

Section: Narratives - Targeted Assistance Programs

TITLE I TARGETED ASSISTANCE PROGRAMS—OVERVIEW

Section 1115 of ESSA

**All the narratives and checkmarks must be completed in this section if your school(s)/charter is Targeted Assistance.*

ESSA Flexibility

Title I funds may be used to help eligible children meet the challenging State academic standards, which may include programs, activities, and academic courses necessary to provide a well-rounded education; **WELL-ROUNDED EDUCATION**. - (Section 8101) The term "well-rounded education" means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or LEA, with the purpose of providing all students access to an enriched curriculum and educational experience.

Use methods and instructional strategies to strengthen the academic program of the school, extended learning time, early intervening services, and schoolwide tiered model of behavioral problems (Response to Intervention).

Use of Funds for Dual or Concurrent Enrollment

A secondary school operating a targeted assistance program under this section may use funds received under this part to provide dual or concurrent enrollment program services described under section 1114(e) to eligible children.

Use of Funds to Design a Career Pathway

Each pathway offers a clear, non-duplicative sequence of courses. Academic and technical content are integrated and instructional strategies instill STEM and work readiness. The pathway includes career guidance and advisement systems, and work-based learning experiences. Each pathway culminates in industry recognized, post-secondary credentials.

Does this LEA provide Title I Targeted Assistance programs in one or more eligible Title I buildings?

(If YES, complete the Targeted Assistance Program questions below. If NO, scroll to the bottom and click **Mark Section Complete** to continue.)

No

TITLE I STAFF IN TARGETED ASSISTED PROGRAMS

Title I funds may be used to pay for staff to provide services to Title I identified children. If the staff are paid by Title I funds, appropriate time and effort documentation must be maintained to support their payment from Title I versus other funding sources.

Please list those **staff who are paid by Title I funds** in the table below. For the prorated staff, also include a summary of the Title I related duties/tasks and the estimated percentage of time spent on Title I activities. Positions may be grouped together if the percentage of time charged to Title I is the same for each person.

Title I Building Name	Position/Job Title	Number of Positions	Percentage of Time for Title I	Time/Effort Documentation Method	Summary of Title I Responsibilities

TITLE I TARGETED ASSISTANCE PROGRAM DETAILS

Instructional delivery

How is the Title I instruction provided?
(Check all that apply)

- ☐ In-Class Model (additional Title I teacher in classroom)
- ☐ Pull Out Model (student pulled out of class for small group instruction with Title I teacher)
- ☐ Tutoring
- ☐ Extended Day Programs
- ☐ Extended Year Programs (including Summer Programs)
- ☐ Districtwide Pre-K
- ☐ Other

If Other selected above, please describe: *Character limit 3000*

Program Resources

List the Program's resources to help eligible children meet the state's challenging academic standards necessary to provide a well-rounded education. Resources may include: programs, activities, and academic courses.

Academic Assessments - Grades PreK - 2

Describe the high-quality academic assessments that will be used to identify students in PreK - 2 that are eligible for Title I. Include the indicator of Title I need (the criteria used to specify and rank eligibility for Title I) for each academic assessment listed.

LEAs must use at a minimum two criteria, including at least one objective criteria (assessments). This may include data collected such as interviews with parents, teacher

judgment, and developmentally appropriate measures of child development.

Note: ****Preschool-age children only**** The use of family income as one factor in determining eligibility is allowable, especially for the purpose of prioritizing when there are not sufficient Title I funds to serve all eligible preschool-age children, but children should not be identified as eligible solely on the basis of family income.

Title I Building Name	Target Grades	Title I Content Area	Academic Assessment	Indicator of Need for Title I Services

If Other is selected for Title I Content Area, please describe.

Additional Assessment Measures - Grades PreK - 2

Title I requires multiple measures be used to identify students eligible for Title I in a targeted assisted program. Please indicate which of the following additional measures (if any) will be used by your LEA, in addition to the academic assessments identified above, to identify those students eligible for Title I.

Additional Assessment Measures, Grades PreK - 2: (check all that apply)

- ☐ Teacher Recommendation
- ☐ Parent Recommendation
- ☐ Developmentally Appropriate Assessments
- ☐ Family income (Preschool age children only)

If you selected Developmentally Appropriate Assessment above, please provide a description of the assessment and the grade level below:

Academic Assessments - Grades 3 - 12

Describe the high-quality academic assessments that will be used to identify students in grades 3-12 that are eligible for Title I services. Include the indicator of Title I need (the criteria used to specify and rank eligibility for Title I) for each academic assessment listed. LEAs must use a minimum of two criteria to identify Title I students and all criteria must be objective (assessments).

Title I Building Name	Target Grades	Title I Content Area	Academic Assessment	Indicator of Need for Title I Services

If Other is selected for Title I Content Area, please describe.

Additional Assessment Measures, Grades 3-12: (check all that apply)

- ☐ Anecdotal Records
- ☐ Attendance and Suspensions
- ☐ Report Card Grades
- ☐ Retention

Timeline

Describe the timeline for identifying eligible students who are at most in need of services, who are failing, or at risk of failing to meet the State's challenging student academic achievement standards, including how students are ranked using multiple academic selection criteria.

Student Progress

Describe the process that will be used to review the progress necessary of eligible children and the steps taken to revise the program under this section, if necessary.

TITLE IA TARGETED ASSISTANCE PROGRAM PROGRAM GOALS

Purpose

All LEAs receiving federal funds are required to establish program goals and objectives in order to measure the performance of grant activities to report back to the awarding agency. Performance measurement is a requirement under Uniform Guidance §200.301. The purpose of performance measurement is to show **achievement of program goals and objectives, improve program outcomes**, and foster adoption of **promising practices**. An annual performance report will be required for all federal programs.

