

Minnesota READ Act Literacy Plan

2024-25 Data Submission and 2025-26 Continuous Improvement Plan

For

Marine Village School (4297-07)

Date Submitted to the State 06/16/2025

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Marine Village School (4297-07). This plan is a requirement of the Minnesota READ Act, [Minn. Stat. 120B.12 \(2024\)](#). The Local Literacy Plan must be updated annually and submitted to MDE by June 15th. The plan must also be posted to the district or charter school's official website.

Minnesota READ Act Goal

The goal of the READ Act is to have every Minnesota child reading at or above grade level every year, beginning in kindergarten, and to support multilingual learners and students receiving special education services in achieving their individualized reading goals in order to meet grade level proficiency. [Minn. Stat. 120B.12 \(2024\)](#).

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1. Read Act Goals

District or Charter School Literacy Goals

Marine Village School (4297-07)'s literacy goal(s) for the 2024-25 school year:

The overarching literacy goal for Marine Village School in 2024-2025 is to provide the instruction and support necessary to help MVS students read at or above their grade level, and to help those students receiving Special Educational services to reach their individual reading goals. Our school goal for the 2024-2025 school year is for all students to demonstrate growth in their reading skills throughout the year, as measured by DIBELS scores, iReady diagnostics, and other formal and informal measures of the strands of literacy, which include phonemic awareness, phonics, fluency, vocabulary, comprehension and writing.

The following was implemented or changed to make progress towards the goal(s):

Data from the DIBELS assessments was used create targeted groupings within the classes. The K-5 teachers at Marine Village School used the new knowledge and techniques they developed as they worked through the first year of LETRS training to inform their small group instruction. Teachers met across grade levels (we have one class per grade) to share results, concerns and ideas at weekly after school meetings. Kindergarten and first grade teachers utilized the Secret Stories methodology along with their training in the Science of Reading to help the youngest readers develop their phonemic awareness and phonological skills.

The following describes how Marine Village School (4297-07)'s current student performance differs from the literacy goal detailed in the READ Act:

While students all showed growth in their reading scores throughout the school year, we did not achieve the goal of every student reading at or above grade level, as stated in the READ Act literature. DIBELS scores did improve consistently for the students in the three testing sessions, but students were not always able to reach their growth goals.

Marine Village School (4297-07)'s literacy goal(s) for the 2025-26 school year:

The central literacy goal of Marine Village School is for every student at the school to demonstrate significant progress in all the strands of their reading skills on a yearly basis. Our goal in 2025-2026 is to provide the instruction and support necessary to help MVS students read at or above their grade level, and to help those students receiving Special Educational services to reach their individual reading goals. Our school goal for the 2025-2026 school year is for all students to demonstrate growth in their reading skills throughout the year, as measured by DIBELS scores, iReady diagnostics, and other formal and informal measures of the strands of literacy, which include phonemic awareness, phonics, fluency, vocabulary, comprehension and writing.

Teachers will continue their LETRS training and use practices informed by the Science of Reading to create instructional groups and guide instruction.

Local Literacy Plan for Marine Village School (4297-07)

Marine Village School (4297-07)'s Local Literacy Plan is posted on the district website at:

<https://www.marinevillageschool.org/wp-content/uploads/2024/06/Marine-Village-School-Local-Literacy->

2. Screening Tools K-3

The Minnesota READ Act requires that all students in grades K-3 are universally screened for mastery of foundational reading skills and characteristics of dyslexia in Fall, Winter and Spring using an MDE approved screening tool.

The table below details the screening tool used by Marine Village School (4297-07) and the criteria used to determine if students are reading at benchmark. It also includes any additional screening tools utilized.

