

# P. Colonial School District CIP Grant Proposal

COMPREHENSIVE INDUCTION PROGRAM PROPOSAL FORM:

Proposal Date: March 28, 2014

District Name: Colonial School District

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Mentoring Website: [www.colonialmentoring.weebly.com](http://www.colonialmentoring.weebly.com)

Program Vision, Mission, Goals and Objectives - CIP Vision: To ensure all new educators in Colonial School District receive high quality professional development in a highly supportive culture as they develop the essential knowledge, skills and experience that will result in a high quality education for our students, notably those taught by novice educators. CIP Mission: To provide all new teachers with the necessary framework, resources, and support tailored to meet their individual needs to become successful educators. CIP Goals: 1) Colonial's Comprehensive Induction Program (CIP) is a critical component within the overall district framework for instructional effectiveness and student achievement. 2) Colonial's CIP is a critical component to teacher success. 3) New teacher support is high quality, comprehensive, targeted, ongoing, and valued. 4) Personalized learning opportunities for students are driven by a shared vision for a future where teaching and learning are responsive to student needs and supported by appropriate resources. CIP Objectives: 1) Establish a culture of high expectations. 2) Implement a comprehensive mentoring and induction program that meets the specific needs of new educators and is aligned with state and local initiatives. 3) Provide professional learning opportunities so teachers are successful in the implementation of high quality personalized learning environments. 4) Establish an effective selection process and training program for fostering highly effective mentors. 5) Establish a district collaborative community of new and veteran teachers that willingly and openly share resources, assistance, and ideas that increases the support provided to new educators. 6) Develop assessment literate teachers who are able to review student data to drive instruction. 7) Build reflective practitioners who are able to review their present level of professional performance and use data to set personal and professional development goals.

Addressing Needs: A review of our teacher retention data from the past 3 years suggests that the strong support and implementation plan developed for our newest teachers had a significant impact on their classroom effectiveness. Colonial building administrators decide each spring to retain or release teachers based on their classroom performance and student outcome results.

Table 1 shows an increase in the percentage of teachers that building administrators decided to retain after Year 1.

**Table 1: % of Teachers Recommended for Retention**

Year	# of New Teachers Hired	# of New Teachers Recommended for Contract Renewal	% of Teachers Recommended for Contract Renewal
2012-13	53	42	79%
2013-14	94	65	69%
2014-15	84	75	89%

#### Mentor Survey Results

Qualitative survey results from **mentors** indicated a greater sense of efficacy from the program and improved satisfaction with the program. This is supported by comments such as, "I felt very well supported. Everything is very clearly stated, and I never was at a loss of what needed to be completed - either by me or my mentee." "This was my first time mentoring. Having access to materials and the timeline of dates was very helpful." "I think the process this year was very helpful and supportive. Both Tara and Julie always made themselves available to answer any questions. The way the cycle documents were set up in Schoology made everything organized and easy to access."

#### Mentee Survey Results

Survey results from **mentees** also indicated a high level of satisfaction from our comprehensive induction program. This is supported with comments such as, "I had a wonderful experience as I developed as a professional and applied new practices in my teaching." "I appreciated the flexibility when required meetings conflicted with other programs." "I felt all documents were organized well and everything was easy to access!" "I felt that the mentoring program was a great experience to be a part of and I look forward to being a better teacher as a result of the program." "It's been a worthwhile experience, the mentors are committed and there are resources available for both mentors and mentee throughout the exercise. It's amazing to see how we all are engaged in collaborative learning and members of the learning community working as a team."

A review of survey results from March 2015 (see Table 2) from mentees shows significant increases in 3 areas compared with the 2013 TELL Delaware results. Most notably is in the increase in agreement with the statement "Overall, the additional support I received as a new teacher has been important in my decision to continue teaching at this school" which increased by 55%. This could be supported by the fact that 100% of 2014-15 Colonial mentees have a building level mentor. This is an increase from the 2013 TELL Delaware results which showed 81% of new teachers were formally assigned a mentor.

