



State of Delaware
Department of Education
Sub-Grant Application

LEA/Agency/Organization Information

Name: POLYTECH School District Date: October 25, 2013

Address 1: 823 Walnut Shade Road Street Address P.O. Box

Address 2: Woodside DE 19980 City State Zip Code

Amount of Funding Requested: \$257,564 Total Cost of Project: \$257,564

Coordinator's Name: Sharon DiGirolamo Email: sharon.digirolamo@polytech.k12.de.us Telephone: 302-698-6806

Proposed Sub-Grant Project Title: POLYTECH Accelerated Achievement Projects

Description of Project:

PLEASE SEE ATTACHED DOCUMENTATION

Objective and Goals of the Project (How will this sub-grant strengthen organization, make improvement, or achieve success?):

PLEASE SEE ATTACHED DOCUMENTATION

Specific Activities (Include information about service delivery and timeline):

PLEASE SEE ATTACHED DOCUMENTATION

Signature of Chief School Officer/Agency Head: Deborah D. Zych

Printed Name: Dr. Deborah Zych, Superintendent Date: October 25, 2013

Signature of Business Manager: M. Dufendach

Printed Name: Dr. Mark Dufendach Date: October 25, 2013

Program Description

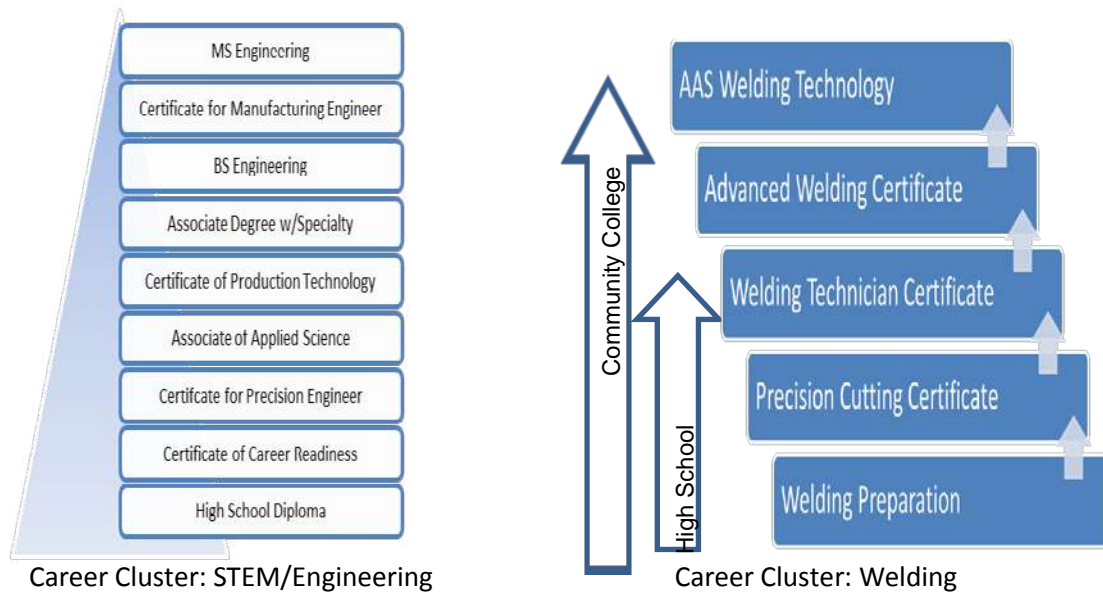
At POLYTECH High School, in order to offer specialized educational services to students who are capable of performing accelerated academic work, we have increased the Advanced Placement course offerings across multiple content areas and introduced a variety of Dual Enrollment programs of study with several local higher education institutions.