Screening Tools Used for Grades K-3:

Grade Level	Screening Tool Used	Criteria Used to Determine Benchmark	Additional Screeners
Kindergarten	mClass with DIBELS 8th Edition	Vendor composites using vendor benchmarks	Amplify Reading
Grade 1	mClass with DIBELS 8th Edition	Vendor composites using vendor benchmarks	Amplify Reading
Grade 2	mClass with DIBELS 8th Edition	Vendor composites using vendor benchmarks	Amplify Reading
Grade 3	mClass with DIBELS 8th Edition	Vendor composites using vendor benchmarks	Amp

3. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Marine Village School (4297-07) resulted in the following number of students screened and scoring at or above benchmark at each screening time point:

Grade	Number of Students Universally Screened: Fall	Number of Students at or Above Benchmark: Fall	Number of Students Universally Screened: Winter	Number of Students at or Above Benchmark: Winter	Number of Students Universally Screened: Spring	Number of Students at or Above Benchmark: Spring
Kindergarten	12	3	12	4	12	4
Grade 1	19	15	17	8	18	15
Grade 2	19	12	19	11	20	13
Grade 3	18	12	18	10	18	10

NOTE: As a standard practice when reporting public data, the Minnesota Department of Education will not report results if fewer than 10 students participated. CTSTR = Counts too small to report

4. Dyslexia Screening Summary Student Counts K-3

The following section describes how Marine Village School (4297-07) engaged in screening for characteristics of dyslexia, and the number of students demonstrating characteristics of dyslexia. NOTE: demonstrating characteristics of dyslexia is not the same as a diagnosis of dyslexia.

Marine Village School (4297-07) used the following process to administer the Nonsense Words subtest to measure decoding skills in grades 2 and 3:

Gated: Oral Reading Fluency Words Correct Per Minute and Accuracy rate were used to determine which students received the Nonsense Words subtest as required by MDE

The following criteria was used to determine which students are demonstrating characteristics of dyslexia:

Vendor composites using vendor benchmarks

Dyslexia Screening Summary Student Counts K-3

Grade	Number of Students Screened for Dyslexia	Number of Students Demonstrating Characteristics of Dyslexia
Kindergarten	2	CTSTR
Grade 1	2	CTSTR
Grade 2	2	CTSTR
Grade 3	5	CTSTR

NOTE: As a standard practice when reporting public data, the Minnesota Department of Education will not report results if fewer than 10 students participated. CTSTR = Counts too small to report

5. Screening Tools 4-12

The Minnesota READ Act requires that students in grades 4-12 who are not reading at grade level be screened for characteristics of dyslexia. In the 2024-25 school year the tool(s) used for dyslexia screening was locally determined.

The table below details the screening tool(s) used by Marine Village School (4297-07) to perform dyslexia screening and the criteria used to determine if students are demonstrating characteristics of dyslexia.

Dyslexia Screening Tools Used in Grades 4-12 in School Year 2024-25 (Reporting Data is Optional for 2024-25)

Grade(s)	Screening Tool Used	Screening Tool Vendor	Criteria/ Benchmark Used
Grade 4	DIBELS mClass	Amplify	Generated by Dibels
Grade 5	DIBELS mClass	Amplify	Generated by Dibels
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			

The MDE approved tool for screening for characteristics of dyslexia for students in grades 4-12 is Capti ReadBasix. Beginning in the 2025-26 school year, this tool must be used to screen students who are not reading at grade level for characteristics of dyslexia.

The following method will be used by Marine Village School (4297-07) to determine which students in grades 4-12 are not reading at grade level:

We will use both the Dibels mClass results and the Amplify Reading diagnostics to determine which students are not reading at grade level.

The plan for both the frequency and timing (e.g. Fall, Winter, Spring) of administration of Capti ReadBasix for students in grades 4-12 who are not reading at grade level is locally determined and includes:

We will administer CaptiReadBasix for 4th and 5th grade in the Fall, Winter and Spring, in conjunction with our Dibels screening.

