

## 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 Rockwood Area School District will use professional staff to identify the impact that COVID-19 had on students related to Social and Emotional Learning. The professional staff includes a School Social Worker, Guidance Counselors, building administrators, and teaching staff. The use of the Elementary Student Assistance Program referral process is also integral into serving students appropriately. 2021-22 saw the implementation of Suite 360 as a resource for Social and Emotional Learning. Baseline data can be gathered from this program to develop routine SEL lessons and interventions. Provide supports for students needing SEL instruction for behaviors, emotional issues, and or social dynamics.
<b>Professional Development for Social and Emotional Learning</b>	Professional development related to Suite 360 was provided at the beginning of the school year. A survey to stakeholders also gathered information related to needs for teacher professional development. This survey was sent out for ARP ESSERS in fall of 2021. Teachers will also be surveyed to gather input related to social emotional learning.
<b>Reading Remediation and Improvement for Students</b>	Academic interventions are a focus of the Rockwood Areas School District. Moving students forward academically is the basis of education. The use of assessment data is used to develop data driven decisions. Students will be assessed through benchmark assessments, standardized assessments, curriculum based assessments, and teacher observations. Assessment data will be used to measure academic growth of students and reading remediations and improvement efforts. Some assessments would include, DIBELS, EasyCBM, Reading Fluency, and CBM/grades.
<b>Other Learning Loss</b>	Academic interventions are a focus of the Rockwood Areas School District. Moving students forward academically is the basis of education. The use of assessment data is used to develop data driven decisions. Students will be assessed through benchmark assessments, standardized assessments, curriculum based assessments, and teacher observations. Assessment data will be used to measure academic growth of students in

	<b>Method used to Understand Each Type of Impact</b>
	reading and mathematics. Student grades and teacher observations/recommendations will be used to provide supports to students and identify needs.

### 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	Title I services/MTSS Interventions/Tutoring.All RASD students are eligible if they demonstrate a need for academic supports.
Major Racial or Ethnic Groups	Social and Emotional Learning	All students are eligible to receive support related to SEL. Measured through referrals and Suite 360 assessment.
Major Racial or Ethnic Groups	Reading Remediation and Improvement	Title I services/MTSS Interventions/Tutoring.All RASD students are eligible if they demonstrate a need for academic supports.
Major Racial or Ethnic Groups	Other Areas of Learning Loss	Title I services/MTSS Interventions/Tutoring.All RASD students are eligible if they demonstrate a need for academic supports.

**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>	57,756	30%	17,327

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 for social and emotion needs is Student Assistance Referrals (SAP), Social Work Referrals, and in the RAES Suite 360 information and assessment data. More and more students are entering school with mental health needs, behaviors, and trauma related needs. The RASD has employed a School Social worker for the 2021-22 school year.

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 Worker Program	Major Racial and Ethnic Groups	Targeted	650

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
Social Work and SAP Referrals	As needed for students	ESAP and SAP referrals to meet the needs of students. Outcome based focus to support students.

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

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

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

	Total LEA Allocation	Multiply by 10% (.10)	Minimum Allocation for SEL PD
<b>Minimum 10% SEL PD Requirement</b>	57,756	10%	5,776

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;

- 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.

<b>Professional Development Activity</b>	<b>Number of Staff Involved</b>	<b>Type of Staff Involved (Teacher, Counselor, Support Staff, Admin, Other)</b>	<b>Provider – Who will present the professional development</b>	<b>Is the provider an internal staff member or an outside contractor?</b>	<b>Brief Description of the Planned Activity</b>
e. Self-care and mindfulness strategies for teachers;	70	Teacher	In House - School Social Worker	Internal Staff	Self-Care and Mindfulness activities to support mental health and physical needs. Lessons in self monitoring.
a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;	70	Teacher	IU08	External Contractor	
c. Motivating students that have been disengaged;	70	Teacher	IU08	External Contractor	
b. Identifying signs of possible mental health issues and providing culturally relevant	70	Teacher	DBHS.MHMR	External Contractor	

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
support;					

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
Staff Surveys/Sign In Sheets	Each SEL In-Service	75% of staff will attend. Staff in attendance will supply information related to positive outcomes on survey.

**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%			

	Total LEA Allocation	Multiply by 8% (.08)	Minimum Allocation for Reading Improvement
<b>Reading Improvement Requirement</b>	57,756	8%	4,620

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?

DIBELS, DRAs, 4SIGHT assessments, PSSA Results, Keystone Results, Curriculum based classrooms assessments, and teacher recommendations. These assessments were used with all students in the RAES and the Jr./Sr. High school realize on classroom assessments and teacher recommendations. Grades and student performance were low at the end of the 20-21 school year. Benchmark assessments of elementary school student indicate a slide in performance over the summer of 2021. Low performance was noted on DIBELS and 4Sight assessments.

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:

Student grades across the District are improving. 2020-21 end of year assessments indicated that RAES students were meeting grade level expectations during COVID remote instruction. Beginning of 2021-22 school year assessments indicated a decline of student performance in reading. Primarily on DIBELS.

