

Section: Narratives - Program Description

INTRODUCTION

Under the Elementary and Secondary School Emergency Relief II Fund (ESSER II), authorized by the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, the Pennsylvania Department of Education (PDE) awards grants to School Districts and Charter Schools to address the impact that Novel Coronavirus Disease 2019 (COVID-19) has had, and continues to have, on elementary and secondary schools across the state.

Please note: ESSER II funds **cannot** be used for: 1) subsidizing or offsetting executive salaries and benefits of individuals who are not employees of the LEAs, or 2) expenditures related to state or local teacher or faculty unions or associations. ESSER II funds generally will not be used for bonuses, merit pay, or similar expenditures, unless related to disruptions or closures resulting from COVID-19.

***ESSER II funds are not Title I funds and as such, are not subject to Title I rules.**

Please explain how the LEA will determine its most important educational needs as a result of COVID-19. (3000 characters max)

The school administration discussed the school district's immediate needs with the school board at a public board meeting hosted by Zoom. The discussion led to the recommendation to the purchase of enough Chromebooks so that all students could have a device for the 2020-2021 school year. This will enable teachers to better provide instruction to students if the school system cannot fully reopen. The ESSER funds along with the school district's commitment of local funds will enable each student to have their own device. The COVID-19 closure highlighted the disparity between socio-economic groups, particularly students with access to Internet and devices and those without access. As a result, the district responded quickly by distributing devices to students with Internet access in an effort to provide them with educational instruction; however, we have a many students without Internet access and, as a result, these students were given educational packets. Moving forward, should the closure be extended or a similar event occur whereby school is closed, we want to ensure that every student has a device and is prepared to use it in school and at home. We will explore providing Internet to those families who do not have access.

Please explain the LEA(s) proposed timeline for providing services and assistance to students and staff. (3000 characters max)

This purchase will take place as soon as July 1, 2020. Students that attend nonpublic schools will also be provided a device to ensure they too have the ability to access their programming from home if needed.

Please explain the extent to which the LEA intends to use ESSER II funds to promote remote learning. (3000 characters max)

We intend to use all of the ESSER funds to improve our ability to provide remote learning by

providing students with their own Chromebook. Currently, we loaned as many devices as we could and also used paper packets to provide instruction. Moving to the use of Chromebooks will enable an interactive experience between the students and teachers. Over the summer, the district will also begin surveying families regarding their Internet access; we will work with them and Internet providers in an effort to provide students to reliable Internet access.

Please describe how the LEA intends to assess and address student learning gaps resulting from the disruption in educational services. (3000 characters max)

The school district is conducting a survey of its families to determine who does not have Internet access. We plan to work with these families and Internet Service Providers to help get families connected so that students have access. In cases where this would not be possible, we will provide school work via a USB drive that students can use to access content from offline. The district plans to assess student learning gaps at the beginning of the 20-21 school year by issuing core-content benchmark assessments. Assessments will not be graded; rather, they will be used to assess potential gaps in an effort to provide teachers with a road map to dictate their instruction.

Please describe the LEA(s) proposed procedures for evaluating local COVID-19 impacts in relation to education programming and delivery. (3000 characters max)

Areas of emphasis should include:

- Documenting learning loss associated with extended school closure;
- Outlining the development of local continuity of education plans over the course of emergency response efforts; and
- Detailing supports for vulnerable student populations and families.

In order to ascertain information regarding students' needs, faculty, staff, and administration have made over 1,000 contacts. Because the majority of our students have joined their teachers' Google Classrooms, we have record of which students are connecting and completing assignments. When we have students who are struggling to connect and/or complete assignments, a district representative has been reaching out to the student and their family to identify barriers to their completing work. As a result of using Google Classroom, we have been able to ascertain, for the most part, the content students are covering. When students return for school year 2020-2021, it is recommended that each core content area creates a benchmark assessment to ascertain content-related gaps that may have resulted due to the closure. The district will also survey students, families, faculty, and over the summer to better understand students' needs during a closure such as this. The survey will assess the effectiveness of content delivery from March 2020 to the end of the school year to determine where the district needs to grow should the closure be extended; likewise, this information will be useful should another pandemic strike in the future. The survey will also be used to ask students, families, and teachers about content they feel students missed as a result of the closure. Knowing this, and coupled with benchmark assessments at the beginning of 2020-2021, will provide the district with information regarding learning loss and how to adapt to meet students' needs when we return. The district created a continuity of ed plan rooted in enrichment activities for elementary students and planned instruction for high school students.