POLYTECH School District is comprised of a fully comprehensive, technically oriented high school and an adult education program serving Kent County, Delaware. Prior to the transition to a full-time educational program, hundreds of educators, administrators, business leaders, and parents came together to develop a plan that would create a model school that would promote the integration of academic and vocational-technical education and encourage innovation in physical design, curriculum and methods of teaching. During the 2012-2013 school year, a review of the district's strategic plan has reaffirmed the direction that was forged for POLYTECH at its inception. This Strategic Plan addresses the Vision for the next three years, states the district's goals, and elaborates upon the strategies that are in place to enable the district to continue meeting its mission and goals.

As a group, members of the POLYTECH School District Board of Education, school and district administrators, parents, teachers, students, and community members identified the need to expand offerings and opportunities for students to become college ready. One of these opportunities was to develop Dual Enrollment agreements with local institutions of higher education.

Even as POLYTECH stays true to the vision of Career and Technical Education, we also realize that we must strive to meet the needs of our most gifted students. To this end, Advanced Placement offerings increased almost three-fold at the start of the 2013 school year.

The final program component to be incorporated is the addition of advanced career certifications that have been (or will be) added for several of the career and technical areas. These "stackable" credentials are enhancements to the students' college and career readiness that provide advanced instruction and certify the student's mastery of the advanced competencies. The concept of stacking credentials can be illustrated with the following diagrams:



As an extension of the stacking certifications, and in order to engage our highly able learners who are capable of performing accelerated academic work through new specialized services, POLYTECH will also incorporate Project Lead the Way (PLTW) in STEM/Engineering. We have the career and technical areas in place that would support this increased opportunity for higher level learning.

PLTW is a national nonprofit organization that partners with high schools to implement a curriculum, developed by it and imparted by teachers whom it has trained, that emphasizes hands-on experiences in Science, Technology, Engineering, and Mathematics (STEM) and biomedical sciences in an effort to prepare students for academic and professional success in these disciplines. PLTW aims to encourage an increasingly more diverse group of students to consider careers as scientists, technology experts, engineers, mathematicians, healthcare providers, and researchers in an effort to enable the United States to compete favorably in the global economy.

PLTW's approach — using activities-, project-, and problem-based learning (or APPB learning) — centers on hands-on projects that have real-world applications. The curriculum makes mathematics and science relevant and strives to help students understand how the skills they are learning in the classroom may be applied in everyday life.

Teachers and guidance counselors at schools that offer PLTW courses may access a nationwide support network comprised of PLTW staff, master teachers, affiliate directors and state leaders who are Department of Education employees. PLTW has 36 affiliated colleges and universities that provide teacher training. They also offer college credits for some of the courses. Business partners offer grants and internships.

Project Lead The Way classes include more than 300,000 students in nearly 3,500 schools in all 50 states, the District of Columbia, and the U.S. Virgin Islands. More than 500,000 students have taken a PLTW class. Those students enjoy success in a variety of fields and disciplines and have taken what they learned with PLTW far beyond the classroom.

The PLTW Pathway To Engineering (PTE) program is a sequence of courses which follows a proven hands-on, real-world problem-solving approach to learning. Throughout PTE, students learn and apply the design process, acquire strong teamwork and communication proficiency, and develop organizational, critical-thinking, and problem-solving skills. Students use the same industry-leading 3D design software used by companies like Intel and Lockheed Martin. They explore aerodynamics, astronautics, and space life sciences. In addition, students apply biological and engineering concepts related to biomechanics. They design, test, and actually construct circuits and devices such as smart phones and tablets and work collaboratively on a culminating capstone project.

During the first year of implementation, schools are required to offer at least one of the foundation courses and ultimately implement both foundation courses and one or more of the five specialization courses and/or capstone course. PTE courses complement traditional mathematics and science courses and can serve as the foundation for STEM-centered or specialized academies. The program is designed to prepare students to pursue a post-secondary education and careers in STEM-related fields.

The current program at POLYTECH covers some of the areas of manufacturing and various areas of engineering design to include at a minimum: Aerospace Science/AFJROTC, Computer Aided Drafting & Design, Computer Engineering Technology, and Electronics Technology. The school proposes to expand the curriculum to fully-embrace all dimensions of the Project Lead the Way (PLTW) Model Curriculum. In addition, the school will seek to become an accredited PLTW learning site.

