



**NORTHWEST REGIONAL
WORKFORCE INVESTMENT BOARD**
FIRST JOB | NEXT JOB | BEST JOB

EXECUTIVE COMMITTEE MEETING AGENDA
Wednesday, February 3rd, 2021 at 8:00 AM

Please join my meeting from your computer, tablet, or smartphone.

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1. **Approval of Executive Committee Meeting Minutes from January 6th, 2021**
2. **Approval of Modification No. 1 to 2019-2022 MOU/IFA with the Department of Labor**
3. **Approval of MASC CYEP-20-011 Contract Amendment for an additional \$6,183.44, from \$4,582.80 to \$10,766.24**
4. **Approval of Policy: Guidelines Regarding Basic Skills Assessment**
5. **Finance Update**
6. **Other Business**
7. **Adjournment**



**NORTHWEST REGIONAL
WORKFORCE INVESTMENT BOARD**
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EXECUTIVE COMMITTEE MEETING MINUTES

Wednesday, January 6th, 2021 at 8:00 AM

VIA Virtual Conference Video Call at:

<https://global.gotomeeting.com/join/752968685>

United States: [+1 \(408\) 650-3123](tel:+14086503123)

Access Code: 752-968-685

Participating: C. Awwad, J. Wrinn, M. Hayden, J. Pisani, J. Ryan, W. Pizzuto, F. Spagnolo, S. Mertz, A. Goncalves.

Meeting commenced at 8:06 AM

1. Approval of Executive Committee Meeting Minutes from November 4th, 2020

A motion to approve was made by W. Pizzuto and seconded by J. Wrinn. Motion approved.

2. Approval of the Revised Financial Policies and Procedures

A motion to approve was made by J. Wrinn and seconded by J. Ryan. Motion approved.

3. Other business

** Under discussion, C. Awwad informed the committee about the death of a NRWIB staff member's husband due to COVID-19 and the collection of donations that have been put in place to help the staff member with the funeral expenses. C. Awwad also addressed the committee regarding DECD and potentially getting speakers on the matter, wherefore David Lynn was suggested as a potential speaker. C. Awwad advised the committee that the NRWIB is in need of new directors for the private sectors and hopes to get funding to add more staff members to handle the program load. The committee was informed that Mr. Henry took the place of Mayor Joseph Cavo on the Board of Directors and C. Awwad advised the committee that she has a meeting scheduled with Mayor Cavo on January 14th, 2021. She will report back to the Executive Committee at the meeting in February regarding the outcome of that meeting.*

4. Adjournment

A motion to adjourn was made by J. Ryan and seconded by J. Wrinn at 8:20 A.M. Motion approved.

Modification #1
MEMORANDUM OF UNDERSTANDING
BETWEEN
Northwest Regional Workforce Investment Board
AND THE
Connecticut State Department of Labor
For fiscal years 2019-2022

Pursuant to Section X of the Memorandum of Understanding (MOU) made and entered into by and between the **Northwest Regional Workforce Investment Board** (herein referred to as “WDB”), and a consortium of lead Chief Elected Officials (CEOs), and the **Connecticut State Department of Labor** (herein referred to as “CT DOL” or “the Partner”), 200 Folly Brook Boulevard, Wethersfield, CT 06109 (herein referred to as “the Parties”), a copy of which is attached to this modification, WDB, representatives of the CEOs, and CTDOL agree to modify the MOU as follows:

1. Subsections B and C of Section V are deleted in their entirety and replaced with the following:

B. The Partner’s contribution is based on the per square footage costs by percentage of use of the area (cubicle, training room or shared common space) that is occupied in the corresponding AJC. The infrastructure cost allocation base is per square footage in all 3 AJCs. (Attachment B). The Additional Costs allocation base is based on actual client flow to determine proportionate use and relative benefit which will be determined at the close of the program year and reconciled in the fourth quarter billing of each year. CTHires data will determine numbers served for each partner.