**Table 2-Mentee Survey Results**

<b>Statement</b>	<b>2013 TELL Delaware Results % of Agree/Strongly Agree to the Statement</b>	<b>Winter 2015 CIP Results % of Agree/Strongly Agree to the Statement</b>	<b>% Change from 2013 to 2015</b>
Overall, the additional support I received as a new teacher has helped me to impact my students' learning.	62%	86%	+24%
Overall, the additional support I received as a new teacher has been important in my decision to continue teaching at this school.	48%	93%	+55%
Overall, the additional support I received as a new teacher improved my instructional practice.	59%	93%	+34%
Overall, I felt supported as part of the Colonial Community	N/A	100%	N/A
Overall, I appreciated the flexibility and choice of professional development opportunities offered as part of the mentoring program.	N/A	93%	N/A

Stakeholder Engagement and Roles & Responsibilities - Stakeholder Engagement: It is the superintendent's expectation that the district and school foster a welcoming and supportive environment for all stakeholders. This expectation will strategically include all new teachers through our CIP, PLC school culture, and Lead Mentor touch points. District and building administrators will consider the needs of new teachers when making both instructional and non-instructional decisions (e.g. collaborative pairs during professional learning, background/previous

knowledge shared prior to events, and purposeful and frequent classroom visits). In addition, Colonial's CIP involves a multitude of district staff in training and support of the new teachers.

Roles & Responsibilities: A successful plan involves a variety of people, buy-in at all levels, alignment to overarching goals, and integrated practices so that new programs are not stand alone, but a part of a more comprehensive strategic plan. Therefore, the district will deploy a number of district and school employees as owners of this new program.

- Superintendent's Office - Provide oversight, project and budget management. The project manager will oversee the plan and ensure owners are held accountable for their role in delivering a successful induction program.
- Site Coordinator - Coordinate all CIP activities, monitor completion of new teacher and mentor requirements, and provide ongoing feedback and coaching during classroom visits, meetings, and virtual sessions.
- Human Resources - Facilitate onboarding procedures, evaluate cycle placement, participate in Orientation, record cycle completion in DEEDS, and provide certificates.
- Curriculum and Instruction Department - Provide LFS professional development, support the development of blended learning lessons aligned with CCSS and SBA-like formative and summative assessments, review new teacher videos and provide feedback, and provide coaching for assigned teachers.
- Schools Division - Monitor and support principals' engagement of new teachers and mentors. The Schools Division will provide DPAS II training.
- Principals, Asst. Principals, & Student Advisors - Work closely with mentors and new teachers, providing support through observation and feedback and the DPAS II process.
- Lead Mentors - Provide professional development, support mentors, facilitate training modules and discussion with new teachers via LMS, provide observation feedback, and provide classroom coaching and modeling as needed. Lead Mentors will provide 45 hours per year for three years focused on cycles 1, 2, 3, & 4.
- Building/District Instructional Coaches-Supporting new teachers by providing feedback via observation/feedback, beginning of the year support, DPAS II support, and planning/preparation.

- Instructional Technology Coaches - Facilitate blended learning professional development and support the program by working directly with Lead Mentors, mentors and new teachers to provide technology guidance and assistance and support blended learning implementation.
- Mentors - Provide 30 hours minimum of one-on-one assistance and guidance in year one. Assist in assignments as needed, provide observation feedback, and support in blended learning professional development and implementation. Mentors are focused on cycle 1 & 2.
- New Teachers - Actively engage in all aspects of the CIP and complete program requirements, including a minimum of 30 hours of mentoring and 30 hours of professional development.

Differentiation of Support for New Educators - Identifying Needs of New Educators: Colonial School District recognizes that new teachers may need more time to develop their craft while also recognizing teachers should have choice in how and what they learn. To house and communicate information to our new teachers, we have designed an easy to access website ([www.colonialmentoring.weebly.com](http://www.colonialmentoring.weebly.com)) that provides an overview of the program, dates, and contact information. As teachers are hired, a collaborative assessment of individual teacher needs will be conducted. Teachers and district/school administrators will determine between the better of two different options.. In both options, Colonial is partnering with Teach for America (TFA). Option 1 – Summer School Cohort: Offered to teachers hired March through June. Teachers selecting this option recognize they will benefit by gaining classroom experience prior to the school year. Teachers will be paired with a veteran teacher during the four-week summer school program, beginning July 6, 2015. Prior to the start of summer school, teachers will participate in two days of professional development, provided by TFA focused on 1) vision, goals and leadership and 2) classroom management. Day 2, classroom management is aligned to Charlotte Danielson's classroom environment domain and meets the Cycle 1 requirements. In addition to these two days, teachers will attend professional development, offered by Colonial staff once a week during summer school, with a continued focus on leadership and classroom management. Teachers who accept this option will also complete the first day of Learning



Focused Solutions (LFS) training, aligned to Charlotte Danielson's instruction domain, on August 13, 2015. Option 1 teachers will participate in a total of 15 summer PD hours.