Quality of the Proposed Curriculum

For the Advanced Placement courses, the curriculum is vetted through the College Board syllabus approval process. All schools wishing to label a course "AP" must submit the subject-specific AP Course Audit form and the course syllabus for each teacher of that AP course. To receive authorization from the College Board to label a course "AP," each teacher must create an account online with the AP Course Audit and submit important materials related to the course: a course syllabus and the subject-specific electronic AP Course Audit form. Once the AP Course Audit form is approved by a Course Audit administrator, the teacher's syllabus is forwarded electronically to an external college faculty reviewer who will validate that it does indeed demonstrate how the course meets the curricular requirements for that subject. Evidence of a requirement can take different forms; a teacher might demonstrate how the course meets the requirements by describing what content is covered, by referencing assignments or assessments given in the class, or by stating explicitly that certain requirements are a part of the class. At POLYTECH, nine AP courses are offered that adhere to the guidelines on curricular and resource requirements that must be in place for AP courses. The AP courses at

POLYTECH include: Psychology, Calculus, US History, English Language, English Literature, Spanish, Environmental Science, Statistics, and Physics.

The courses offered through Dual Enrollment are developed by the partner colleges or universities and mirror the requirements of typical college classes offered by those institutions. Dual Enrollment offers an opportunity for high school students to earn college credit while meeting the requirements for high school graduation. The benefit for students is that they earn high school credit and college credit simultaneously. Dual Enrollment refers to courses taken on the POLYTECH campus in collaboration with a college or university via a memorandum of understanding. POLYTECH currently offers Dual Enrollment courses from the following colleges and universities: Widener University, Wilmington University, and Delaware Technical and Community College. We strategically embedded the Dual Enrollment opportunities in the Career Programs. The fact that we are a comprehensive career and technical education high school presents this unique opportunity. As an example, Early Childhood students are taking DTCC ECE11 (Childhood Health, Safety and Nutrition) and ECE 120 (Contemporary Issues in Early Childhood), which are directly related to their career path and their career readiness, as well as college readiness. The complete list of Dual Enrollment courses offered at POLYTECH includes those mentioned previously as well as: Sociology, Introduction to Teaching, Business Applications, and Introduction to Web Design.

Since the beginning of POLYTECH’s service to Kent County in 1991, it has been a goal to prepare students for careers in our twenty-one technical areas. By offering a comprehensive curriculum, we afford students the skills and tools to pursue their chose path in life. We strive to align our technical area programming with the needs of the surrounding community, county, state, and region. Advanced Career Certification opportunities are offered, or are under review, in all technical areas. Career and Technical areas are organized according to the following chart:

Health/Medical Services	Industrial	Modern Technology	Professional Services
Dental Assisting	Automotive Body Repair	Aerospace Science/AFJROTC	Business Education
Early Childhood Education	Automotive Technology	Computer Aided Drafting & Design	Cosmetology
Health Care & Rehabilitation	Building Construction	Computer Engineering Technology	Criminal Justice
Medical Assisting	Electrical Construction	Electronics Technology	Environmental Science
Nurse Assisting	Masonry	Radio/TV Production & Broadcasting	
	Welding & Fabrication	Visual Communications	

This year, the following certifications were added:

- International Code
- OSHA – Forklift/Scissor Lift/Power Actuated
- Hilti Training and Power Actuated Tools
- Adobe Certified Premier Certificate
- Adobe Certified Associate in Photoshop Certificate
- American Council on Exercise (ACE) Personal Training
- Automotive Service Excellence (ASE)
- Internet & Computing Core (IC3)
- Certified Protection Officer (CPO)
- Adobe Certified Dreamweaver Certificate
- Quickbooks Software
- Delaware Emergency Medical Technician (EMT)
- Barbicide

In the past year, the total certifications increased from seventeen to thirty; the number of Career and Technical areas offering certification increased from eight to eighteen. Through these grant funds, we would anticipate a continual

analysis and adoption of additional certification opportunities in order to provide talented students with optimal advantage.