Each student in grades 4-12 were issued a Chromebook if they did not have device at home. As a result, students have been able to connect with their teachers via Google Meets, Zoom, Class Dojo, and Google Classroom. There are some students, however, without Internet access; these students were provided with educational packets. If the closure continues, the district will refine the continuity of education plan with the help of reopening committee, which will be comprised of teachers representing numerous grade spans, a school nurse, administration, a board representative, and a parent representative. This committee will be integral in discussing how best to safely reopen school as well as how best to continue educating students should the closure continue. With regard to supporting vulnerable student populations, particularly those with IEPs, each special education teacher in the district has retained their in-school caseload. Special education teachers have been assigned to specific content areas to assist in delivering content to LS students. SPED teachers have held regular Google meets throughout the closure to assist their caseloads, and they have logged phone calls to these students and their families to assess their needs.

Please describe the LEA core set of strategies that will be used to guide local investment of ESSER II funding, associated with short-range (i.e., remainder of the 2020-21 school year) and long-range (2021-22 and 2022-2023 school years) timelines. (3000 characters max)

These strategies may entail the establishment, scale-up, refinement, or evaluation of remote learning, as well as strategies for school-based teaching and learning responsive to conditions related to the pandemic. LEAs will be asked to outline how limited, ESSER II funding may support these initiatives and how these funds might interact with other federal funding, including enhanced Title IV flexibility, to ensure strategic and sustainable use of funds.

These strategies may entail the establishment, scale-up, refinement, or evaluation of remote learning, as well as strategies for school-based teaching and learning responsive to conditions related to the pandemic. LEAs will be asked to outline how limited, one-time CARES funding may support these initiatives and how CARES funding might interact with other federal funding, including enhanced Title IV flexibility, to ensure strategic and sustainable use of one-time funds. Because the district plans to purchase Chromebooks for every student in the district and, as a result, operate a 1-to-1 K-12 technology program, the district will create a technology committee, which will discuss and create learning goals rooted in transformational technology implementation. With regard to short-range planning, the district has already exhausted its current stock of Chromebooks by issuing them to every student in need in grades 4-12; the district plans to provide parents with the option to purchase these already-issued Chromebooks at the conclusion of SY 19-20. As a result, we will need to replenish our Chromebooks in 20-21 in order to attain 1-to-1 from K to 12. The primary strategy used to determine how best to spend CARES funding has been public discussion at board meetings. When COVID-19 forced schools to close, the district immediately began discussing how best to educate students. These discussions with the board, as well as discussion with department head teachers, resulted in the conclusion that online content delivery via Google Classroom is the most viable option, because it allows our students to maintain contact with their teachers as well as maintain contact with the district's curriculum. We addressed the short-term needs (19-20) by providing devices to every student in grades 4-12; however, we do not have enough devices to sustain this effort in the long-range future. As a result, board and department head discussions focused on the future; it was determined that, as a result of

these funds, now is the time to provide every student in the district with a device. In order to create a plan for long-range technology use, the district will create a technology committee, comprised of various stakeholders (teachers, tech department, administrators, etc.) to create a long-term plan for technology integration, including professional development opportunities for teachers, best practices, software for students, and acceptable use at home and in school. The one-time funding supports our initiative because it puts us on a path to continue a 1-to-1 initiative into the future; we will create a purchasing cycle beyond 19-20 to maintain 1-to-1 access, while remaining fiscally responsible. Likewise, the technology committee will meet regularly to assess online learning, professional development needs, and student/family needs.

Please describe specific plans, measures, and longer-term evaluative strategies concerning student learning gaps - as well as opportunity to learn factors - stemming from COVID-19. (3000 characters max)

One of the responsibilities of the reopening committee will be to discuss and evaluate learning gaps as a result of the COVID-19 closure. The committee, which will be comprised of various stakeholders, including teachers and parents, will focus on methods to evaluate long-term student learning gaps and long-term strategies to address those learning gaps. For example, it is recommended that core content areas create benchmark assessments--not to be used for grades--to help determine learning gaps that may have been caused by the COVID-19 closure. The benchmark assessments can then be used by teachers as road maps, so to speak, to guide their instruction throughout the course of next school year; this practice should become a normal routine at the beginning of each year moving forward. As a result, curriculum planning will become a major focus with regard to long-range planning. Therefore, the district will create a curriculum review cycle by department, whereby each department regularly reviews, revises, and evaluates curriculum, instruction, and assessments. One major component to help evaluate learning gaps will be the development of common assessments by department, as well as a stronger focus on scope-and-sequence. Departmental meetings will focus on vertical alignment and student needs assessments as measures to identify and evaluate students' learning gaps.

Section: Narratives - Allowable Usage of Funds

ALLOWABLE USAGE OF FUNDS

Check the box before each intended acceptable use classification your LEA is applying to use ESSER II funds to support.