Creating Program Goals for Title IA Targeted Assistance Programs

Title I funds may be used to help eligible children meet the challenging State academic standards, which may include programs, activities, and academic courses necessary to provide a well-rounded education. When completing this section, you must have at least one program goal that targets student achievement as the outcome. LEAs can choose to use school level goals or develop an LEA level goal. If using school level goals, identify the name of the school in your "Audience" description.

Traits of quality program goals

SMARTIE GOALS—Program goals must be Specific, Measurable, Achievable, Relevant, Time-bound, Inclusive, and Equitable.

Program Goal Components

LEAs are required to establish program goals consistent with the intent of a federally funded program. Each Title program has its own unique areas to measure performance (program goals) and can be measured by either outcomes or outputs. In the tables below, LEAs must categorize each goal added as outcome or output.

All goals contain four components and can be remembered with the acronym ABCD (Audience, Behavior, Condition, Degree).

1. Audience—Program participants (Must be Specific, Relevant, Inclusive, and Equitable)
2. Behavior—Expected results (Must be Specific, Measurable, Attainable, Relevant, and Equitable)
3. Condition—When changes/results are expected to occur (Must be Specific, Relevant, and Time-Bound)
4. Degree—How much change occurs (Must be Specific, Measurable, Attainable, Time-Bound, and Equitable)

All goals end with a goal statement—All ABCD components are summarized into one cohesive goal statement.

Goal completion

Directions: Complete the following table to identify your Program Goals. Add as many lines as needed to reflect all components of your program. Be sure to click the 'Add' button to the right in order to save each goal.

Goal Type	Outcome/Output	Audience	Behavior	Condition	Degree	Goal Statement

TITLE IA TARGETED ASSISTANCE PROGRAM ASSURANCES

Each Title I Targeted Assistance School will provide the LEA assurances that it will:

1. Use program's resources to help eligible children meet the state's challenging academic standards
2. Use methods and instructional strategies to strengthen the academic program of the school
3. Coordinate with and support the regular educational program which may include services to preschool children in the transition from early childhood programs
4. Provide Professional Development
5. Provide strategies to increase the involvement of parents of eligible children
6. If appropriate and applicable, coordinate with Federal, State, and local programs
7. Help provide an accelerated, high quality curriculum
8. Minimize the removal of children from the regular classroom during regular school hours for instruction provided under this part

Section: Narratives - Schoolwide Programs

TITLE IA SCHOOLWIDE PROGRAMS

A Title I schoolwide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school in order to improve the achievement of the lowest-achieving students. Schoolwide includes flexibility to address the needs of the students in the school. Flexibility includes, but is not limited to providing students with the following program/services based on the needs assessment:

- Counseling and mental health programs
- Mentoring programs
- Access to advanced coursework
- Student behavioral supports
- Teacher retention and recruitment
- Professional learning
- Credit recovery programs

Schoolwide schools have the opportunity to incorporate the concept of a well-rounded education. **WELL-ROUNDED EDUCATION.** - (Section 8101) The term "well-rounded education" means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or LEA, with the purpose of providing all students access to an enriched curriculum and educational experience.

Use of Funds to Design a Career Pathway

Each pathway offers a clear, non-duplicative sequence of courses. Academic and technical content are integrated and instructional strategies instill STEM and work readiness. The pathway includes career guidance and advisement systems, and work-based learning experiences. Each pathway culminates in industry recognized, post-secondary credentials.

TITLE IA SCHOOLWIDE PROGRAMS--BUILDINGS

Does your district have one or more Title I buildings served as schoolwide programs?

(If YES, complete the following question; if NO, click **Mark Section Complete** to proceed.)

Yes

Indicate the names of the Title I eligible buildings that will run Title I Schoolwide programs for the school year and the number of Full Time Equivalent (FTE) staff in the schoolwide buildings **paid from Title I funds**.

Note: All Title I expenditures must be explained in the schoolwide plan.

Title I Building Name	Grade Span	Date SWP was last updated	Total Number of FTEs
Bear Creek Community Charter School	K-8	04/01/2024	7.00

TITLE IA SCHOOLWIDE PROGRAMS PROGRAM GOALS

Purpose

All LEAs receiving federal funds are required to establish program goals and objectives in order to measure the performance of grant activities to report back to the awarding agency. Performance measurement is a requirement under Uniform Guidance §200.301. The purpose of performance measurement is to show **achievement of program goals and objectives, improve program outcomes**, and foster adoption of **promising practices**. An annual performance report will be required for all federal programs.

Creating Program Goals for Title IA Schoolwide Programs

Title I funds may be used to help eligible children meet the challenging State academic standards, which may include programs, activities, and academic courses necessary to provide a well-rounded education. When completing this section, **you must have at least one program goal that targets student achievement as the outcome**. LEAs can choose to use school level goals to align with their schoolwide plans or develop an LEA level goal. If using school level goals, identify the name of the school in your "Audience" description.

Traits of quality program goals

SMARTIE GOALS—Program goals must be Specific, Measurable, Achievable, Relevant, Time-bound, Inclusive, and Equitable.

Program Goal Components

LEAs are required to establish program goals consistent with the intent of a federally funded program. Each Title program has its own unique areas to measure performance (program goals) and can be measured by either outcomes or outputs. In the tables below, LEAs must categorize each goal added as outcome or output.

All goals contain four components and can be remembered with the acronym ABCD (Audience, Behavior, Condition, Degree).