As a curricular program, Project Lead The Way (PLTW) is the leading provider of rigorous and innovative STEM (science, technology, engineering, and math) education curricular programs used in schools. As a 501(c)(3) charitable organization, PLTW exists to prepare students for the global economy through its world-class curriculum, high quality professional development, and an engaged network of educators, students, universities, and professionals. PLTW’s comprehensive curriculum has been designed by PLTW teachers, university educators, engineering and biomedical professionals, and school administrators to promote critical thinking, creativity, innovation, and real-world problem solving skills in students. The hands-on, project-based program engages students on multiple levels, exposes them to areas of study that they typically do not pursue, and provides them with a foundation and proven path to college and career success.

Qualifications of Instructors

Information regarding assigned teachers, years of experience (generally and specifically in the target area), and other considerations is presented in the chart below.

Program	Course	Teacher	Total Years Teaching	Years in Course	Degrees	Certifications/ Other Considerations
Dual Enrollment (DE Technical and Community College)	Early Childhood Education (Levels I-III)	Tina Lykens	8	1	BS Elementary Education	Teacher of Skilled and Technical Sciences Certified Child Care Teacher
	Child Nutrition					
Dual Enrollment (Widener University)	Sociology	Online Course (Widener faculty)				
	Introduction to Teaching					
Dual Enrollment (Wilmington University)	Business Applications	Lisa Wilson	15	3	BS Business Education; MEd Curriculum & Instruction	Adobe CS6 Dreamweaver, XHTML and CSS
	Introduction to Web Design					
Advanced Placement	Psychology	Robert Gilmore	24	1	BS Social Studies; MA Special Educ.	AP Summer Institute; AP Public Opportunity
	Calculus	Andrea Winkleblech	13	7	MEd Curriculum & Instruction	AP Summer Institute; AP Public Opportunity
	US History	Edward Bittner	16	12	BA Sociology, MEd Secondary Education	Graduate work in AP instruction; College Board Vertical Teaming Conference and National Convention; AP Public Opportunity
	English Language	Elyse Starr	14	1	BA English	AP Summer Institute; AP Public Opportunity
	English Language	Diane Stubbs	16	1	BA English; MEd	AP Summer Institute; AP Public Opportunity
	English Literature	Aaron Kellam	11	1	MEd School Counseling; BS English	AP Summer Institute
	Spanish	Estefania Becker	8	1	BA Psychology; MSEd Counseling; EdD	Native Speaker/Spanish Certification; AP Summer Institute; AP Public Opportunity
	Environmental Science	Susan Wujtewicz	19	1	BS Natural Resources and Plant Science	National Board Certified Career and Technical Education
	Statistics	Jane Fessak	7	1	BS Mathematics/ Computer Science	AP Summer Institute
	Physics	David Watson	5	2	BS Mechanical Engineering; MS Aeronautical Engineering; MBA	Physics, Chemistry, Secondary Math, Technology Education, Business Education; AP Summer Institute

Advanced Career Certification	Certification Tests vary by Career and Technical Area
Project Lead The Way	Under Development – Courses and Instructors not yet selected.

Integration with Existing School Programs

Students who elect to participate in Advanced Placement coursework or who register for Dual Enrollment do so during the course of the normal school day. Since both of these curriculum options provide credit towards the high school diploma, the student does not need to recoup missed classes or other instructional opportunities. The master schedule at POLYTECH High School was modified during the current school year to accommodate those students who were both motivated and skilled enough to juggle multiple Advanced Placement and/or Dual Enrollment courses.

Students who have more than one AP class have a modified schedule so that classes meet on alternating days for the entire school year. Typically, POLYTECH students follow a semester schedule. The adapted schedule allows the student to make progress towards mastery of the content – with subsequent success on the end of year AP exam – over the course of the entire year without disruption to the rest of their schedule. This also ensures that students can continue their course of study in their technical area.