6. Dyslexia Screening Summary Student Counts Grades 4-12 (Optional for 2024-25 School Year)

The following table displays the number of students in Marine Village School (4297-07) who were identified as not reading at grade level, were screened for characteristics of dyslexia, and are demonstrating characteristics of dyslexia. NOTE: demonstrating characteristics of dyslexia is not the same as a diagnosis of dyslexia. (The reporting of this data is optional for the 2024-25 school year)

Grade	Total Number of Students in Grade Level	Number of Students Identified as Not Reading at Grade Level Who Were Screened	Number of Students Demonstrating Characteristics of Dyslexia	Number of Students Identified as Not Reading at Grade Level Who Were Opted Out of Screening
4th	0	CTSTR	CTSTR	CTSTR
5th	0	CTSTR	CTSTR	CTSTR
6th	0	CTSTR	CTSTR	CTSTR
7th	0	CTSTR	CTSTR	CTSTR
8th	0	CTSTR	CTSTR	CTSTR
9th	0	CTSTR	CTSTR	CTSTR
10th	0	CTSTR	CTSTR	CTSTR
11th	0	CTSTR	CTSTR	CTSTR
12th	0	CTSTR	CTSTR	CTSTR

NOTE: As a standard practice when reporting public data, the Minnesota Department of Education will not report results if fewer than 10 students participated. CTSTR = Counts too small to report

7. Parent Notification and Involvement

The READ Act legislation requires districts to notify the parents of each student in grade K-3 who are not reading at or above grade level.

Does Marine Village School (4297-07) notify parents or guardians when children are identified as not reading at grade level?

Yes

The table below indicates the frequency of parent notification for each grade level.

Parent Notification Frequency by Grade

Grade	Parent Notified	Frequency of Notification
Kindergarten	Yes	2 times per year
Grade 1	Yes	2 times per year
Grade 2	Yes	2 times per year
Grade 3	Yes	2 times per year
Grade 4	Yes	2 times per year
Grade 5	Yes	2 times per year
Grade 6	No	
Grade 7	No	
Grade 8	No	
Grade 9	No	
Grade 10	No	
Grade 11	No	
Grade 12	No	

The following methods are used to notify parents or guardians when children are identified as not reading at or above grade level:

- Parent teacher conferences
- Other - describe (Required)
 - Comments on report cards

The following content is included in the parent notification:

- Student's reading proficiency level as measured by the MDE approved screener
- Strategies parents/families can use at home in helping their student succeed

Families or the community are engaged around literacy through the following:

- Parent teacher conferences
- Other - describe (Required)
 - Walking to the community library and reading with librarians

Continuous Improvement for Parent Notification

Marine Village School (4297-07) will make the following changes to parent notification and involvement for the 2025-26 school year:

Parents will be notified about reading difficulties in conjunction with our 3 times a year screenings. They will be notified by letter.

8. Data-Based Decision Making for Action

READ Act screening data should be the basis for data-based decision making to determine which students need more support in reading. This could include differentiation of core (Tier 1) instruction, supplemental (Tier 2) or intensive (Tier 3) instruction.

Marine Village School (4297-07) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

Marine Village School currently has teachers who are working to establish the MnMTSS framework, in order to monitor student progress, analyze student outcomes and needs, and implement evidence-based instruction and interventions. The goal is to implement the criteria for effective data-based decision making starting in the year of 2025-2026 (the fourth year of the school's existence). During the summer of 2025, members of the MVS school team will conduct the SEMI-DLT under the guidance of teachers who have completed the MnMTSS Canva course. Tier 1 instructional practices will be based on the data from the initial DIBELS and iReady screeners, as well as teacher observations and screening tests in the CKLA Amplify curriculum. Teachers at MVS are well-versed in the MN ELA standards, and after using the CKLA curriculum for a year, have found it to be a high-interest program that engages students, and meets MN state standards. Teachers are also adept at incorporating additional materials to help students understand the curriculum. The curriculum includes both materials that help students who need to review the material, as well as providing opportunities for enrichment for those students who need more of a challenge. Teachers use a variety of summative and formative assessments to gauge student needs and understanding, and adjust lessons accordingly. General education teachers work closely with special education and other support staff to ensure both vertical and horizontal alignment of the reading curriculum. These teachers share students, curriculum, and ideas about how to best approach the ever-changing needs of the student population. While intervention is a critical component of any instructional system for ensuring student success, intervention cannot be the only approach to meeting student outcome goals. We have found that the best way to ensure equitable student proficiency in reading is to continually improve our core instruction for all students, adding individual supports for students as needed. Students whose scores in the screening tests demonstrate that they are not reading at grade level will be initially placed into Tier 2 intervention, which takes place during the differentiation part of the literacy instructional period, and these interventions may also become part of whole-group instruction, if some students demonstrate a need for front-loading vocabulary or other aspects of a lesson before or during whole-group instruction. DIBELS progress-monitoring tools will be used on a bi-weekly basis to measure the effectiveness of interventions for students in Tier 2 interventions. If students show improvement using the interventions, the interventions will continue but monitoring may be less frequent. If students still struggle with reading at grade level, teachers will try different strategies to help the students, as well as looking at SEL information gained from daily morning meetings to see if students need certain social and emotional supports to be successful. Students who need additional support in reading will enter Tier 3 intervention, in which they will work with smaller groups on targeted skills and with different types of educational tools. These students will