1. Audience—Program participants (Must be Specific, Relevant, Inclusive, and Equitable)
2. Behavior—Expected results (Must be Specific, Measurable, Attainable, Relevant, and Equitable)
3. Condition—When changes/results are expected to occur (Must be Specific, Relevant, and Time-Bound)
4. Degree—How much change occurs (Must be Specific, Measurable, Attainable, Time-Bound, and Equitable)

All goals end with a goal statement—All ABCD components are summarized into one cohesive goal statement.

Goal completion

Directions: Complete the following table to identify your Program Goals. Add as many lines as needed to reflect all components of your program. Be sure to click the 'Add' button to the right in order to save each goal.

Goal Type	Outcome/Output	Audience	Behavior	Condition	Degree	Goal Statement
Title IA—SWP LEA Level Goal	Outcome Goal	Students	Performance in Science on the PSSA.	Upon completion of the PSSA in the Spring of 2025.	Exceed statewide average for Science and will meet the interim goal/improvement target identified by the Pennsylvania Department of Education.	It is expected that students tested on the annual PSSA will exceed the statewide performance average for Science and will meet the interim goal/improvement target identified by the Pennsylvania Department of Education.
Title IA—SWP LEA Level Goal	Outcome Goal	Students	Performance in Math on the PSSA.	Upon completion of the PSSA in the Spring of 2025.	Outperform comparable grades in chartering district.	Bear Creek Community Charter School will perform better, on average, as compared to schools with similar grade levels within its chartering district.
Title IA—SWP LEA Level Goal	Outcome Goal	Students	Performance in English Language Arts on the PSSA.	Upon completion of the PSSA in the Spring of 2025	Outperform comparable grades in chartering district.	Bear Creek Community Charter School will perform better, on average, as compared to schools with similar grade levels within its chartering district.
Title IA—SWP LEA Level Goal	Outcome Goal	Parents	Parent Satisfaction.	Response on the Annual Parent Satisfaction Survey.	85%	Upon the administration of the Annual Parent Satisfaction Survey at the conclusion of the 2024-2025 school year.

TITLE IA SCHOOLWIDE PROGRAMS--ASSURANCES

The school/charter assures that:

**To operate a Schoolwide Program all of the following checkboxes must be checked.*



The plan was developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. [1114(b)(2)]



The plan will be available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. [1114(b)(4)]



The school/charter is meeting the requirements of Section 1116 of ESSA, including the development and implementation of a parent and family engagement policy that includes a school-parent compact outlining shared responsibility for high student academic achievement. [1116(b-g)]



The plan and its implementation is regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards. [1114(b)(3)]

- Designated schools (CSI, A-TSI, TSI) Schoolwide will be completed by September 1, 2024
- Undesignated schools/charters will have their School Level Plan/Schoolwide Plan updated and submitted by September 1, 2024.



The schoolwide school/charter developed a comprehensive plan that is based on a comprehensive needs assessment of the entire school that takes into

account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [1114(b)(6)]



The schoolwide plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will –

- provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards;
- use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and
- address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards. [1114(b)(7)(A)(iii)]



All Schoolwide Title I schools in the LEA included a description of how Title I funds will be used in the Schoolwide Plan in the Future Ready Comprehensive Planning Portal in the Expenditures Table

Section: Narratives - Professional Development
TITLE IA PROFESSIONAL DEVELOPMENT (PD) PLAN

Title I funds may be used to provide professional development related to the Title I programs in Targeted Assistance Programs in schools (to staff paid for by Title I and/or other content area staff that may interact with Title I students throughout the school day), and overall professional development in Schoolwide Program schools as long as it is identified as a need in the comprehensive needs assessment and addressed in the schoolwide plan.

☐ Check here if your LEA will not use Title IA funds for Professional Development. Then mark section complete.

1-DAY OR SHORT-TERM WORKSHOPS

Describe how the conferences or workshops are part of an ongoing, sustained professional development plan that align with specific program goals of the district.

Short term conferences or workshops will be utilized to support staff based on the output of a professional development needs assessment, to support new and existing school academic programs and curriculum, and to support staff as part of their teacher induction program.

The LEA assures that the professional development activities align with the statutory definition of professional development. ESSA, Section 8101(42), defines "professional development," specifically noting that the professional development activities are **sustained, intensive, collaborative, job-embedded, data-driven, and classroom-focused**.

Yes

Describe how the professional development activities align with the statutory definition of professional development. ESSA, Section 8101(42), defines "professional development," specifically noting that the professional development activities are **sustained, intensive, collaborative, job-embedded, data-driven, and classroom-focused**.

Professional development will be planned to fulfill statutory requirements at both the state and local level. Some will be schoolwide, while others will relate specifically to job classification, individual needs, or newly implemented programs and curriculum. Professional development will also be driven by benchmark academic assessment data as well as PVAAS and PSSA data, as well as data collected from a professional development needs assessment administered to staff. Professional development will build on one another, to ensure consistency and reinforcement of important topics.

Is your LEA using Title IA funds for Out-of-State Professional Development/Conferences? If no, select 'No' and mark the section complete. If yes, select 'Yes' and complete the table as applicable and the questions.

No

The LEA ensures that all travel costs described above pass the reasonable, necessary, and allocable test.

Yes

OUT-OF-STATE TRAVEL

Please complete the table below for out-of-state travel ONLY. (**Nonpublic travel** contact your Regional Coordinator for approval.)

Notes:

- If Professional Development activity is available in state or virtually, the LEA must justify why the out of state travel is the most cost-effective method available in the table below.
- Please note, the use of funds for out-of-state travel is not permitted for school board members or elected officials.