The Dual Enrollment course options are also provided during the course of the school day. Students are scheduled for the course during their junior or senior year Career and Technical area class. All of the Dual Enrollment options contain an online component that can be accessed by students at school as well as at home. Students have access to computers and the internet after regular school hours if necessary. These students have already completed the requirements for their technical area and are thus highly motivated, prepared, and ready to handle the higher level college curriculum.

Advanced Career Certification also occurs during the course of the regular school day. The CTE instructional staff allows for this testing as part of their course planning. Once students have progressed through the different level courses in a specific technical area, and have demonstrated mastery of the content, they are eligible to take the certification exams. As each certification is obtained, students are eligible to work on more advanced certification areas.

Project Lead the Way would be implemented as part of the regular course offerings during the school day. PLTW provides an opportunity for highly able and motivated students to engage in STEM activities as a career and technical area.

Sustainability

The LEA supports this grant initiative in its conception, application, and evaluation. District and school administrative team will work in conjunction to ensure that the various project components are implemented with fidelity. In addition, the LEA has already budgeted state and local funds to support the major initiatives embedded in this grant. The LEA will contribute the necessary funds to support additional grant initiatives. In addition, the district incurs all personnel costs for the academy of manufacturing and pre-engineering instructors. In addition, the district will also assume marketing costs for the promotion of the program to potential students and parents.

POLYTECH School District policy also includes the following in reference to Advanced Technical Certifications and Dual Enrollment:

J. STUDENT CERTIFICATIONS

The POLYTECH School District strives to ensure that our students have the opportunity to obtain all relevant and district approved certifications and dual enrollment courses in their career and technical program of study. These certifications and dual enrollment courses provide our students with nationally recognized credentials to enhance their ability to obtain the highest level of employment and/or to continue their professional training. In an effort to fund the costs associated with these programs, the POLYTECH School District shall implement the

following cost sharing agreement beginning with the 2013–2014 school year. Each career and technical area will be responsible for raising \$50 per participating student, each year, based upon the number of participating students in that career and technical area. This \$50 per participating student fee shall be raised by either a direct payment from the parent/guardian and/or fundraising activities as sponsored by that program. The remaining costs shall be considered for funding by the POLYTECH TECHNICAL EDUCATIONAL FOUNDATION OF DELAWARE, subject to funding availability. Foundation funding requests shall also be limited to no more than \$150 per student. While examination retests as well as multiple certifications and dual enrollment courses per student are allowed, these costs count as part of the \$150 per student funding limit. To obtain this foundation funding, each career and technical program instructor must submit to the foundation one consolidated report which documents the total costs of approved certifications and dual enrollment courses, the amount collected through the \$50 per student payment and/or fundraising and the remaining balance being requested from the foundation. District funds may also be utilized at the discretion of the district administration to further offset any remaining certification and dual enrollment costs subject to available funding.

Adopted – Board of Education – September 10, 2013

Transportation Issues

The programs described in this application are offered during the course of the regular school day. If students elect to remain after school to access technology, transportation home is offered via an after-school activity bus.

Incorporation of Successful Program Designs

Advanced Placement courses, the Dual Enrollment option, and Advanced Career Certifications are all programs that are targeted at students who are capable of doing advanced academic and technical work. School and district staff and administration have worked diligently to expand the offerings in all categories in order to provide, to the maximum extent, an extensive combination of content and technical area opportunities.

Through last year, only three AP courses were offered. This year, through a strategic survey of student interest, ability, and teacher preparedness, we offer nine courses.

Dual Enrollment was introduced this year; the decision was based on the theory that Dual Enrollment programs can give a student greater opportunity for both academic and social growth, better preparation for college or the working world, and increased motivation toward their studies. Nearly all research shows that most Dual Enrollment programs help students achieve both during and after high school. It is our goal to ensure that our most capable students have multiple opportunities for advanced level coursework through one or both programs.

