards writing, reading fluency, and reading comprehension.
<b>Other Learning Loss</b>	The North Schuylkill School District will focus on understanding the Impact of the COVID-19 Pandemic and will identify the extent of the impact of the COVID-19 pandemic on student learning and well-being by collecting and analyzing data from DIBELS, Acadience, Spring Math, CDT's, Benchmark Data, and local assessment results that compare data during the highest

	<b>Method used to Understand Each Type of Impact</b>
	impact to current areas. We will measure the impact by the results identified and in turn will focus attention towards learning loss associated with gaps in the math curriculum and needed support.

### 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.

<b>Student Group</b>	<b>Area of Impact</b>	<b>Provide specific strategies that were used or will be used to identify and measure impacts</b>
Children from Low-Income Families	Reading Remediation and Improvement	Writing, Reading Fluency, and Reading Comprehension programs that provide resources for measuring individual impacts for each.
Children with Disabilities	Reading Remediation and Improvement	Writing, Reading Fluency, and Reading Comprehension programs that provide resources for measuring individual impacts for each.
English Learners	Reading Remediation and Improvement	Writing, Reading Fluency, and Reading Comprehension programs that provide resources for measuring individual impacts for each.
Students Experiencing Homelessness	Reading Remediation and Improvement	Writing, Reading Fluency, and Reading Comprehension programs that provide resources for measuring individual impacts for each.
		Resources within PBIS and/or a

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	wellness or calming room will be accessible. The impact will be measured within the RHITHM App.
Children with Disabilities	Social and Emotional Learning	Resources within PBIS and/or a wellness or calming room will be accessible. The impact will be measured within the RHITHM App.
English Learners	Social and Emotional Learning	Resources within PBIS and/or a wellness or calming room will be accessible. The impact will be measured within the RHITHM App.
Students Experiencing Homelessness	Social and Emotional Learning	Resources within PBIS and/or a wellness or calming room will be accessible. The impact will be measured within the RHITHM App.
Children from Low-Income Families	Other Areas of Learning Loss	Math resources and programs that provide tools for measuring individual impacts.
Children with Disabilities	Other Areas of Learning Loss	Math resources and programs that provide tools for measuring individual impacts.
English Learners	Other Areas of Learning Loss	Math resources and programs that provide tools for measuring individual impacts.
Students Experiencing Homelessness	Other Areas of Learning Loss	Math resources and programs that provide tools for measuring individual impacts.



**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
<b>Minimum 30% SEL Requirement</b>	178,679	30%	53,604

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 data source is the district RHITHM App. And data reviewed identifies overwhelmed or negative feelings and students that are hungry or may have basic needs.

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.

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Program Activity	Student Group	Type (Universal, Targeted, Intensive)	Number of Students Served
PBIS Initiatives	Children from Low-Income Families	Universal	1,200
Wellness/Calming Room	Children from Low-Income Families	Universal	1,200
Wellness/Calming Room	Children with Disabilities	Universal	250
Wellness/Calming Room	Students Experiencing Homelessness	Universal	25

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
RHITHM App	Daily	Increase in positive results
Survey	Monthly	Increase in PBIS Rewards

**Section 3b – Social and Emotional Learning Professional Development:** LEAs face increased challenges in addressing the mental health needs of their students and staff. LEAs are required to utilize **A MINIMUM OF TEN PERCENT (10%)** of funding available through this grant application to support professional development activities and technical assistance for educators, school support staff, school leaders and school health professionals to address the social, emotional and mental health needs of students. In this section, LEAs are asked to describe the activities they have designed to address these needs.

7. Calculate 10% of LEA Allocation as the **MINIMUM REQUIRED RESERVE** for Social and Emotional Learning Professional Development. (Calculation will populate when you click the Save button)

- This value will be needed in the corresponding budget section.

Total LEA Allocation	Multiply by 10% (.10)	Minimum Allocation for SEL PD

	Total LEA Allocation	Multiply by 10% (.10)	Minimum Allocation for SEL PD
<b>Minimum 10% SEL PD Requirement</b>	178,679	10%	17,868

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
c. Motivating students that have been disengaged;	200	Teacher	Dr. Adolph Brown	External Contractor	Motivational SpeakingEmotional IntelligenceChange ManagementWellness/work life balance
e. Self-care and mindfulness strategies for teachers;	200	Teacher	Dr. Adolph Brown	External Contractor	Motivational SpeakingEmotional IntelligenceChange ManagementWellness/work life balance
c. Motivating					Motivational SpeakingEmotional



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
students that have been disengaged;	50	Support Staff	Dr. Adolph Brown	External Contractor	IntelligenceChange ManagementWellness/work life balance
e. Self-care and mindfulness strategies for teachers;	50	Support Staff	Dr. Adolph Brown	External Contractor	Motivational SpeakingEmotional IntelligenceChange ManagementWellness/work life balance

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
Evaluation	MOY and EOY	Increased motivation throughout the buildings, as well as, overall wellness improvement

**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
<b>Minimum 8% Reading Improvement Requirement</b>	178,679	8%	14,294

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?

Using the Accelerated Learning System as a roadmap that drives and supports our decisions, the North Schuylkill School District used local assessments such as DIBELS, Acadience Math, CDT, and Classroom Benchmark data to create a draft of areas to address learning loss in the area of reading. We have not broken down the data in PVAAS yet for the local assessments because the 2020 and 2021 school years have not been included in PVAAS, but according to our own results, most students that were impacted were students in low income families, students with special needs, and EL students.