PD Event Name	Type of PD Activity	Topic	Out of State Location	Justify the cost as reasonable and necessary (2 CFR § 200.403)	Additional PD Information	Number of Staff	Total Estimated Travel Cost
							\$

Section: Narratives - Parent and Family Engagement

TITLE IA PARENT AND FAMILY ENGAGEMENT

Section 1116 of the Every Student Succeeds Act (ESSA) requires LEAs to provide opportunities for parents and family members to be partners and decision-makers in various aspects of the Title IA program. An LEA may receive funds under Title IA only if:

- the LEA conducts outreach to all parents and family members;
- the LEA implements programs, activities, and procedures for the involvement of parents and family members; and
- the LEA planned and implemented the Title IA program with expectations and objectives for meaningful parent and family engagement.

TITLE IA LEA PARENT AND FAMILY ENGAGEMENT REQUIREMENTS

The LEA assures the LEA Parent and Family Engagement Policy will be revised annually with parent and family input and disseminated to parents and family members.

Yes

The LEA assures an annual evaluation was conducted with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, and used the results of the evaluation to design evidence-based strategies for more effective parental involvement.

Yes

Parents and family members are required to have input on the Consolidated Application. If the application is not satisfactory to the parents of participating children, please include them in the box below. If parents and family members are satisfied with the plan, please mark N/A.

N/A

TITLE IA PARENT AND FAMILY ENGAGEMENT USE OF FUNDS

Does the LEA have \$500,000 or more in Title IA funds (including transfer of funds)? If yes, complete the section below. If no, type N/A in the text boxes below.

No

An LEA shall reserve 1% if the Title IA funds are \$500,000 or more. LEAs are not limited to reserving more than 1%. Not less than 90% of the funds shall be distributed to the schools with priority given to high-need schools. Parents and family members must have input on how the funds are allotted for parent and family engagement activities.

If any funds remain at the LEA level for Parent and Family engagement activities, please describe below how the funds will be used. If all funds are distributed to the schools, please type N/A. *Character limit 3000*

N/A

At least 90% of the funds, must be distributed to the Title IA Schools. Briefly describe how the funds will be used at the school level. *Character limit 3000*

100% of Title I funds will be utilized at the school level to support the School's academic Response to Instruction & Intervention Program, including partial salary and benefits for educational paraprofessionals, literacy and math specialists. The coordinated focus is on improving academic achievement in Math and English Language Arts.

Funds reserved by the LEA shall be used to carry out activities and strategies consistent with the LEA Parent and Family Engagement Policy, and must include at least one of the options below. Please check all that apply.

Any item checked below must be included in the LEA Parent and Family Engagement Policy.

- ☐ Professional Development for school and LEA personnel on parent and family engagement strategies
- ☐ Supporting programs that reach parents and family members at home, in the community, and at school
- ☐ Disseminating information on best practices
- ☐ Collaborating, or providing schools with subgrants to collaborate, with community-based or other organizations to improve parent and family engagement
- ☐ Engaging in other activities that are described in the LEA/school Parent and Family Engagement Policy
- ☒ N/A - LEA does not have \$500,000 or more in Title I funds (including transfer of funds)

Did parents and family members have input on how the funds are allotted for parent and family engagement activities?

N/A - LEA did not reserve funds for Parent and Family Engagement activities.

TITLE IA PARENT AND FAMILY ENGAGEMENT PROGRAM GOALS

Purpose

All LEAs receiving federal funds are required to establish program goals and objectives in order to measure the performance of grant activities to report back to the awarding agency. Performance measurement is a requirement under Uniform Guidance §200.301. The purpose of performance measurement is to show **achievement of program**

goals and objectives, improve program outcomes, and foster adoption of promising practices. An annual performance report will be required for all federal programs.

Does this LEA receive less than \$500,000 for Title IA requiring the 1% reservation? **If Yes, no program goals are required.**

No

Creating Program Goals for Title IA Parent and Family Engagement

The intent of Title IA is to increase the achievement levels of the lowest achieving students in your Title IA schools and recognizes that parent and family engagement is a critical component to support student success. Program goals for parent and family engagement are encouraged to be outcome goals; however, output goals are accepted.

Traits of Quality Program Goals

SMARTIE GOALS—Program goals must be Specific, Measurable, Achievable, Relevant, Time-bound, Inclusive, and Equitable.

Program Goal Components

LEAs are required to establish program goals consistent with the intent of a federally funded program. Each Title program has its own unique areas to measure performance (program goals) and can be measured by either outcomes or outputs. In the tables below, LEAs must categorize each goal added as outcome or output.

All goals contain four components and can be remembered with the acronym ABCD (Audience, Behavior, Condition, Degree).

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4. Degree—How much change occurs (Must be Specific, Measurable, Attainable, Time-Bound, and Equitable)

All goals end with a goal statement—All ABCD components are summarized into one cohesive goal statement.

Goal completion

Directions: Complete the following table to identify your Program Goals. Add as many lines as needed to reflect all components of your program. Be sure to click the 'Add' button to the right in order to save each goal.

Goal Type	Outcome/Output	Audience	Behavior	Condition	Degree	Goal Statement
Title IA-Parent and Family Engagement	Outcome Goal	Parents	Parent satisfaction.	Responses to the parent satisfaction survey.	85%	Upon the administration of the Annual Parent Satisfaction Survey at the conclusion of the 2024-2025 school year.

TITLE IA SCHOOL LEVEL PARENT AND FAMILY ENGAGEMENT ASSURANCES

Each Title IA school is responsible for following parent and family engagement requirements. Title IA law requires documentation that Title IA parents and family members are involved in the planning, implementation, and evaluation of these components.