In order to provide students with the requisite technical skills, POLYTECH must strive to offer the most effective combination of technical area programs as well as the certifications that go along with those programs. It is an ongoing process of discussion and collaboration as various school community members review technical area programming and plan for the future. In this capacity, school and district administrators have worked with the community, advisory groups, and the school board to identify and plan for additional technical programming. The provision of Advanced Career Certifications was one outcome of this conversation. Project Lead the Way is an extension of this push to provide cutting edge technical programming to the students of POLYTECH.

Efficiency of Spending

One hundred percent of funds directed through these programs directly impact students. Funds are used to: purchase books, materials, and technology, pay registration/testing costs to the College Board or partner institutions of higher education, and to pay for professional development costs for instructors. How those funds are allocated is illustrated in the chart below.

Program	Component	Other Information	Cost
Advanced Placement	Textbooks		\$10,000*
	AP End of Year Course Exams	\$89/student	\$17,800
	AP Summer Institute	Training Costs	\$1,800*
	APEX Learning	\$60/single; \$100 unlimited	\$12,000
	Summer JumpStart Program	Hourly rate and OECs per teacher for 9 classes @ 20 hours each	\$7,605
	Other Training Opportunities	Public Institutes	\$1,800
	Other Training Opportunities	Substitute Costs	\$1,799
Dual Enrollment	Tuition	Wilmington University (\$2,000 per course and \$60 per student fee)	\$4,400^
	Tuition	Widener University (\$360/student)	\$3,600^
	Tuition	Delaware Technical and Community College (\$450/student)	\$9,000^
	Computers	Lab/cart online access to coursework	\$40,000*
Advanced Career Certifications	CTE Examinations	Twenty-one technical areas; +/- \$135 per graduate	\$40,500^
	Specialized equipment, tools, software, and textbooks		\$15,000
	Professional Development	Hourly instructors and honorariums	\$5,000*
	ACTE/SREB Conference	Best practices in CTE	\$10,000*
Project Lead the Way (STEM/Engineering)	Planning, Site Visits, Training Fees and Conference		\$8,000
	Summer Professional Development	Hourly rate and OECs per teacher; 40 h/week for 2 weeks	\$6,760
	Instructional Materials	Lab materials, curriculum supplies, texts, and consumables	\$62,500
			Total = \$257,564

*100% match by LEA; ^Funding addressed through District Policy

Encouragement of Participation by Students from Diverse Backgrounds

After the school wide administration of the PSAT, the College Board releases an AP Potential list. At POLYTECH High School, if the name of a student appears on this list who has not registered for at least one AP class, the guidance counselor contacts that student and his/her parent in order to determine if an oversight occurred. In this fashion, all students identified through PSAT testing are encouraged to enroll in AP classes. Otherwise, all students who express interest in taking an AP class – regardless of any demographic factor – are encouraged to register for the course or courses of their choice. According to our data from this school year, this has proved effective as our minority enrollment in AP classes is slightly higher than our minority enrollment at the school level. That information is illustrated in the charts below.

	African American	White	Asian	Hispanic/Latino	Multiracial	Total
Regular Education	19 (20%)	64 (68%)	4 (4%)	5 (5%)	4 (4%)	96 (91%)
Special Education	1 (11%)	6 (67%)	1 (11%)	1 (11%)	0 (0%)	9 (9%)
	20 (19%)	70 (68%)	5 (4%)	6 (5%)	4 (3%)	105

Race/Ethnicity	Percent Enrollment
African-American	18%
Asian	1%
Hispanic/Latino	4%
White	70%
Multi-Racial	5%

Participation in Dual Enrollment is based on coordination with the appropriate technical area. As a school, we focus on meeting the needs of all students, regardless of demographic identity. All students were (and are) encouraged to participate in opportunities for more rigorous coursework.

In regards to students identified at English Language Learners or through Special Education, every support open to these students as part of the regular school program would also be provided in Advanced Placement, Dual Enrollment, or Advanced Career Certification. The appropriate structures and supports are in place that would provide for instructional modification, accommodations, and staffing.