C. As specified in federal law, the One-Stop Budget is considered the master budget and contains a set of individual budgets better specifically identified in statute. The infrastructure costs budget is different from the Additional Costs budget. The Additional Costs budget includes applicable career services costs, as defined in 2 CFR 200.430 – 200.431 of the Uniform Guidance, and includes shared career services delivery costs, such as reception, intake and, as appropriate, costs associated with co-enrollment where a single funding stream may provide services supported through more than one funding stream. The Infrastructure costs budget includes costs that support the general operation of the one stop center (WIOA sec. 121(h)(4) and 20 CFR 678.700(a), 34 CFR 361.700(a), and 34 CFR 463.700(a) – e.g., rental of the facilities; utilities and maintenance; equipment (including assessment-related and assistive technology for the individuals with disabilities); and technology to facilitate access to the one-stop center, including technology used for the center’s planning and outreach activities. This may also include the costs associated with the development and use of the common identifier (i.e. American Job Center signage) and supplies as defined in the Uniform Guidance at 2 CFR 200.94. The Additional Costs budget now includes those basic career services costs associated with delivery of career services, as defined at WIOA, sec. 134(c)(2).

2. Attachments A and B of the MOU are deleted in their entirety and are replaced with the attached Attachments A and B for FY 2020-2021.

For the Connecticut Department of Labor

Kurt Westby, Commissioner of Labor

Date

For the Workforce Development Board:

Giuseppe Pisani, Board Chair

Date

Neil O’Leary, Chief Elected Official

Date

CONTRACT SUMMARY PAGE

CYEP CONTRACT CYEP-20-011

Contracting Agency	Northwest Regional Workforce Investment Board, Inc. 249 Thomaston Avenue Waterbury, CT 06702		
	<i>Name of entity</i>		
Contracting Agency Contact	Catherine N. Awwad, Executive Director	203-574-6971 x 426	catherine.awwad@nrwib.org
	<i>Name</i>	<i>Phone</i>	<i>e-mail</i>
Subrecipient	Manufacturing Alliance Service Corp 173 Interstate Lane Waterbury, CT 06705		FEIN # 06-1370390 DUNS # 964949197
	<i>Name of entity</i>		<i>FEIN/DUNS Number</i>
Subrecipient Contact	Cyndi A. Zoldy, Executive Director	203-574-8285	czoldy@mascttc.com
	<i>Name</i>	<i>Phone</i>	<i>e-mail</i>
Program Activity	Connecticut Youth Employment Program Summer and Year Round		
	<i>Activity name or classification</i>		
Primary Service Site	173 Interstate Lane		
	<i>Street Address</i>		
	Waterbury	Ct	06705
	<i>City</i>	<i>State</i>	<i>Zip</i>
Organization Type	<input type="checkbox"/> Public Agency <input checked="" type="checkbox"/> Non-Profit Agency <input type="checkbox"/> For Profit Organization		
	<i>Select one option</i>		
Contract Type	<input checked="" type="checkbox"/> Cost Reimbursement <input type="checkbox"/> Performance <input type="checkbox"/> Other		
	<i>Select one option</i>		
Funding Source	State of Connecticut, Connecticut Youth Employment Program		
	<i>List source of funds</i>		
Contract Period	7/1/2020	6/30/2021	
	<i>Start Date</i>	<i>End Date</i>	
Maximum Funding Amount	\$10,766.24		
	<i>Contract Amount</i>		
CT CORE #	11000-DOL-40000-12205		
	<i>CT CORE #</i>		

Amendment # 1: To increase maximum funding from \$4,582.80 to \$10,766.24 by including an additional \$6,183.44 of Connecticut Youth Employment Program funds for a year-round program.

BASIC SKILLS ASSESSMENT GUIDELINES

A. Basic Skills Deficiency-

Adults -

An adult, who is unable to compute or solve problems, or read, write, or speak English, at a level necessary to function on the job, in the individual's family, or in society.

Youth

As indicated in [20CFR 681.210\(c\)\(3\)](#), a youth is "basic skills deficient" if he or she:

- (1) Has English reading, writing, or computing skills at or below the 8th grade level on a generally accepted standardized test; or
- (2) Are unable to compute or solve problems, or read, write, or speak English at a level necessary to function on the job, in the individual's family, or in society.

B. Eligibility

The NRWIB sets forth this policy detailing the guidelines that the region follow to determine BSD at eligibility for individuals, including any assessment used to determine BSD. CASAS is the only official testing assessment which meets National Reporting System (NRS) standards and has been accepted by the Connecticut Competency System (CCS) for use in determining an Educational Skills Gain for Title I WIOA programs.