At the beginning of the school year the LEA assures that it will notify parents of each student attending all Title IA schools that the parents may request the qualifications of the teachers and paraprofessionals.

Yes

The LEA assures that each Title IA school will develop and revise annually with parent and family input the School Parent and Family Engagement Policy. The policy will be disseminated to parents and family members in a language they can understand.

Yes

The LEA assures that each Title IA school will develop and revise annually with parent and family input a school-parent compact that outlines how the parents and family members, the school staff, and students will share responsibility for improved student achievement and address the importance of communication between parents and family members and teachers.

Yes

The LEA assures that each Title IA school will inform parents and family members of State academic standards, curriculum, State and local assessments, and how to monitor their child's progress.

Yes

The LEA assures each Title IA school will provide training materials for parents and family members.

Yes

The LEA assures that each Title IA school will educate staff, with parent and family input, on the value and contributions of parents and family members to work as equal partners; how to communicate with parents and family members; and how to build ties between parents and family members and the school.

Yes

The LEA assures each Title IA school will coordinate with other parent and family engagement programs, including, but not limited to, federal, state, and local preschool programs.

Yes

The LEA assures each Title IA school will provide any other reasonable support for parent and family engagement activities as requested by the parents and family members.

Yes

The LEA assures that each Title IA school will hold an annual Title IA parent and family member meeting to provide timely information to Title IA parents about the purpose of Title IA.

For details regarding requirements, click here: [Parent and Family Engagement — SPAC Home](#)

Yes

Section: Narratives - Transitions and Coordination

TRANSITIONS AND COORDINATION--IDENTIFICATION OF ORGANIZATIONS

Title IA requires that activities be coordinated with outside agencies, when applicable, so that transitions from early childhood/preschool to kindergarten, middle school to high school, and high school to post-secondary education as well as school to work transitions are coordinated to prevent duplication of efforts or services.

Complete the sections below only if it applies to served Title IA buildings. For example, if the middle and high school are not served, do not complete questions on transition for those grade spans.

Describe transition activities for children from early education programs to elementary programs. Include details on coordination efforts with Head Start and/or other early education providers. *Character limit 3000*

Bear Creek Community Charter School engages with Head Start, Luzerne Intermediate Unit 18, Wyoming Valley Children's association and local pre-school and day care leaders to discuss strategies to better prepare children for kindergarten, and discuss opportunities to allow for a smooth transition to kindergarten. Based upon information received as well as our new student orientation process, some incoming kindergarten students are invited to participate in a two-week Kindergarten Camp prior to the beginning of the school year. Beginning in September of 2023, the local YMCA began operating a pre-school program on the Bear Creek Community Charter School campus.

Describe how the LEA will implement strategies to facilitate effective transitions for students from middle to high school and from high school to post-secondary education. *Character limit 3000*

Bear Creek Community Charter School collaborate with local high schools on an annual basis to assist our 8th grade students in their transition, including site visits for students, assisting with 8th grade course scheduling, assisting in the high school registration process, school representatives visiting our school, STEM Academy interview process, creative and performing arts academy, business academy, etc. We will also offer career development programming and a personal visit/tour of the local Career and Technology Center for students who express an interest. Finally, Bear Creek Community Charter School provides 8th grade students literature, and their parents literature, on topics relating to the successful transition to high school. Bear Creek Community Charter School hosted an evening event "Leaving the Den" where various public and private high schools hosted a booth in the School's commons, and 7th and 8th grade parents had an opportunity to visit each school and learn about opportunities after 8th grade. Each school also conducted a brief presentation for students and parents. Two local colleges/universities also participated and provided information on dual enrollment. The School Counselor meets with students who will be matriculating to our chartering district and assists with scheduling of high school courses for 9th grade.

Indicate which agencies for coordination efforts.

- ☒ **Institutions of Higher Education**
☐ **Employers**
☒ **Other Local Partners**

Indicate which services will be coordinated with the agencies selected above.

- ☒ **Access to Early College High School**
☒ **Dual or Concurrent Enrollment Options**
☐ **Career Counseling to Identify Student Interests and Skills**
☐ **Academic and Career & Technical Education Content through Coordinated Instructional Strategies**
☐ **Work-based Learning Opportunities with in-depth interaction with Industry Professionals**

LEA assures that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services.

Yes

TRANSITIONS AND COORDINATION--MEMORANDUM OF UNDERSTANDING (MOU)

The LEA must develop an MOU with the county Head Start agency. The purpose is to establish collaborations with Head Start and develop a plan stating how the LEA will transition children who have attended a Head Start program or other early learning program. The MOU must have all five of the required activities and must be inclusive of Head Start.

- Establish channels of communication between school staff and Head Start staff;
- Receive and transfer children's records, enrollment, parent communication;
- Conduct parent meetings with Head Start teachers and kindergarten or elementary school teachers;
- Organize and participate in joint transition-related training of Head Start staff, school staff, and early childhood education staff, as appropriate; and
- Link LEA educational services with Head Start agency services.

The MOU must be uploaded to this application.

☐ **Some LEAs are exempt from creating and uploading the MOU. If your LEA falls in these two categories, please check this box and mark N/A in the question below.**

- **Cyber Charter Schools**
- **Charter School that has an address and children go to the school daily but NO kindergarten**

The LEA assures the MOU is uploaded in the [Consolidated Application Upload Section](#), not in the Title IA Upload Section.