POLYTECH is required, as a basis of Perkins funding, to track non-traditional student participation in the Career and Technical areas. This information is used to affirm practices that address the demographic constitution of the different Career and Technical Areas. Our consolidated application includes language that addresses the following:

- Set up parent conferences with non-traditional students, parent, counselor, and CTE teacher once a semester, or as warranted in order to help the students stay on track.
- Provide each non-traditional student PASS advisor a list of non-traditional students. This will provide another layer of support as PASS advisors meet with all students three times each year.
- Guidance team will follow non-traditional student progress.

Project Lead the Way offers regional events for students meant to motivate students to high levels of achievement and inspire participation in the program. POLYTECH would develop a system by which minority and/or economically disadvantaged students would be specifically invited to attend these events.

Identification of Eligible Students

Student eligibility is determined according to the following factors/criteria:

- Advanced Placement
 - Successful completion of previous coursework in the selected content area
 - Identification through College Board AP Potential
 - Teacher/Guidance Counselor recommendation
 - Parent/student recommendation
- Dual Enrollment
 - Successful completion of the Career and Technical area coursework in the appropriate shop area
 - Teacher/Guidance Counselor recommendation
 - Parent/student recommendation
- Advanced Career Certifications
 - Successful completion of the Career and Technical area coursework in the appropriate shop area
 - Successful completion of initial Career Certifications
 - Teacher recommendation
 - Student self-identifies as having completed necessary study/preparation
- Project Lead the Way
 - Successful completion of the Career and Technical area coursework in the appropriate shop area
 - Teacher/Guidance Counselor recommendation
 - Parent/student recommendation

Program Evaluation

The success of the programs will be evaluated using the following data sources: adherence to Project Lead the Way implementation guidelines, end of course grades, end of course credit awards, end of course assessments (i.e. AP exams), an analysis of attempted versus obtained Advanced Career Certifications and student, parent and teacher surveys.

Accelerated Academic Fund Grant

DELAWARE DEPARTMENT OF EDUCATION
Teaching and Learning Workgroup
35 Commerce Way, Suite 1
Dover, DE 19904
Phone: 302-735-4190 Fax: 302-735-3477

ACCELERATED ACADEMIC FUND GRANT -- PROPOSED BUDGET INFORMATION

Submitting District Information

DISTRICT AND SCHOOL NAME: POLYTECH School District, POLYTECH High School
PROJECT TITLE: POLYTECH Accelerated Achievement Projects

CONTACT NAME AND TITLE: Dr. Sharon DiGirolamo, Supervisor of Instruction
WORK PHONE NUMBER: 302-698-8806

WORK E-MAIL: sharon.digirolamo@polytech.k12.de.us

BUSINESS MANAGERS NAME AND INITIALS (REQUIRED WHEN SUBMITTED AS AN APPLICATION BUDGET): Dr. Mark Dufendach *M.D.*
FAX NUMBER: 302-697-6749

STATE GRANT AWARD AMOUNT (approved by DOE):

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, Paras)	Support (ex. Secretary, Custodial, Food Service)	Non-Pension Positions (ex. Substitutes)										
Administration					\$0	\$0								\$0
Instruction	\$16,225	\$16,225			\$4,939	\$21,164		\$98,900	\$10,000	\$127,500				\$257,564
Curriculum					\$0	\$0								\$0
Other Educational Materials and Services					\$0	\$0								\$0
Transportation					\$0	\$0								\$0
Professional Development					\$0	\$0								\$0
Grant Subtotal	\$0	\$16,225	\$0	\$0	\$4,939	\$21,164	\$0	\$98,900	\$10,000	\$127,500	\$0			\$257,564

Grant Check ("OK" if grant total equals grant award amount; +/- value if grant total out of balance with grant award amount)

Grant Total	\$0	\$16,225	\$0	\$0	\$4,939	\$21,164	\$0	\$98,900	\$10,000	\$127,500	\$0			\$0
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