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:

During our most recent data meeting, it is evident that with continued strategic interventions, most student needs can be addressed. With our purchase of the Zaner Bloser Superkids program last year, as well as, additional 95% and other Phonemic Awareness resources, we are targeting those needs and are already seeing progress. It is a matter of time and resources to have continued success. We have also participated in the state Dyslexia initiative and have had staff members trained.

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.

<b>Training</b>	<b>Grade Level / ESL / Special Education</b>	<b>Number of Teachers Trained</b>
Dyslexia	K-4	40

14. Describe the evidence-based instructional intervention(s) that address the identified needs of students most disproportionately impacted.

<b>Intervention</b>	<b>Student Group</b>	<b>Number of Students Receiving Intervention</b>	<b>Brief Description of Intervention</b>
Reexamining and creating support structures to accelerate learning	Children from Low-Income Families	30	Targeted Grade Level Standards addressed in transitional classrooms using decodable readers
Providing necessary professional learning for teachers and educators	Children from Low-Income Families	55	Training within the Zaner Bloser, 95% resources on targeting instruction of phonemic awareness and decodable readers
Adopting and using high-quality instructional materials	Children from Low-Income Families	400	Investing in needed resources such as decodable readers and phonemic awareness

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
DIBELS Data	BOY, MOY, and EOY	Increase in Data and Grade Level benchmarks and progress monitoring results

**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
<b>52% Other Learning Loss Activities</b>	178,679	52%	92,913

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
Small Group Instruction	Children from Low-Income Families	1,000	Small Group Instructional strategies and resources needed within our Guided Math process in classrooms K-5
			Small Group Instructional strategies

<b>Intervention</b>	<b>Student Group</b>	<b>Number of Students Receiving Intervention</b>	<b>Brief Description of Intervention</b>
Small Group Instruction	Children with Disabilities	50	and resources needed within our Guided Math process in classrooms K-5
Small Group Instruction	English Learners	7	Small Group Instructional strategies and resources needed within our Guided Math process in classrooms K-5

18. How will the LEA assess the success of the learning loss activities? Please identify the tool, frequency of use, and expected results.

<b>Tool Used to Evaluate Success</b>	<b>Frequency of Use</b>	<b>Expected Results</b>
Tools within the progress monitoring portion of the HMH Math resources	BOY, MOY, and EOY	Increase in progress of grade level standards

**Section: Budget - Social and Emotional Learning Budget**

Social and Emotional Learning Budget

**Budget**

\$178,679.00

**Allocation**

\$178,679.00

**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)

53,604

Budget Summary

Function	Object	Amount	Description
1400 - Other Instructional Programs – Elementary / Secondary	600 - Supplies	\$53,604.00	PBIS Calming/Wellness Room SEL Presentations
		<b>\$53,604.00</b>	

**Section: Budget - Social and Emotional Learning Professional Development Budget**

Social and Emotional Learning Professional Development Budget

**Budget**

\$178,679.00

**Allocation**

\$178,679.00

**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)

17,868

Budget Summary

Function	Object	Amount	Description
1400 - Other Instructional Programs – Elementary / Secondary	300 - Purchased Professional and Technical Services	\$17,868.00	Dr. Adolph Brown and other local hospital presentations for motivational, mental health, and social emotional areas.
		<b>\$17,868.00</b>	

**Section: Budget - Reading Improvement Budget**

Reading Improvement Budget

**Budget**

\$178,679.00

**Allocation**

\$178,679.00

**Budget Over(Under) Allocation**

\$0.00

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

14,295

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$14,295.00	Resources to target phonemic awareness, decodable readers, and grade level/classroom standards.
		<b>\$14,295.00</b>	



**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
<b>Other Learning Loss Activities Amount</b>	178,679	53,604	17,868	14,295	92,912

**Learning Loss Expenditures**

**Budget**

\$178,679.00

**Allocation**

\$178,679.00

**Budget Over(Under) Allocation**

\$0.00

Budget Overview

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$92,912.00	HMH Guided Math and other targeted grade level standard math needs
		<b>\$92,912.00</b>	



**Section: Budget - Budget Summary**

**BUDGET OVERVIEW**

**Budget**  
 \$178,679.00  
**Allocation**  
 \$178,679.00

**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	\$107,207.00	\$0.00	\$107,207.00
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	\$17,868.00	\$0.00	\$0.00	\$53,604.00	\$0.00	\$71,472.00
1600 * ADULT EDUCATION PROGRAMS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1700 Higher								

	<b>100 Salaries</b>	<b>200 Benefits</b>	<b>300 Purchased Professional and Technical Services</b>	<b>400 Purchased Property Services</b>	<b>500 Other Purchased Services</b>	<b>600 Supplies 800 Dues and Fees</b>	<b>700 Property</b>	<b>Totals</b>
<b>Education Programs</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1800 Pre-K</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2000 SUPPORT SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2100 SUPPORT SERVICES – STUDENTS</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2200 Staff Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2300 SUPPORT SERVICES – ADMINISTRATION</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2400 Health Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2500 Business Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2600 Operation and Maintenance</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2700 Student Transportation</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2800 Central Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3000 OPERATION OF NON-INSTRUCTIONAL SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3100 Food Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

	<b>100 Salaries</b>	<b>200 Benefits</b>	<b>300 Purchased Professional and Technical Services</b>	<b>400 Purchased Property Services</b>	<b>500 Other Purchased Services</b>	<b>600 Supplies 800 Dues and Fees</b>	<b>700 Property</b>	<b>Totals</b>
<b>3200 Student Activities</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3300 Community Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$17,868.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$160,811.00</b>	<b>\$0.00</b>	<b>\$178,679.00</b>
<b>Approved Indirect Cost/Operational Rate: 0.0000</b>								<b>\$0.00</b>
<b>Final</b>								<b>\$178,679.00</b>