☒ Yes

☐ N/A

Section: Narratives - Homeless Children and Youth

HOMELESS CHILDREN AND YOUTH

Students under any of these categories are considered "homeless":

- Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals;
- Children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
- Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
- "Migratory children" who qualify as homeless under federal law because the children are living in circumstances described in the first three bullets above. The term "migratory children" means children who are (or whose parent(s) or spouse(s) are migratory agricultural workers, including migratory dairy workers or migratory fishermen, and who have moved from one school district to another in the preceding 36 months, in order to obtain (or accompany such parents or spouses in order to obtain) temporary or seasonal employment in agricultural or fishing work; and
- "Unaccompanied homeless youth" including any child who is "not in the physical custody of a parent or guardian". This includes youth who have run away from home, been thrown out of their home, been abandoned by parents or guardians, or separated from their parents for any other reason.

Title IA funds must only be used as a last resort when funds or services are not available from other public or private sources, such as the USDA's National School Lunch Program and Breakfast Program, public health clinics, or local discretionary funds (sometimes provided by the PTA) used to provide similar services for economically disadvantaged students generally.

Services must be reasonable and necessary to assist homeless students to take advantage of educational opportunities.

What type of services will be provided to homeless children and youth?
The list below is not limited to these items. Check all that apply.

- ☒ Items of clothing if necessary to meet a school's dress or uniform requirement
- ☒ Clothing and shoes necessary to participate in physical education classes
- ☐ Student fees that are necessary to participate in the general education program
- ☒ Personal school supplies such as backpacks and notebooks
- ☐ Birth certificates necessary to enroll in school
- ☐ Immunizations
- ☐ Medical and dental services
- ☐ Eyeglasses and hearing aids
- ☐ Counseling services to address anxiety related to homelessness that is impeding learning
- ☐ Outreach services to students living in shelters, motels, and other temporary residences
- ☒ Extended learning time (before and after school, summer school, Saturday classes) to compensate for lack of quiet time in shelters or other living conditions
- ☐ Tutoring services, especially in shelters or other locations where homeless students live
- ☐ Parental involvement specifically oriented to reaching out to parents of homeless students
- ☐ Fees for AP and IB testing
- ☐ Fees for college entrance exams such as SAT or ACT
- ☐ GED testing for school-age students
- ☒ Other, please explain below:

If Other selected above, please describe below:

Character limit 1000

Food.

Describe the method used for determining the amount set aside to support homeless children and youth. Optional methods to determine set aside include:

- Needs Assessment
- Past homeless student enrollment and support service cost data
- Reserving a flat percentage based on the LEA's overall poverty rate
- Reserving an amount per homeless child equal to the LEA's Title IA per-pupil allocation

Each year Bear Creek Community Charter School staff meet to confirm any identifiable need, and agree upon a sum for a set-aside. The Chief Executive Officer, School Counselor (homeless liaison) and Business Manager participate in the process. Regardless of set-aside, Bear Creek Community Charter School is willing and able to assist any student in need through the School's General Fund as well as through partnerships with local non-profit and other community organizations such as the Bear Creek Foundation, Plymouth Rotary and others. The current set-aside included in the School's General Fund Budget is \$1,000.00.

Section: Narratives - Foster Care

FOSTER CARE

Every Student Succeeds Act (ESSA) Assurance Requirements for Local Education Agencies (LEAs).

TRANSPORTATION PROCEDURE ASSURANCES

Read statements carefully and choose "yes" to indicate that you have reviewed and agree to implement the requirements.

LEA assures they will collaborate with local **County Children and Youth Agency (CCYA)** to:

Develop and implement clear written procedures for how transportation will be provided, arranged, and funded for the duration of the time in foster care.

Yes

Procedures must ensure that children will properly receive transportation in a cost-effective manner in accordance with the *Fostering Connections Act*.

Yes

Ensure that, if there are additional costs incurred in providing transportation to the school of origin, LEAs will provide transportation if:

- The local CCYA agrees to reimburse the LEA;
- The LEA agrees to pay the cost;
- The LEA and local CCYA agree to share the cost; or
- The LEA of origin, LEA of residence, and the placing CCYA agree to share the cost.

Yes

POINT OF CONTACT REQUIREMENT (POC)

LEAs will designate a POC for the corresponding CCYA, if the CCYA notified the LEA, in writing, that it has designated a POC.

Yes

Enter the name of the POC in the table below.

Name	Title	Email Address
Melanie Leo	School Counselor	melanie.leo@bearcreekschool.com

Section: Narratives - Equity Plan

EQUITY PLAN

Describe how low-income and minority children enrolled in Title IA schools are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.

Character limit 3000

Bear Creek Community Charter School is a single school LEA, typically operating with two sections of each grade level (expanding to three sections of each grade), kindergarten through eighth grade. All teachers are properly certified for the position they hold. There are no "unqualified or out-of-field teachers". The school reviewed student placements, including race, economic status, IEP, ELL, etc. to ensure equity among the two or three classes within each grade band. Bear Creek Community Charter School reviews student data and teacher qualifications annually to ensure there are no disparages relating to educational equity.

The LEA has developed an Equity plan that assures, through the implementation of various strategies, poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers in Title IA schools.

Yes

Section: Narratives - Supplement Not Supplant Methodology

SUPPLEMENT, NOT SUPPLANT METHODOLOGY

Check the box to claim exemption from written methodology if your LEA satisfies one or more of the following criteria:

- LEA has only one school (Charter School or K-12 Building)
- LEA has no overlapping gradespans
- ☒ • All schools within your LEA are served by Title I funds

The LEA shall demonstrate that the methodology used to allocate state and local funds to each Title IA school ensures that the school receives all the state and local funds it would otherwise receive if it were not receiving Title IA funds. In other words, an LEA's school level budgeting methodology must be "Title I neutral." This requirement ensures that Title IA funds will be supplemental to the school's budget.