Option 2 – Traditional Start Cohort: Offered for teachers hired between March 1 and August

11. Option 2 is an enhanced version over the previous 2 years of CIP implementation, based on feedback from year 1 new teachers and mentors. First year implementation was too broad. Year 2 professional development days on August 11-13, 2015 and will provide in-depth training in three specific areas. Day 1, vision, goals, and leadership and Day 2, classroom management will be offered by TFA. Classroom management is aligned to Danielson's classroom environment domain and meets the Cycle 1 requirements. The third day will focus on LFS training, offered by Colonial staff. Option 2 teachers will participate in a total of 17 summer hours.

- TFA Vision, Goals and Leadership PD Overview: First year teachers learn how to develop strong school visions and goals for their students through asking the question: "What's the most meaningful and lasting impact I can accomplish with my students?" Teachers will understand that their vision and goals represents their definitive response to this question. It not only illuminates the destination but also guides them on the path they'll travel to reach it. Their vision and goals must become the driving force of their teaching and inspire students to work hard to reach it. Teachers learn best practices for gathering the data/information they'll need to establish their own vision and goal statements with specific emphasis on the significance of building strong relationships with building staff, students and their families.
- TFA Classroom Management PD Overview: Students WANT and DESERVE a well-managed classroom, and a teacher who cares enough to command it. Their motivation to be self-driven learners and achieve high expectations depends on it. Teachers understand the purpose and foundational vision for teacher leadership and maintaining student investment through the Behavior Management Cycle. Teachers will establish and maintain confident leadership of a positive, efficient, 'in-control' classroom environment in which all students can learn by communicating expectations clearly, explicitly, and confidently, noticing, narrating, and rewarding positive student behaviors, responding

justly, immediately, and assertively to misbehaviors while maintaining students' dignity and effectively designing, explaining, and reinforcing time-saving procedures.

Tracking Progress: Both options will be closely monitored and an informal evaluation of each option will take place during and after the activities are completed. Colonial SD is interested in having a better understanding of the value and benefits of each option and how each option translates to enhanced teaching and learning. Teachers in both options will be enrolled in a course in Schoology, Colonial's Learning Management System (LMS), beginning in Cycle 1 and extend through Cycle 4 for continuity throughout the program. Teachers will upload their requirements for each cycle, complete online assessments, and complete periodic feedback surveys. Teachers will be offered flexibility between online and face-to-face options, to address areas of growth as identified by through conversations with their mentors. The LMS provides for timely response and ongoing communication with mentors. Colonial SD will evaluate each option using the following criteria: completion of requirements, assessment results, DPAS II, and recommendation to return for employment in year 2.

Orientation and Professional Learning Activities for New Educators - Orientation: In addition to the two options of differentiated summer professional development, all new teachers will attend one day of orientation on August 17. Orientation includes a New Teacher Breakfast attended by all district/school administrators, information shared by HR and CEA, a session from the Curriculum and Instruction Division providing an overview of teaching and learning expectations (1 PD hour), and DPAS II training (1 PD hour) and an introduction to Charlotte Danielson's work. Teachers will also spend time in their schools. Principals will provide an overview of building expectations, school culture, and orientation to the school. Lead mentors and/or Instructional Coaches will visit classrooms to make introductions and offer assistance.

Professional Learning Activities: The CIP activities beyond the summer and orientation will provide new teachers with options for ongoing learning. Research indicates that teachers need to have ownership of his/her learning while having decision-making of what they learn and how they learn it. For these reasons, Colonial will be offering optional face-to-face and virtual sessions focused on a variety of topics. Options will include Doug Lemov's Teach Like a Champion strategies for improving student engagement and student learning, aligned to Danielson's