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have weekly progress monitoring using DIBELS and CBM, and interventions will be adjusted based on student response and achievement. Students who continue to struggle in Tier 3 intervention will be referred to our Student Support Team.

The processes for monitoring fidelity and differentiating Tier 1 instruction include:

Teachers will use formal and informal assessments to determine the specific reading and language needs of the students in their classes. Teachers in different grades will accomplish this in a way that will be appropriate for the developmental level of their students. Students in the early grades have full group instruction, small group instruction, and individual targeted work with their teachers, depending on their needs. Teachers in the younger grades have a wide range of high interest reading material available for the students, as do the teachers in the intermediate grades. While the younger students may be working on certain phonemic or phonological skills, older students are often given some choice in the text they choose. Novel studies are a significant component of reading instruction in fourth and fifth grade at MVS.

Criteria for entrance into supplemental (Tier 2) and/or intensive (Tier 3) targeted reading intervention include:

DIBELS scores and Amplify benchmarks will be used to determine student's entrance into Tier 2 targeted reading intervention. Students who score Well Below benchmark on the DIBELS mClass assessment, or who are Below benchmark within 3 points of Well Below will be placed in Tier 2 reading intervention. Students who are not making progress in Tier 2 intervention based on Dibels progress monitoring and CBM monitoring will be moved to Tier 3

Progress monitoring data collection for students in Tier 2 occurs: Once every two weeks

Progress monitoring data collection for students in Tier 3 occurs: Once every two weeks

The kindergarten - 12th grade progress monitoring protocol that has been established to determine any necessary intensifications or modifications of supplemental (Tier 2) and/or intensive (Tier 3) targeted reading instruction include:

If students in Tier 2 show no improvement in their progress monitoring screening for 4 progress monitoring sessions, they will be recommended for modifications and intensifications of their targeted instruction. If, with the intensifications of instructions they still do not show improvement in their progress monitoring scores, they will be moved to Tier 3 instruction.

Criteria for exit from supplemental (Tier 2) and/or intensive (Tier3) targeted reading intervention include:

If students show significant growth in the progress monitoring during their Tier 2 targeted instruction (such as moving from Well Below to Below), Interventions will continue for another 4 weeks. If progress continues to be demonstrated, and the classroom teacher is able to see this progress in the daily literacy work of the student, students will be first moved to once a month progress monitoring, and then, with continued progress, will be moved out of Tier 2 intervention and back to Tier 1. Continued monthly progress monitoring will continue to ensure that the student continues to demonstrate proficiency in grade level literacy skills.

Does Marine Village School (4297-07) use personal learning plans for literacy:

No

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The following students are provided a personal learning plan for literacy:

- No data entered

The following components are included in the personal learning plans, if used:

No data entered

9. Multi-tiered System of Supports (MTSS)

Districts are strongly encouraged to adopt a Multi-tiered System of Supports (MTSS) framework. This framework should include a process for:

- monitoring student progress
- evaluating program fidelity, and
- analyzing student outcomes and needs

in order to design and implement ongoing evidence-based instruction and interventions.

[Minn. Stat.120B.12, subd. 4a \(2024\)](#). MDE has developed the [Minnesota Multi-Tiered System of Supports](#) (MnMTSS) Framework and encourages districts to adopt this framework when implementing MTSS.