Please provide your LEA's methodology below (5,000 character limit):

Neglected Institutions

There are no Neglected Institutions for Bear Creek Community CS

Section: Carryover - Previous Year Carryover

PREVIOUS YEAR CARRYOVER

Enter appropriate carryover values in the tables below. Report it separately in the Nonpublic Carryover table.

Example: TOTAL LEA carryover is \$100,000 and remaining share to provide equitable services to nonpublic students is \$10,000.

Enter \$90,000 in the Public LEA Carryover Amount field.

Enter \$10,000 in Nonpublic Carryover Amount field.

***Nonpublic Carryover will be tracked separately by the LEA.**

The 15% carryover requirement will be verified by DFP staff during the final review prior to approval by DFP.

A Final Expenditure Report (FER) for the carryover funds must be submitted to DFP by: October 30, 2025 or within 30 days of funds being expended.

ASSURANCE: Carryover expenditures will align with APPROVED narratives and budgets from the previous program year.

N/A - No carryover

PUBLIC LEA CARRYOVER

Enter the amount of Public carryover from the previous year.

Agency/LEA	Carryover Amount
Bear Creek Community CS	\$0.00

This value represents your TOTAL allocation from last year.

Enter your previous years grant application's allocation 328,911

Carryover Percentage

%

0.00

Carryover amount cannot exceed 15%

Note: Carryover amount cannot exceed 15% of the previous year's allocation without an approved waiver on file from the Division of Federal Programs.

Important: Do not include the Nonpublic Carryover amount in the Public LEA Carryover value.

If there is carryover, will the LEA be redistributing the carryover among schools?

N/A

If yes, the redistributed carryover funds must be tracked separately. Please complete the table below with how you plan to spend redistributed carryover funds. **(This total should match the Carryover Funds line item entered in the Selection of Schools Reservation of Funds section).** For Totals, the system will populate these data fields after you hit the 'Save' button at the bottom of the page.

School Building	Function Code	Object Code	Amount	Description
			\$	
			\$0.00	

NONPUBLIC CARRYOVER (ESEA sections 1117(a)(4)(B) and 8501(a)(4)(B))

The Nonpublic Carryover value is informational ONLY. If you elect to redistribute carryover funds in Selection of Schools – Data Entry, the nonpublic amount entered below will not be included in the Redistribution of Title I Carryover Funds.

Enter the amount of nonpublic carryover remaining from the previous year's nonpublic equitable share.

Amount
Nonpublic Carryover

*For Consortium Lead use only.

List each LEA member of the Consortium that has nonpublic carryover funds in the table below.

LEA Name	Nonpublic Carryover Amount
	\$
	\$0.00

Section: Carryover - Transferability

TRANSFERABILITY

Please identify the amount of funds you intend to transfer into Title IA below. The total value will then need to be entered on Reservation of Funds within the Data Entry Wizard. If this is a consortium, please enter a separate line item for each consortium member.

Please note: The LEA must consult with eligible Nonpublic School's Official(s) prior to transferring funds. The Nonpublic Equitable Share is calculated post transfer.

LEA Name	Title IIA into Title IA	Title IVA into Title IA	Total Funds Transferred into Title IA (*Calculated - leave blank)	Describe Use of Funds

Section: Non Public Organizations - Nonpublic Assurances

TITLE IA NONPUBLIC ASSURANCES

Since the initial passage of the Elementary and Secondary Education Act of 1965 (ESEA), nonpublic school students and teachers have been eligible to participate in programs under Title I, Part A (Title I).

To ensure local educational agencies, in consultation with appropriate nonpublic school officials, are providing eligible children attending nonpublic elementary and secondary schools, their teachers, and their families with Title I services that are equitable to those provided to eligible public school children **please read and complete each assurance below.**



If there are NO eligible nonpublic school students in your public school attendance area, or you are a Charter School select N/A in each assurance, SAVE, and mark the section complete.

LEA ensures timely and meaningful, consultation has occurred prior to the design and development of such programs and before the LEA makes any decision that affects the opportunity for eligible private school children, their teachers, and their families to participate in Title I programs. (ESEA section 1117(b)(3)).

N/A

If 'No' was selected, please explain.

Funds allocated to an LEA for educational services and other benefits to eligible nonpublic school participants will be obligated in the fiscal year for which the funds are received by the LEA.

N/A

If 'No' was selected, please explain.

Timely and meaningful consultation occurred prior to the obligation of nonpublic funds.

N/A

If 'No' was selected, please explain.

The results of agreement following consultation have been transmitted to the equitable services ombudsman. (via Affirmation of Consultation upload to eGrants) Affirmation of Consultation form: <https://www.education.pa.gov/Teachers%20-%20Administrators/Federal%20Programs/EquitableServices/Pages/default.aspx>

N/A

If 'No' was selected, please explain.

The LEA will follow their procurement procedures if contracting with third-party providers for services to nonpublic school children and educational personnel.

N/A

If 'No' was selected, please explain.

Nonpublic Institutions

There are no Nonpublic Institutions

Section: Non Public Organizations - Nonpublic Organizations Summary

Nonpublic Organizations Summary

The following table compares the totals of the figures entered on the individual nonpublic narratives to the total low income nonpublic students from Selection of Schools (Step 4) and the total nonpublic low income funds and the nonpublic shares of the set asides from Selection of Schools (Step 5).

IMPORTANT!: You should not mark this section complete until you have

- completed all of the individual nonpublic narratives in the Nonpublic Organizations section
- completed the Data Wizard section
- verified that the nonpublic total matches the selection of schools total in each row of this table.

If the totals in any row of this table do not match, please contact your Regional Coordinator BEFORE submitting your application. (NOTE: For monetary totals, it is considered a match if you are within \$1 since this section only allows whole numbers.)