framework, specifically classroom environment and instruction domains. 1) Cycle 1: Intro to Cycle 1 begins in September for both mentors and mentees. After the introduction, new teachers will be trained in eSchool, i-tracker and data service center. Through December, teachers will be offered the opportunity to attend online and face to face sessions provided by Colonial and our partners, TFA and Relay, on Teach Like a Champion strategies, student engagement, lesson planning and classroom management. New hires will be encourage to chose professional development opportunities to support the observation feedback they receive from their mentors, coaches and administration. Cycle 1 requirements are due December 18, 2015. Five and half hours of PD and support are offered during Cycle 1. 2) Cycle 2: Intro to Cycle 2 begins in January. Through April, teachers will be invited to continue to learn Teach Like a Champion strategies, once again offered in a blended format. Cycle 2 requirements are due April 22, 2016. Four hours of PD is offered during Cycle 2. 3) LFS required PD: Throughout the first year, new hires will be trained on the first two days of LFS. Cycle 1 participants will complete 6 hours of training on LFS lesson planning. Day 1 training will take place during our new hire orientation. Cycle 2 participants will be trained on LFS higher order thinking. This will be offered after school in two 3-hour sessions. 4) TFA Professional Development Collaboration: Colonial will partner with TFA to streamline professional development with the support offered through TFA. TFA Corps Members will be provided credit for TFA training while participating in CIP Mentoring Program. In addition, all new teachers and mentors in Colonial will be offered the opportunity to participate in TFA professional development. 5) Ongoing Support: All new teachers will be enrolled in a course in Schoology. Within this course, teachers will participate in and receive support during the optional PD sessions, reviewing and reflecting on Education Impact teaching videos, ongoing discussions, and reading articles and sharing reflections. The Site Coordinator and Lead Mentors will manage the course. At the conclusion of the sessions, teachers will leave with two products: a classroom management plan and a philosophy of education centered on their vision and goals for their classroom. These tools will be used for conversations and reflections between the mentor and the mentee. Additional classroom management strategies and presentations will be offered as optional support for new teachers throughout each cycle. 6) Cycle 3: The most substantial change to our mentoring program for 2015-16 is for our Cycle 3 teachers. Colonial

has collaborated with the Relay Graduate School of Education (Relay GSE) to develop a scope and sequence that aligns with the needs of novice teachers and expectations for Cycle 3 mentoring. Teachers in Cycle 3 will engage in professional development to deepen their understanding of the importance of assessment in their classrooms. Training will focus on how to design and implement both formative and summative assessments as well as use the data to drive instructional decisions. This will be accomplished through a blended approach focused on the following core activities: Engaging Students in Learning, Designing and Evaluating Assessments, Checking for Understanding, and Providing Student Feedback and Grading. These modules of learning provide our 2nd year teachers an opportunity to learn specific strategies and approaches that will enhance teaching and ultimately impact student learning in their classrooms. To demonstrate understanding and application of these skills and concepts, teachers will upload lesson plans and teaching videos demonstrating the techniques in action. Lead mentors will provide personalized feedback to support new teachers through face-to-face sessions and Schoology. 7) Cycle 4: Teachers will complete a project. Teachers will identify areas of strength and improvement as it relates to content and pedagogy and develop a plan to address needs. Teachers will have opportunities to collaborate with others in Schoology and receive support from their Lead Mentor. Cycle 4 teachers will participate in 30 hours of professional learning.

Professional Learning Activities for Mentors - Recruitment: Criteria for selection into the Colonial School District mentoring program is dependent upon a willingness to share, be flexible and have the desire to grow and learn together with a mentee. Mentors are recruited by lead mentors and through recommendations by building administrators. Each mentor must agree to the time requirements and commitments of the CIP. Mentor Training: Mentors and Mentees will attend an overview meeting for an hour at the beginning of each cycle. During this time, the expectations for Cycle 1 and 2 will be reviewed. The overview meetings will be held in September for Cycle 1 and January for Cycle 2. Mentors will be offered a more in depth training on component 1 and 3 of the DPAS II framework, offered online, with support. Ongoing support from Lead mentors through Schoology will be offered. Lead Mentoring: In June 2015, all Lead Mentors will participate in a collaborative session to develop a feedback loop between mentors, mentees, and lead mentors to solidify the vision and goals for each cycle in an online environment. Throughout the

summer, Lead Mentors will complete the online portions of their cycles through the lens of a mentee. Lead Mentors will meet again in August to discuss the process and refine the feedback loop for the remainder of the year. Mentoring: Mentors will participate in a minimum of 30 hours of face-to-face and virtual mentoring sessions. Videotaping lessons and sharing through Schoology provides greater flexibility and ongoing support. Mentors will have the option to participate in virtual learning sessions, to further their own learning and have more open and relevant discussion with their mentees.