- The NRWIB elects to use the CASAS test at eligibility with the intent of eventually enrolling the individual and taking an Educational Skills Gain. The NRWIB recognizes that it must use the most current accepted test as indicated by current CCS Assessment Policies and Guidelines. The current policy can be found at: <https://portal.ct.gov/-/media/SDE/Adult-Ed/ccspolicies.pdf>. All training relative to CCS is provided through the Connecticut State Department of Education (CSDE).
- The NRIWB is not required by federal WIOA law or policy to use National Reporting System (NRS) testing to determine basic skills deficiency at eligibility. Since CASAS does not support the use of tests which are no longer valid, the NRWIB may only administer old tests until their current supply is depleted. Should the Board choose to use a different test, it recognizes that it must use a test for eligibility that must be:
 - Standardized
 - Reliable
 - Formalized
 - Fair

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- Cost Effective
- Easy to administer and interpret results

Adults/Dislocated Workers

- Adults and Dislocated Workers who have attained a high school diploma or equivalent may be required to be tested for Basic Skills Deficiency depending on the nature of the training the participant may select.
- Adults and Dislocated Workers who have not attained a high school diploma are automatically considered Basic Skills Deficient under CT state WIOA policy at eligibility. All such individuals will be provided an opportunity for remediation regardless of the organization that provides such remediation. Individuals will be provided the opportunity to attend remedial classes. These classes will be provided either in person or through virtual classrooms as well as the utilization of online remedial platforms such as Khan Academy or other similar sites. If an individual is determined BSD, as a condition of eligibility, the individual must be referred to the local Office of Adult Education, for CASAS testing, placement and remediation. Note: If an individual is determined to be BSD, regardless of how that is determined, a referral to Adult Ed. should be made or contemplated regardless of whether it is used for eligibility purposes or not. This should also be determined using the IEP.

Youth

Youth will be tested using the CASAS or an alternate assessment for determination of Basic Skills Deficiency at eligibility based on the youth definition of BSD as indicated above.

- For Youth who are tested using the CASAS, only National Reporting System approved Connecticut Competency System (CCS) test tools may be used. CT has determined that basic skills deficiency for individuals are assessed when a tested individual score at a level placement of eight grade and below.

Current CASAS assessment scores for Basic Skills Deficiency may be found in the attached approved WIOA score sheet or online at: [Current Title I CASAS BSD Scores](#).

C. Post-Enrollment

The NRWIB adopts the following course of action with individuals in relation to Basic Skills Deficiency post eligibility.

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- The NRWIB elects to use the CASAS test following enrollment, with the intent of eventually taking an Educational Skills Gain. <https://portal.ct.gov/-/media/SDE/Adult-Education/ccspolicies.pdf>. All training relative to CCS is provided through the Connecticut State Department of Education (CSDE).
- Participants who are tested post participation and determined skills deficient must be provided with remediation prior to entering training services.

D. CASAS Testing

- Only National Reporting System-approved Connecticut Competency System (CCS) test tools may be used in testing participants for the specific measurable skill gain of documenting the achievement of at least one educational functioning level of a participant who is receiving instruction below the postsecondary education level;
- As of 7/1/2019 the NRS and the Connecticut Department of Education have adopted the GOALS series tests through 2025
 - Reading 901-908 – Test times 60 minutes for A, 75 minutes for B-D plus 15 minute locator with pretest.
 - Math 913-918-Test times 60 minutes for A-B, 75 minutes for C-D plus 15 minute locator with pretest
- Testing may administered via paper or electronic means

Appraisal

In the CCS system, an appraisal is administered to determine the appropriate level pre-test for measuring reading and math competencies. When administering CASAS testing the appraisal may only be used to determine the level pre-test to be administered. It may not be used to determine basic skills deficiency or for measurable skills gains.

Assessment Post-Testing

Participants who were determined to be basic skills deficient are post-tested until they meet the above minimums **or** until they exit the program.

- A. The initial post-test version must be in the same series as the pre-test.

- B. The CCS test form number of each subsequent post-test must be different from the form number of the last taken test.

Measurable Skill Gains

Per [TEGL 10-16](#)

The Measurable Skill Gains indicator is the percentage of program participants who, during a program year, are in education or training programs that lead to a recognized postsecondary credential or employment and who are achieving measurable skill gains, defined as documented academic, technical, occupational or other forms of progress, towards such a credential or employment.