Marine Village School (4297-07) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

Marine Village School (4297-07) has participated in MDE MnMTSS professional learning:

No

10. Core Curricular Resource Grades K-5

The Minnesota READ Act requires that districts use evidence-based curriculum materials at each grade level that are designed to ensure students mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. In 2024 MDE partnered with the University of Minnesota Center for Applied Research and Educational Improvement (CAREI) to identify literacy curricula that are evidence-based and aligned to structured literacy. The findings of this review can be found on the [MDE READ Act Curricula Resources-Tier I webpage](#).

Core Curricula Resources for Grades K-5

The following table displays the Core Curricula Resources utilized by Marine Village School (4297-07), how the recourse is used and the minutes of instructional delivery per day in grades K-5.

Grade	Implemented Curricula	Curricula Type	Instructional Delivery Minutes Per Day
Kindergarten	· Amplify Core Knowledge Language Arts (CKLA), K-5,	Comprehensive	90
Grade 1	· Amplify Core Knowledge Language Arts (CKLA), K-5,	Comprehensive	90
Grade 2	· Amplify Core Knowledge Language Arts (CKLA), K-5,	Comprehensive	90
Grade 3	· Amplify Core Knowledge Language Arts (CKLA), K-5,	Comprehensive	90
Grade 4	· Amplify Core Knowledge Language Arts (CKLA), K-5,	Comprehensive	90
Grade 5	· Amplify Core Knowledge Language Arts (CKLA), K-5,	Comprehensive	90

Continuous Improvement for Core Reading Instruction and Curricula

Marine Village School (4297-07) will make the following changes to core reading instruction and curricula for the 2025-26 school year:

We will add UFLI for kindergarten and first grade

11. Reading Interventions

The Minnesota READ Act requires that districts use evidence-based intervention materials at each grade level that are designed to ensure students mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. MDE is partnering with the CAREI to identify literacy interventions that are evidence-based and aligned to structured literacy. The findings of this review will be released in November 2025.

Reading Intervention Grades K-12

The following table displays the reading intervention resources utilized by Marine Village School (4297-07) in all grades K-12. NOTE: Tier 2 and Tier 3 intervention resources do not have to be different.

Grade	Supplemental (Tier 2) Reading Intervention(s)	Supplemental (Tier 3) Reading Intervention(s)
Kindergarten	Amplify CKLA Intervention Toolkit	Amplify CKLA Intervention Toolkit
Grade 1	Amplify CKLA Intervention Toolkit	Amplify CKLA Intervention Toolkit
Grade 2	Amplify CKLA Intervention Toolkit	Amplify CKLA Intervention Toolkit
Grade 3	Amplify CKLA Intervention Toolkit	Amplify CKLA Intervention Toolkit
Grade 4	Amplify CKLA Intervention Toolkit	Amplify CKLA Intervention Toolkit
Grade 5	Amplify CKLA Intervention Toolkit	Amplify CKLA Intervention Toolkit
Grade 6	NA	NA
Grade 7	NA	NA
Grade 8	NA	NA
Grade 9	NA	NA
Grade 10	NA	NA
Grade 11	NA	NA
Grade 12	NA	NA

Continuous Improvement for Reading Interventions

Marine Village School (4297-07) will make the following changes to reading interventions for the 2025-26 school year:

We will use some of the tools available in UFLI to help with early reader interventions.

12. Section Professional Development Plan

The Minnesota READ Act requires that districts provide teachers and instructional support staff with responsibility for teaching reading with training on evidence-based reading instruction as approved by MDE. The following section details the district or charter school's professional development plan.

Marine Village School (4297-07) is using the following approved professional development program:

- LETRS

Date of expected completion for Phase 1 Professional Development: 07/22/2025

Synchronous professional development sessions were facilitated by:

- Vendor Provided Facilitator

The Local Certified Facilitator (LCF) participated in the Community of Practices for LCFs:

No data entered

The following support will be provided to teachers who do not complete the approved training at the vendor recommended 80% proficiency level:

All teachers have been able to complete the units above the 80% proficiency level. If a teacher has difficulty, they will be assigned a teacher mentor to work with.