Observations and Professional Feedback - Teachers will be learning strategies outlined in Doug Lemov's Teach Like a Champion book through observation and feedback sessions, based on Relay and Paul Bambrick's Leverage Leadership. New teachers will be offered additional support to learn Lemov's strategies through virtual and face-to-face sessions. Teachers will receive ongoing observation and feedback sessions with their administrator, school coach, district instructional coach, district instructional technology coach, mentor, and lead mentor. New teachers will receive at least one observation and feedback session a month. Some observations will be in person and others will be videotaped and viewed/discussed outside the classroom. Feedback sessions will occur face-to-face and virtually through Schoology. Incorporating the virtual practice into the process, allows for more flexibility and ongoing feedback discussions. Veteran teachers will also participate in observation and feedback sessions, many of which will be videotaped. A bank of videos will be available through Schoology to provide opportunities for new teachers to review specific and targeted lessons and engage in discussion of effective practices.

Evaluation Plan: Measures of Success -Colonial will evaluate its mentoring program using a three-pronged approach in 2015-16. We will continue to incorporate surveys after professional development and in mid-February to receive feedback as to the impact of our mentoring program on new teachers (Cycles 1-4) professional growth. This provides us with an opportunity to reflect and refine our approach in 2016-17. Additionally, we will continue to review the recommendations for renewal or non-renewal of contracts by building level administrators. We will also engage our principals in completing a survey on the growth of new teachers with a focus on our Cycle 3 teachers to gauge their growth within the newly created program. Finally, we will conduct a data

analysis of the student achievement of children in teachers' classrooms at each level to evaluate the transfer from the professional development to student outcomes. Data analysis will be based on Component V measures identified by the teachers and, when applicable, common assessment data comparing their scores with the scores of their peers. Information gained from each of these methods provides a different lens through which we can evaluate the impact of the CIP on our newest teachers in Colonial.

#### Budget Narrative

In 2013-14 Colonial begun this process by re-envisioning and then implementing a new mentoring program with the support of a CIP grant. Typically, it takes 3-5 years to learn, adjust and sustain new practices and prove sufficient outcomes. However, the results of the metrics included in the evaluation section prove that our newest teachers are already meeting with greater success than in the previous two years. We believe this is strongly attributed to the revised Colonial Induction Program. While we recognize the need to grow and develop our 1st year (Cycle 1 & 2) teachers, we also need to continue supporting our 2nd year (Cycle 3 teachers) and strengthen the Cycle 3 program for 2015-16. We are asking for \$4000 to support our continued partnership with TFA to support our Cycle 1 and 2 teachers as they enter the profession through one of the two options described above. The district will fund the cost of providing stipends (\$4,000) to teachers who select Option 1 as part of our summer program. We have leveraged the use of our Learning Management System (LMS) the past two years to deliver professional development to our teachers in a personalized approach that allows them to choose their own time, pace, path, and place. We value the opportunity of a blended (face-to-face and online) approach to teaching and learning. As such, we are asking for \$1,125 for LMS support and \$20,600 for 50 chromebooks and \$1,250 for headsets. As videotaping teachers in action as part of self-reflection and feedback, it is critical that teachers have access to video cameras. We are seeking \$3750 for cameras, stands, and storage devices (25 total) to ensure that teachers have access to that technology. The district will fund the cost of substitutes (\$15,000) for professional development in training teachers to implement blended learning strategies into their teaching over a period of two-days in 2015-16. As stated previously, we are partnering with the Relay GSE to support our 2nd year teachers (Cycle 3) to ensure that they have the tools to be