13. Has the LEA used structured literacy and/or provided training for K-4, ESL, and Special Education teachers in structured literacy?

No

If so, please identify the training, grade level, and number of teachers involved.

Training	Grade Level / ESL / Special Education	Number of Teachers Trained

Training	Grade Level / ESL / Special Education	Number of Teachers Trained
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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
95% Group Phonemic Awareness	Major Racial and Ethnic Groups	70	Kindergarten and 1st grade students receive phonemic awareness instruction through 95% - Understanding letters, letter sounds, and early reading skills. MTSS intervention approach.
95% Group Phonological Awareness	Major Racial and Ethnic Groups	200	Kindergarten through third grade students. Interventions provide instruction in decoding, syllables, and early reading skills.
Heggerty Phonics	Major Racial and Ethnic Groups	200	Kindergarten through 3rd grade, daily phonics instruction to improve basic reading skills. Provided by teachers in the classroom and also on video.
Targeted Instruction/MTSS Interventions	Major Racial and Ethnic Groups	25	Direct instruction from teachers through After School Tutoring. Targeted students receive instruction from grade level

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
			teachers and paraprofessionals.

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 8	Three X per year	60% or more students at grade level benchmark by the end of the 2021-22 school year.
DRAs	Three X per year	60% or more students at grade level "instructional Level on DRAs at the end of the 2021-22 school year.
Grades	4 x per year	Student grades will demonstrate mastery of Reading subjects. 75% of students will have grades of 70% or higher.

**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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	Total LEA Allocation	Multiply by 52% (.52)	Maximum Allocation for Other Learning Loss Activities
<b>52% Other Learning Loss Activities</b>	57,756	52%	30,033

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
Tutoring	Major Racial and Ethnic Groups	750	Afterschool tutoring for any student demonstrating a need. instruction provided by teachers and paraprofessionals.
Credit recovery/summer course	Major Racial and Ethnic Groups	750	Summer school instruction for any student failing a course. Instruction/interventions provided by teachers and paraprofessionals.
MTSS Intervention Support	Major Racial and Ethnic Groups	75	Students K-3 that demonstrate need. Intervention provided in core subjects. Provided by teachers and paraprofessionals.

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

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<b>Tool Used to Evaluate Success</b>	<b>Frequency of Use</b>	<b>Expected Results</b>
Student Grades	4x per year	Improved outcomes per student/grade level - subject.
DIBELS,DRAs	3x per year	65% of students meet grade level benchmarks.

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

Social and Emotional Learning Budget

**Budget**

\$57,756.00

**Allocation**

\$57,756.00

**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)

17,327

Budget Summary

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$17,327.00	Salary for School Social Worker. New position 2021-22.
		<b>\$17,327.00</b>	

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

Social and Emotional Learning Professional Development Budget

**Budget**

\$57,756.00

**Allocation**

\$57,756.00

**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)

5,776

Budget Summary

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$5,776.00	Professional development sessions for teachers to support students by meeting the social and emotional needs. Professional development provided by outside sources including the Appalachian Intemediate Unit 8.
		<b>\$5,776.00</b>	

**Section: Budget - Reading Improvement Budget**

Reading Improvement Budget

**Budget**

\$57,756.00

**Allocation**

\$57,756.00

**Budget Over(Under) Allocation**

\$0.00

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

4,620

Budget Summary

Function	Object	Amount	Description
1000 - Instruction	200 - Benefits	\$1,981.98	Benefits for teachers and staff members providing interventions.
1000 - Instruction	100 - Salaries	\$2,638.02	Salaries for teachers and staff members providing reading interventions.
		<b>\$4,620.00</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>	57,756	17,327	5,776	4,620	30,033

**Learning Loss Expenditures**

**Budget**

\$57,756.00

**Allocation**

\$57,756.00

**Budget Over(Under) Allocation**

\$0.00

Budget Overview

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$15,000.00	supplies/instructional resources to support instruction and interventions

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$6,449.15	Benefits for instructional programs.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$8,583.85	Salaries for instructional programs supporting learning loss.
		<b>\$30,033.00</b>	

**Section: Budget - Budget Summary**

**BUDGET OVERVIEW**

**Budget**  
 \$57,756.00  
**Allocation**  
 \$57,756.00

**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	\$2,638.02	\$1,981.98	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$4,620.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$8,583.85	\$6,449.15	\$0.00	\$0.00	\$0.00	\$15,000.00	\$0.00	\$30,033.00
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								

	<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>	\$17,327.00	\$0.00	\$5,776.00	\$0.00	\$0.00	\$0.00	\$0.00	\$23,103.00
<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>\$28,548.87</b>	<b>\$8,431.13</b>	<b>\$5,776.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$15,000.00</b>	<b>\$0.00</b>	<b>\$57,756.00</b>
<b>Approved Indirect Cost/Operational Rate: 0.0000</b>								<b>\$0.00</b>
<b>Final</b>								<b>\$57,756.00</b>