The following fidelity data is collected to ensure that elementary teachers are able to implement explicit, systematic, evidence-based instruction in the five areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension:

The different strands of literacy are assessed in the Amplify Reading diagnostic, administered 3 times a year, as well as in the Dibels screenings. Administrative check ins, conversations with teachers, and observations will be used to observe and monitor instructional processes.

Based on the results of the fidelity data, the following coaching support and feedback is implemented to ensure that all elementary teachers are able to implement explicit, systematic, evidence-based instruction in the following five areas of instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension:

Teachers will have at least 2 extensive observations of literacy teaching each year. Weekly staff meetings provide teachers a time to share and reflect on their literacy practices, provide suggestions and new techniques, and share classroom data.

The following changes in instructional practices have impacted students :

Students in kindergarten and first grade are demonstrating a well developed phonemic awareness earlier in their classroom year, thanks to the Science of Reading teaching strategies used by the K and 1 teachers. They are also making significant progress in understanding phonics, segmenting words, and understanding how to create words from letters and blends. The second and third grade students have been demonstrating higher reading scores on their benchmark assessments, and are showing an ability to independently read and comprehend grade level and beyond grade level text. Fourth and fifth grade classes have engaged in leveled novel studies in small groups with teacher guidance, and are developing significant comprehension and interpretation skills through the combination of novel studies and the Amplify CKLA curriculum.

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Marine Village School (4297-07) has implemented the following professional development and support for teachers around culturally responsive practices:

The LETRS curriculum and guided LETRS sessions includes culturally responsive literacy practices as part of the teacher instruction. Teachers discuss culturally responsive practices at the weekly teacher meetings.

Marine Village School (4297-07) engaged with the Regional Literacy Network through the following:

- Attended District Literacy Lead Community of Practice

The following additional literacy focused professional development opportunities will be provided and may include alignment to the strands of the ELA Standards (reading, writing, and exchanging ideas):

We are still searching for appropriate and affordable literacy professional development opportunities.

13. Professional Development Educator Count

The following tables provide the number of educators in the district or charter school who have met the READ Act professional development requirements, the number who are currently in training and the number who still need training. This training is occurring in phases, the details for which can be found on the [MDE READ Act Professional Development webpage](#).

Educator Count Phase 1

Phase 1: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who, need Training
PreK Classroom and Part B/619 Early Childhood Special Education Educators responsible for early literacy instruction	0	0	0	0
PreK ? 12 Educators who work with English learners (Licensed ELL teachers)	0	0	0	0
K-3 Classroom Educators	4	0	4	0
Grades 4-5 (or 6) Classroom Educators (as determined by district)	2	0	2	0
K-12 Reading Interventionists	0	0	0	0
K-12 Special Education Educators responsible for reading instruction	1	0	1	0
PreK through grade 5 Curriculum Directors	0	0	0	0
PreK through grade 5 Instructional Support Staff who provide reading support	0	0	0	0

Educator Count Phase 2

Phase 2: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who need Training

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Grades 4-12 Classroom Educators responsible for reading instruction	2	0	2	0
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68	0	0	0	0
Grades 6-12 Instructional support staff who provide reading support	0	0	0	0
Grades 6-12 Curriculum Directors	0	0	0	0
Employees who select literacy instructional materials for Grades 6-12	0	0	0	0

14. Literacy Aid Funds

Literacy Incentive Aid

The following are details about annual Literacy Incentive Aid.

Marine Village School (4297-07) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

\$0.00

Amount of Literacy Incentive Aid spent in the 2024-25 school year:

\$0.00

Literacy incentive aid funds were applied to the following eligible uses in the 2024-25 school year:

- MDE approved READ Act professional development (CARIEALL, CORE, LETRS)

READ Act Literacy Aid

The following are details about the one-time READ Act Literacy Aid appropriations.

Marine Village School (4297-07) received the following amount of READ Act Literacy Aid in the 2025 school year:

\$0.00

READ Act Literacy incentive aid funds were applied to the following eligible uses in the 2025 fiscal year:

- MDE approved READ Act professional development (CARIEALL, CORE, LETRS)

The following amount of READ Act Literacy Aid remains in the required reserved account:

\$0

If funds remain, the plan to spend down the remaining funds are as follows:

We had a change of administration and the aid was not applied for.