For additional information on cleaning and sanitizing your LEA, please visit the following resources:

[CDC - Disinfectant Decision Tool website](#)

[CDC - Cleaning Guide website](#)

*If your LEA is spending in an area authorized by the ESEA of 1965, please select option (1), then specify which sub-program(s) will be included by selecting from options "A - L".

- (1) Any activity authorized by the ESEA of 1965.
- (1a) Title I, Part A (Improving Basic Programs Operated by LEAs; Section 1003 school improvement)
- (1b) Title I, Part C (Education of Migratory Children)
- (1c) Title I, Part D (Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At Risk)
- (1d) Title II, Part A (Supporting Effective Instruction)
- (1e) Title III, Part A (English Language Acquisition, Language Enhancement, and Academic Achievement)
- (1f) Title IV, Part A (Student Support and Academic Enrichment Grants)
- (1g) Title IV, Part B (21st Century Community Learning Centers)
- (1h) Title V, Part B (Rural and Low-Income School Program)
- (1i) Subtitle B of title VII of the McKinney Vento Homeless Assistance Act
- (1j) The Individuals with Disabilities Education Act ("IDEA")
- (1k) The Adult Education and Family Literacy Act
- (1l) The Carl D. Perkins Career and Technical Education Act of 2006 ("the Perkins Act")
- (2) Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19.
- (3) Providing principals and others school leaders with the resources necessary to address the needs of their individual schools. See help text for example.
- (4) Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- (5) Developing and implementing procedures and systems to improve the preparedness

and response efforts of local educational agencies. See help text for example.

- (6) Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases. (For helpful tips on cleaning and sanitizing your LEA, please visit CDC's website, links are provided in the question text above.)
****Purchases of Personal Protective Equipment (PPE) are allowable, if not already purchased using ESSER.****
- (7) Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- (8) Planning for and coordinating during long-term closures, including how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- (9) Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- (10) Providing mental health services and supports.
- (11) Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- (12) Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care.
- (12a) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction.
- (12b) Implementing evidence-based activities to meet the comprehensive needs of students.
- (12c) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment.
- (12d) Tracking student attendance and improving student engagement in distance education.
- (13) School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- (14) Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

(15) Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Based on your selections above, please complete the table by identifying categories of usage, and providing a description of how your LEA will utilize the funds. The description has a maximum of 1000 characters.

*For consortium applications, please include a line for each applicable LEA/Usage combination

LEA Name	Allowable Usage of Funds	Description (1000 max characters)
Karns City Area School District	(14) Projects to improve the indoor air quality in school facilities...	The District is in the midst of preparation for a building consolidation project at the primary level. During this project, there will be significant costs incurred related to the improvement and expansion of the current HVAC systems. These funds will be used to assist in the upgrades to these systems, improving overall air quality and efficiency. Additionally, the upgraded air handling systems should assist to combat the spread of COVID-19.

Section: Narratives - ESSER II Fund Assurances

ESSER II FUND ASSURANCES

LEAs that receive more than \$150,000 in CRRSA Act funds will complete quarterly FFATA reports, including the following data: (LEAs receiving less than \$150,000 please select 'NO')

- The total amount of funds received, the amount spent or obligated for each project or activity,
- A detailed list of all projects or activities supported with CRRSA Act funds including:
 - Name
 - Description
 - Estimated number of jobs created or retained (where applicable)
- Detailed information on subcontracts and subgrantees, including FFATA data elements, as prescribed by OMB.

Yes

LEA will, to the greatest extent practicable, continue to compensate its employees and contractors during the period of any disruptions or closures related to COVID-19 in compliance with section 315 of Division M of the CRRSA Act. In addition, each entity that accepts funds will continue to pay employees and contractors to the greatest extent practicable based on the unique financial circumstances of the entity. CRRSA Act funds generally will not be used for bonuses, merit pay, or similar expenditures, unless related to disruptions or closures resulting from COVID-19.

Yes

The LEA will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) the Department and/or its Inspector General; or (ii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.

Records pertaining to the ESSER II Funds, including financial records related to use of grant funds, will be retained separately from those records related to the LEA's use of ESSER Funds.

Yes

LEA maintains inventory records, purchase orders and receipts for equipment (over \$5,000) purchased, Computing Devices, Special Purpose Equipment (\$300 - \$4,999), and will conduct a physical inventory every two years. Please note: Inventory of equipment purchased with federal funds must be broken out by funding source.

Yes

Project #: FA-200-21-0209
Agency: Karns City Area SD
AUN: 104103603
Grant Content Report
Elementary And Secondary School Emergency Relief Fund (ESSER FUND)

The LEA will comply with all reporting requirements, including those in Section 15011 of the CARES Act and section 313(f) of the Division M of the CRRSA Act and submit required quarterly reports to the SEA at such time and in such manner and containing such information as the SEA may subsequently require.