The Measurable Skill Gains indicator is used to measure interim progress of participants who are enrolled in education or training services for a specified reporting period. Therefore, it is not an exit-based measure. Instead, it is intended to capture important progressions through pathways that offer different services based on program purposes and participant needs. Depending upon the type of education or training program in which a participant is enrolled, documented progress is defined as one of the following:

1. Documented achievement of at least one educational functioning level of a participant who is receiving instruction below the postsecondary education level;
2. Documented attainment of a secondary school diploma or its recognized equivalent;
3. Secondary transcript or report card for a sufficient number of credit hours that shows a participant is meeting the State Department of Education's academic standards¹;
4. Postsecondary transcript or report card for a sufficient number of credit hours that shows a participant is meeting the Connecticut State College and University System's academic standards²;
5. Satisfactory or better progress report, towards established milestones, such as completion of OJT or completion of one year of an apprenticeship program or

¹ Progress for WIOA purposes must comply with any applicable State standards.

² Progress for WIOA purposes must comply with any applicable State standards.

similar milestones, from an employer or training provider who is providing training; or

6. Successful passage of an exam that is required for a particular occupation or progress in attaining technical or occupational skills as evidenced by trade-related benchmarks such as knowledge-based exams.

Examples:

- A participant is enrolled in a four-year registered apprenticeship program: the Measurable Skill Gains indicator tracks the skills the participant gains throughout the reporting period, not just at the end of the four-year training program.
- Low-skilled adult participants of an adult education program: the Measurable Skill Gains indicator provides an opportunity to track and report gains in reading, writing, mathematics, and English proficiency.

Documenting Progress for Types of Measurable Skill Gains

Documented achievement of at least one educational functioning level of a participant who is receiving instruction below the postsecondary level –

Programs may measure educational functioning level gain in one of the following three ways.

- (a) By comparing the participant's initial educational functioning level, as measured by a pre-test, with the participant's educational functioning level, as measured by a post-test.
- (b) By measuring and reporting educational gain through the awarding of credits or Carnegie units, for adult high school programs that lead to a secondary school diploma or its recognized equivalent.
- (c) By reporting an educational functioning level gain for participants who exit a program below the postsecondary level and enroll in postsecondary education and training during the program year. A program below the postsecondary level applies to participants enrolled in a basic education program.

Documented attainment of a secondary school diploma or its recognized equivalent –

Programs may document attainment of a secondary school diploma or its recognized equivalent, if the participant obtains certification of attaining passing scores on all parts of a State-recognized high school equivalency test, or the participant obtains a diploma or State-recognized equivalent documenting satisfactory completion of secondary studies or an alternate diploma, including a high school or adult secondary school diploma.

Secondary transcript or report card for a sufficient number of credit hours that shows a participant is meeting the State Department of Education's (SDE's) academic standards --

This gain may be documented through receipt of a secondary transcript or report card for one semester showing that the participant is achieving SDE's policies for academic standards.

Postsecondary transcript or report card for a sufficient number of credit hours that shows a participant is meeting the Connecticut State College and University System's (CSCUS') academic standards --

This gain must demonstrate a sufficient number of credit hours -- which is at least 12 hours per semester or, for part-time students, a total of at least 12 hours over the course of two completed consecutive semesters during the program year -- that shows a participant is achieving CSCUS' academic standards (or the equivalent for other than credit hour programs).

Satisfactory or better progress report, towards established milestones, such as completion of OJT or completion of one year of an apprenticeship program or similar milestones, from an employer or training provider who is providing training --

Documentation for this gain may vary, as programs should identify appropriate methodologies based upon the nature of services being provided, but progress reports must document substantive skill development that the participant has achieved. The gain may be documented by a satisfactory or better progress report from an employer or training provider. Progress reports may include training reports on milestones completed as the individual masters the required job skills, or steps to complete an OJT or apprenticeship program. Increases in pay resulting from newly acquired skills or increased performance also can be used to document progress.

Successful passage of an exam that is required for a particular occupation or progress in attaining technical or occupational skills as evidenced by trade-related benchmarks, such as knowledge-based exams --

Documentation for this gain may include passage of a component exam in a Registered Apprenticeship program, employer-required knowledge-based exam, satisfactory attainment of an element on an industry or occupational competency-based assessment, or other completion test necessary to obtain a credential.