	Nonpublic Organizations	Selection of Schools
Low-Income Students #		
Total Nonpublic Title-I Instruction Funds	\$0.00	\$0.00
Total Nonpublic Title-I Parent and Family Engagement Funds	\$0.00	\$0.00

Nonpublic Organizations Summary

Summary of information that was entered in the individual nonpublic narratives.

	AUN	Completed	Low-Income Students #	Title-I Participants #	Total Nonpublic Title-I Instruction Funds	Total Nonpublic Title-I Parent Involvement Funds
Bear Creek Community CS						

Section: Non Public Organizations - Nonpublic Program Goals

TITLE IA NONPUBLIC PROGRAM GOALS

Purpose

All LEAs receiving federal funds are required to establish program goals and objectives in order to measure the performance of grant activities to report back to the awarding agency. Performance measurement is a requirement under Uniform Guidance §200.301. The purpose of performance measurement is to show **achievement of program goals and objectives, improve program outcomes**, and foster adoption of **promising practices**. An annual performance report will be required for all federal programs.

Creating Program Goals for Title IA Nonpublic Programs

The intent of Title IA is to increase the achievement levels of the lowest achieving students through supplemental educational services including eligible nonpublic students who attend nonpublic schools and are served through an equitable share portion of the LEA's allocation. Therefore, when completing this section, **you must have at least one program goal that targets student achievement as the outcome**.

Traits of quality program goals

SMARTIE GOALS—Program goals must be Specific, Measurable, Achievable, Relevant, Time-bound, Inclusive, and Equitable.

Program Goal Components

LEAs are required to establish program goals consistent with the intent of a federally funded program. Each Title program has its own unique areas to measure performance (program goals) and can be measured by either outcomes or outputs. In the tables below, LEAs must categorize each goal added as outcome or output.

All goals contain four components and can be remembered with the acronym ABCD (Audience, Behavior, Condition, Degree).

1. Audience—Program participants (Must be Specific, Relevant, Inclusive, and Equitable)
2. Behavior—Expected results (Must be Specific, Measurable, Attainable, Relevant, and Equitable)
3. Condition—When changes/results are expected to occur (Must be Specific, Relevant, and Time-Bound)
4. Degree—How much change occurs (Must be Specific, Measurable, Attainable, Time-Bound, and Equitable)

All goals end with a goal statement—All ABCD components are summarized into one cohesive goal statement.

Goal completion

Through consultation the LEA and Nonpublic Officials should discuss and determine goals that best meet the needs of the Nonpublic school, students, staff and families.

Directions: Complete the following table to identify your Program Goals. Add as many lines as needed to reflect all components of your program. Be sure to click the 'Add' button to the right in order to save each goal.

Goal Type	Outcome/Output	Audience	Behavior	Condition	Degree	Goal Statement

Section: Budget - Instruction Expenditures

BUDGET OVERVIEW

(includes all budgeted items in all budget sections)

Budget	\$325,108.00
Allocation	\$325,108.00

Budget Over(Under) Allocation	\$0.00
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Instruction Expenditures

Function	Object	Amount	Description
1190 - FEDERALLY FUNDED REGULAR PROGRAMS	100 - Salaries	\$324,108.00	Payroll associated with identified educational staffing.
1190 - FEDERALLY FUNDED REGULAR PROGRAMS	600 - Supplies	\$1,000.00	Homeless setaside. School supplies and materials.
		\$325,108.00	

Section: Budget - Equipment Expenditures

BUDGET OVERVIEW

(includes all budgeted items in all budget sections)

Budget	\$325,108.00
Allocation	\$325,108.00

Budget Over(Under) Allocation	\$0.00
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Equipment Expenditures

Function	Object	Number of Items	Cost Per Item	Amount	Description
				\$	
				\$0.00	

Section: Budget - Other Expenditures

BUDGET OVERVIEW

(includes all budgeted items in all budget sections)

Budget	\$325,108.00
Allocation	\$325,108.00

Budget Over(Under) Allocation	\$0.00
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Other Expenditures

Function	Object	Amount	Description
		\$	
		\$0.00	

Project #: FA-013-25-1039
Agency: Bear Creek Community CS
AUN: 118400001
Grant Content Report
Title I, Part A - Improving Basic Programs

Section: Budget - Budget Summary

BUDGET OVERVIEW

(includes all budgeted items in all budget sections)

Budget \$325,108.00
Allocation \$325,108.00

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
1190 FEDERALLY FUNDED REGULAR PROGRAMS	\$324,108.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$325,108.00
1450 Instructional Programs Outside the School Day	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1500 * NONPUBLIC SCHOOL PROGRAMS (For IU and school district use only)	\$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
2100 SUPPORT SERVICES – STUDENTS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2160 * SOCIAL WORK SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2220 TECHNOLOGY SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2240 COMPUTER-ASSISTED INSTRUCTION SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2250 * SCHOOL LIBRARY SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2260 INSTRUCTION AND CURRICULUM DEVELOPMENT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2270 Professional Development	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2280 * NONPUBLIC SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2350 * LEGAL AND ACCOUNTING SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2380 * OFFICE OF THE PRINCIPAL SERVICES	\$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
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
2810 PLANNING, RESEARCH, DEVELOPMENT AND EVALUATION SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2813 Evaluation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2820 INFORMATION SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2830 STAFF SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2850 STATE AND FEDERAL AGENCY LIAISON SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2900 Other Support 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
3300 Community Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	\$324,108.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$325,108.00
Approved Indirect Cost/Operational Rate:								\$0.00
Final								\$325,108.00