The report must provide a detailed accounting of the use of funds, including how the LEA is using funds to measure and address learning loss among students disproportionately affected by coronavirus and school closures, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care. The SEA may require additional reporting in the future. (See also 2 CFR 200.328-200.329).

Yes

Any LEA receiving funding under this program will have on file with the SEA a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).

Yes

To the extent applicable, an LEA will include in its local application a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.

Yes

Section: Narratives - ESSER II Reporting

USES OF FUNDS

LEAs may be required to track the following expenses if they were selected in the Usage of Funds section.

- Purchasing educational technology (including hardware, software, and connectivity), which may include assistive technology or adaptive equipment
- Activities focused specifically to addressing the unique needs of low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth
- Providing mental health supports and services
- Sanitization and minimizing the spread of infectious diseases, including cleaning supplies and staff training to address sanitization and minimizing the spread of infectious diseases
- Summer learning and supplemental afterschool programs
- Other (uses of funds not included above)

I understand that I may have to report on the requirements listed above.

Yes

HOME INTERNET ACCESS

LEAs may be required to report on the types of services provided if funds were spent on home internet access (purchasing educational technology which includes connectivity) for students. Types of services may include any or all of the following:

- Mobile hotspots with paid data plans
- Internet connected devices with paid data plans
- District pays for the cost of home Internet subscription for student
- District provides home Internet access through a district-managed wireless network

I understand that I may have to report on the requirements listed above.

Yes

LEARNING DEVICES

LEAs may be required to report on the number of students that received devices per grade span (elementary vs. secondary) and the proportion based on total enrollment if funds were spent on learning

devices for students.

I understand that I may have to report on the requirements listed above.

Yes

STUDENT PARTICIPATION AND ENGAGEMENT

LEAs may be required to report on all methods used to document student participation and engagement during remote learning if funds were used to develop, initiate and/or implement remote learning. Methods may include any or all of the following:

- Submission of assignments
- Participation in assessments
- Tracking student logins to online learning platforms
- Participation in individual coaching or check ins
- Participation in email, text or other electronic communication
- Participation in help lines or hot lines for help with remote learning
- Participation in synchronous online classes
- Other

I understand that I may have to report on the requirements listed above.

Yes

FULL TIME EQUIVALENT POSTIONS (FTE)

LEAs may be required to report the number of full-time equivalent (FTE) positions employed in the LEA. *(The number of FTE positions includes all staff regardless of whether the position is funded by Federal, State, local, or other funds—and equals the sum of the number of full-time positions plus the full-time equivalent of the number of part-time positions.)*

I understand that I may have to report on the requirements listed above.

Yes

Section: Budget - Instruction Expenditures

BUDGET OVERVIEW

Budget

\$934,081.00

Allocation

\$934,081.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
		\$	
		\$0.00	

Section: Budget - Support and Non-Instruction Expenditures

BUDGET OVERVIEW

Budget

\$934,081.00

Allocation

\$934,081.00

Budget Over(Under) Allocation

\$0.00

SUPPORT AND NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	700 - Property	\$934,081.00	This will be utilized as improvements to Chicora Elementary's HVAC system that is being completed as part of a consolidation and renovation project of the District's primary schools.
		\$934,081.00	

Project #: FA-200-21-0209
Agency: Karns City Area SD
AUN: 104103603
Grant Content Report
Elementary And Secondary School Emergency Relief Fund (ESSER FUND)

Section: Budget - Budget Summary

Display a read-only table showing total budget and allocation amounts.

Budget

\$934,081.00

Allocation

\$934,081.00

Budget Over(Under) Allocation

\$0.00

BUDGET SUMMARY

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1000 Instruction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1300 CAREER AND TECHNICAL EDUCATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1400 Other Instructional Programs – Elementary / Secondary	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1600 * ADULT EDUCATION PROGRAMS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1700 Higher								

Project #: FA-200-21-0209
Agency: Karns City Area SD
AUN: 104103603
Grant Content Report
Elementary And Secondary School Emergency Relief Fund (ESSER FUND)

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
Education Programs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1800 Pre-K	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2000 SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2100 SUPPORT SERVICES – STUDENTS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2200 Staff Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2300 SUPPORT SERVICES – ADMINISTRATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2400 Health Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2500 Business Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2600 Operation and Maintenance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2800 Central Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3000 OPERATION OF NON-INSTRUCTIONAL SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3100 Food Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Project #: FA-200-21-0209
Agency: Karns City Area SD
AUN: 104103603
Grant Content Report
Elementary And Secondary School Emergency Relief Fund (ESSER FUND)

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
3200 Student Activities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3300 Community Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$934,081.00	\$934,081.00
	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$934,081.00	\$934,081.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$934,081.00