Accepting Test Results from Outside Entities

The WDBs are to accept NRS approved CCS test scores from adult education, JFES and TAA for the purposes of determining pre-test selection and/or as a pre-test score provided that:

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- there has not been substantial instructional intervention; **and**
- test results are no more than six months old.

Referrals to and from adult education, JFES and TAA should be made using the attached “Authorization to Record and Share Educational Information” form.

The NRWIB at its’ discretion, may accept NRS-approved CCS test scores from organizations and agencies other than adult education, provided that these conditions regarding substantial instructional intervention and age of test results are met. A separate referral and release will be required in these instances.

CASAS ASSESSMENT ACCOMMODATIONS

Assessment accommodations provide learners who have disabilities with an opportunity to demonstrate their skills and abilities without interference caused by the disability itself. Accommodations change the way that an assessment is administered or how learners may respond to the assessment situation. Appropriate accommodations meet learners' needs without changing what a test is intended to measure. It is important to note that not all learners with disabilities will need testing accommodations.

Legislation Related to Accommodations

The accountability standards in the 2014 Workforce Innovation and Opportunity Act (WIOA) include the Rehabilitation Act Amendments of 1998. WIOA, effective July 2015, focuses on learners most in need, such as learners with a low level of literacy skills, English language learners, and those with disabilities. Other legislation addresses provisions related to testing accommodations for learners with disabilities, including the ADA Amendments of 2008, Section 504 in the Rehabilitation Act of 1973, and the Individuals with Disabilities Education Improvement Act of 2004.

Local Agency Responsibility

Local agencies are responsible for providing fully accessible services and reasonable accommodations for learners with documented disabilities. Adult learners with disabilities are responsible for requesting accommodations and for submitting documentation of their disability at the time of registration, program entry, or after diagnosis. The need to use an accommodation should be documented in official learner records, such as the Individual Education Plan (IEP). The documentation must show that the disability interferes with the learner's ability to demonstrate performance on the test. The information can come from a doctor's report, a diagnostic assessment from a certified professional, and other clinical records. Adult agencies can often contact the local division of vocational rehabilitation or a secondary school to request documentation of a disability.

Accommodations in Administration Procedures and Learner Response

For learners with documented disabilities, local assessment staff may provide accommodations in administration procedures, such as allowing extra time, repeating directions, breaking an assessment into two sessions, using a separate room, giving frequent breaks, or providing a sign language interpreter (for test administration directions only). Accommodations in learner response may include using a sound amplification device, using a reader and scribe to record answers, using a simple calculator for math, typing on a Braille keyboard, and using speech-to-text software.

Performance Adjustment

The U.S. Department of Labor and the Connecticut Department of Labor acknowledge that the nature of some disabilities, such as severe cognitive impairment, may preclude meaningful literacy and numeracy testing and consequent attainment of the literary and numeracy common measure goal. It is not the intent of the federal and state Departments of Labor to discourage WIOA participation by individuals who have such disabilities.

In order to foster WIOA program development for individuals who have such disabilities, NRWIB may request one of two adjustment methods:

1. Service to individuals with such circumstances can be addressed in annual WIOA performance negotiations. In effect, negotiated target performance would be adjusted from expected levels so that the NRWIB would not be penalized for serving individuals who may not reasonably be expected to attain a positive outcome in a performance measure.
2. NRWIB can request a performance adjustment at the end of the program year being measured. As part of such a request, the NRWIB must demonstrate that the inclusion of individuals with such circumstances negatively impacted performance.

Test Administration

The NRWIB will designate a WDB CCS Program Facilitator who is trained by the State Department of Education in CCS test administration. The Facilitator will be responsible for testing and/or for training test facilitators. The Facilitator must complete CCS Training Part 1 (Appraisals) and Part 2 (Survey Achievement Pre and Post Assessments).

The NRWIB shall must maintain a current *Test Security Agreement* that outlines the requirements relative to the secure storage and handling of all CCS materials. A signed *Test Security Agreement* must be filed with Adult Training and Development Network (ATDN) division of CREC or other entity designated by the Connecticut State Department of Education.