highly effective and continue to learn and grow in the profession. We are asking for \$11,250 for support to begin this collaborative partnership. We believe that the Relay GSE modules selected for our teachers will have a significant impact on our teachers and, ultimately, on student outcomes. Although we strive to hire the 'best and brightest' in April, May, and June, we must recognize that for multiple reasons some of our teachers are not hired until after the school year begins. We need to ensure that this group of teachers receives intensive support after they join Colonial. Often this group is struggling the most for various reasons and often neglected. Thus, we are asking for \$4,500 to provide substitutes for these teachers to receive small group focused attention on the essential components of our Cycle 1 and 2 mentoring program to arm them with the necessary tools to be successful. Finally, our site coordinator has a number of tasks within our district and is responsible for coordinating all facets of our mentoring program, including providing face-to-face training and online training for lead mentors, mentors, and mentees. This is a significant amount of work outside of her responsibilities as an instructional coach in our district. We are asking for \$3,522 (\$2,700 stipend, \$822 OECs) to lead this work and support our newest teachers and our mentors as they are being trained to lead the Colonial Induction Program. In summary, Colonial is seeking \$49,997 of funding support for year 3 of implementation of the Colonial Induction Program. As we look to the future of sustaining our program, we believe it's important to take calculated risks and seek solutions to complex issues such as supporting new teachers. The funds received will allow us to confirm the impact on our teachers and then determine which to strengthen and which to eliminate based on student outcomes in future years. Additionally, it will provide us with evidence of effectiveness when seeking Board and community support for future budget proposals.



*Timeline and Milestones*

<u>Milestone Activity</u>	<u>Date</u>
CIP Planning	January – March, 2015
Planning for Option 1	April – June, 2015
Planning for Option 2	April – June, 2015
Option 1 Summer Implementation	July 1 – July 31, 2015
Option 2 Summer implementation	August 11 – 12, 2015
LFS Training for all new teachers	August 13, 2015
Orientation for all new teachers	August 17, 2015
Cycle 3: Engaging Everybody Module	August, 2015
Intro to Cycle 1 for new teachers and mentors	September, 2015
Intro to Cycle 3	September, 2015
Intro to Cycle 4	September, 2015
All teachers in Cycles 1, 3, and 4 and mentors are entered into a course in Schoology	September, 2015
Cycle 3: Designing & Evaluating Assessments	September, 2015
Make up Orientation for late hires	October 2015
Make up LFS: Lessons Training for all new teachers	November, 2015
Cycle 3: Checking for Understanding	November, 2015
Cycle 1 completion	December 18, 2015
Intro to Cycle 2 for new teachers and mentors	January, 2016
Cycle 3: Feedback & Grading	January, 2016
LFS: Higher Order Thinking Training for all new teachers	March, 2016
Cycle 3: Reflections of Learning	March, 2016
Cycle 2 completion	April 22, 2016
Cycle 3 completion	April 22, 2016
Cycle 4 completion	April 22, 2016



Submitting District Information														
DISTRICT AND SCHOOL NAME: Colonial School District														
PROJECT TITLE: Colonial CIP														
CONTACT NAME AND TITLE: Peter J. Leida, Director of Schools														
WORK PHONE NUMBER: 302-323-2716														
WORK E-MAIL: pleida@colonial.k12.de.us														
BUSINESS MANAGER'S NAME AND INITIALS (REQUIRED WHEN SUBMITTED AS AN APPLICATION BUDGET): Emily Falcon														
FAX NUMBER: 302-323-2748														
STATE GRANT AWARD AMOUNT (approved by DOE): \$50,000.00														
Activity	Salary (Account Code 5100)				Other Employee Costs (Account Code 5120)	Total Salary and OEC	Health Insurance/Other Non-Taxed Benefits	Contracted Services (Account Code 5500)	Travel (Account Code 5400)	Supplies and Materials (Account Code 5600)	Capital Outlay (Account Code 5700)	Audit Fees (Account Code 5500)	Indirect Cost (Account Code 5560)	Total
	Administrative (ex. Assistant Principal and higher)	Instructional (ex. Teachers, Paraprofessionals)	Support (ex. Secretary, Custodial, Food Service)	Non-Pension Positions (ex. Substitutes)										
Administration					\$0	\$0	\$0							\$0
Instruction					\$0	\$0	\$0			\$26,725				\$26,725
Facilities (Operation and Maintenance of Plant)					\$0	\$0	\$0							\$0
Research and Evaluation					\$0	\$0	\$0							\$0
Professional Development **		\$2,700			\$2,700	\$822	\$3,522							\$23,272
Grant Subtotal	\$0	\$2,700	\$0	\$0	\$2,700	\$822	\$3,522	\$0	\$19,750	\$26,725	\$0			\$49,987
Grant Check "OK" if grant total equals grant award amount; +/- value if grant total out of balance with grant award amount; does not include optional match)														\$3

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