Northwest Regional Workforce Investment Board, Inc.
Profit & Loss Budget vs. Actual
July 2020 through January 2021

	<u>Jul '20 - Jan 21</u>	<u>Budget</u>	<u>\$ Over Budget</u>	<u>% of Budget</u>
Income				
41000 - WIOA	985,319.00	4,241,407.00	-3,256,088.00	23.23%
41200 - WIOA Carry-Over	497,511.61	497,511.62	-0.01	100.0%
42000 - JFES	700,810.55	1,595,097.00	-894,286.45	43.94%
44000 - WIOA Demo Grants	76,628.24	678,818.83	-602,190.59	11.29%
45000 - Grant Funds-Other	2,104,880.25	2,896,485.70	-791,605.45	72.67%
45001 - Grant Funds-Other Additional	234,013.00	234,013.00	0.00	100.0%
45500 - Unreserved/Unrestricted	1,001.07			
45510 - INTEREST EARNED	732.24	0.00	732.24	100.0%
47000 - Youth Employment Programs	1,067,444.84	1,462,630.00	-395,185.16	72.98%
48000 - Good Jobs Ordinance	31,637.37	89,676.50	-58,039.13	35.28%
49000 - US DOL Grants	153,729.66	1,553,004.32	-1,399,274.66	9.9%
Total Income	5,853,707.83	13,248,643.97	-7,394,936.14	44.18%
Gross Profit	5,853,707.83	13,248,643.97	-7,394,936.14	44.18%
Expense				
51000 - Salaries	707,357.22	1,344,071.07	-636,713.85	52.63%
55000 - Fringe Benefits	225,384.74	483,413.99	-258,029.25	46.62%
62000 - Rent/Util/Sec/Clean	21,746.97	164,287.52	-142,540.55	13.24%
63900 - Infrastructure Cost Recovery	-2,089.48			
64000 - Telephone	8,486.45	20,158.31	-11,671.86	42.1%
65000 - Advertising/Printing	1,974.43	10,868.27	-8,893.84	18.17%
66000 - Dues & Subscriptions	9,365.98	10,672.57	-1,306.59	87.76%
68000 - Office Supplies/Equipment	28,807.50	79,600.32	-50,792.82	36.19%
68001 - Cost of Meeting	0.00	6,458.20	-6,458.20	0.0%
70000 - Postage	893.42	6,607.75	-5,714.33	13.52%
72000 - Travel & Mileage	728.13	18,738.61	-18,010.48	3.89%
74000 - Staff Training	1,624.00	17,809.53	-16,185.53	9.12%
76000 - Insurance	10,500.00	19,300.00	-8,800.00	54.4%
76200 - Outreach/Recruitment	119.40	18,568.00	-18,448.60	0.64%
77000 - Consultants	9,737.50	31,545.05	-21,807.55	30.87%
78100 - Prof Services Audit	10,000.00	22,550.00	-12,550.00	44.35%
78200 - Prof Services Legal	12,307.74	22,478.00	-10,170.26	54.76%
78300 - Payroll Service	1,995.23	3,952.00	-1,956.77	50.49%
78500 - Purchased Services	19,450.16	55,852.09	-36,401.93	34.82%
78600 - Purchased Services PSA	28,063.65	96,750.00	-68,686.35	29.01%
79999 - Indirect Cost Rate	0.00	4,955.41	-4,955.41	0.0%
80000 - Providers	179,158.36	985,003.50	-805,845.14	18.19%
80001 - Provider Expense-Other	1,478,617.01	1,851,777.65	-373,160.64	79.85%
80002 - Career Services	1,173,333.75	2,339,505.74	-1,166,171.99	50.15%
80004 - OneStop Operator	62,244.82	125,750.41	-63,505.59	49.5%
80005 - OJT	69,630.30	846,308.38	-776,678.08	8.23%
80006 - Provider Expense-Contracts	1,232,566.87	2,854,334.78	-1,621,767.91	43.18%
80007 - Supportive Services	130,935.04	583,087.90	-452,152.86	22.46%
80009 - Provider Expense-ITA Exception	135,557.18	604,036.33	-468,479.15	22.44%
80010 - Subsequent Year Funding	0.00	414,593.07	-414,593.07	0.0%
81000 - Stipend	17,740.50	2,205.00	15,535.50	804.56%
82000 - Provider Expense-IWT	8,816.70	83,404.53	-74,587.83	10.57%
83000 - Operational Expenses-(CRI)	102,330.58	120,000.00	-17,669.42	85.28%
Total Expense	5,687,384.15	13,248,643.98	-7,561,259.83	42.93%
Net Income	166,323.68	-0.01	166,323.69	-1,663,236,800.0%