

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 Upper Adams School District vision is to have students college and career ready. Our mission is to provide challenging and inspiring educational opportunities, empowering each student to be a responsible and productive individual. Our Continuity of Education Plan outlines the expectations and practices necessary to maintain fidelity with the mission and vision of the Upper Adams School District by providing necessary supports and innovative strategies to meet the individual needs all learners so they can maintain their trajectory to be college and career ready upon conclusion of their academic career at the Upper Adams School District. The Upper Adams School District provides a framework to deliver an appropriate and reasonable education to the students in the Upper Adams School District that maintains continuity of education, planned instruction, and enrichment/review of content. Consequently, the Upper Adams School District determines its most important educational needs by assessing how well the students, families, and community stakeholders are meeting the vision and mission of the school district using our current, available supports and strategies in this time of remote learning.

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

Curriculum Materials & Resources for English Language Arts & Mathematics (K-6) will be expended by July, 2022. Student devices will be expended in July, 2022. Training & support services for the expenditures will be provided throughout the 2021-2022 school year.

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

The Upper Adams School District is a small, rural school district in northern Adams County, PA.

We have five school buildings, which have a free & reduced lunch percentage as follows: Biglerville Elementary School (52.48%); Arendtsville Elementary School (51.02%); Bendersville Elementary School (48.81%); Upper Adams Middle School/Biglerville High School (46.81%); Upper Adams School District (49.12%). Our current budgetary planning has a deficit of \$1,164,717. We are preparing for a significant decline in local revenue and a projected 20%-25% earned income tax decrease to the school district next budget cycle due to unemployment implications. Through diligent planning and fiscal stewardship, the Upper Adams School District has successfully accommodated for devices for students in Grades 4–12. With the onset of COVID–19, it has become critical that

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

The Upper Adams School District will understand every student's academic health by using assessments and assessment methods, including formative assessments, diagnostics, conferences, advisories, and parent feedback. Maintain systems to continually monitor learning progress and loss, analyze data to design instruction and adjust curriculum, potentially in teacher teams, to meet students where they are and address learning progress and loss, identify additional students in need of intervention and/or services, whether academic or social-emotional and prioritize support for the most vulnerable students, procure any additional programs, tools, or materials to support differentiation, intervention, and remote learning, based on students' needs, communicate with families and parents about every student's progress and plans for students in need of additional support, explore the inclusion and integration of select digital and online learning tools and practices at certain grade levels and classrooms where they can be used appropriately, effectively, and sustainably, and integrate best practices in Social Emotional Learning and Culturally Responsive Education to ensure high quality instruction and ongoing support for all students.

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.

The Upper Adams School District will be conducting local universal screening assessments to document the learning loss associated with the extended school closure. From these results, curriculum and the resulting scope and sequence will be restructured, evaluated for necessary alterations, and if needed, refined and rewritten to meet the needs of the students for a particular grade level, course, or content area. The Upper Adams School District continuity of education plan was developed and addressed the following components and their implications on remote learning: Feedback, Offline Work, Instruction, Deadlines, Online Learning Environment, Synchronous Learning, Video Conferencing Guidelines, Student Check-In & Assessment, and Work Hours. Upper Adams School District recognizes that students with

disabilities have unique learning and social-emotional needs, which may prevent them from participating in some activities at home. For the Upper Adams School District's most vulnerable students, special education teachers and related service providers will be available to support these students by providing answers to parent questions about their child's daily activities. Teachers will be reaching out to our parents to share the best way to contact them for support. Extension opportunities are not mandatory, but the Upper Adams School District encourages all students to participate to the greatest extent possible. In November, 2019, a District-Wide Technology Survey was conducted with our families. The survey concluded that approximately 15% of our students/families do not have connectivity to the Internet outside of the school day. With the onset of COVID-19, it has become critical that all students be able to connect to the Internet outside of the school day to maintain fidelity with our goals as outlined in our Continuity of Education Plan. Therefore, the Upper Adams School District purchases 200 Hotspots with corresponding service agreements to provide to our vulnerable families to increase the amount of families who needed connectivity to the Internet from their homes. The Upper Adams School District Technology Department will be providing individualized training for our families utilizing the Hotspots and providing information to our families for free or reduced connectivity programs offered by local providers.

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.

The Upper Adams School District has identified multiple strategies that will be used to guide local investment of funding. These include students having both online and off-line learning activities, using tools for communication between teachers and families such as Zoom, Google Classroom, ClassDoJo, student email addresses, and parent provided email addresses, provide a consistent communication tool for teacher websites, District announcements, and general communication and expectations for all stakeholders, having teachers provide synchronous learning that will be recorded and made available to students to watch at any time, and making sure students may have both online and off-line learning activities. Students will be expected to establish daily routines for engaging in the learning experiences when remote learning is taking place, identify a space in their home where you can work effectively and successfully, identify a space in your home where you can participate in live online learning, and regularly monitor online platforms. At all times, students are expected to engage in all learning with academic honesty, communicate proactively with your teachers if you cannot meet deadlines or require additional support, and comply with School Internet Safety policies including expectations for online etiquette. The Upper Adams School District expects all staff members to collaborate with other members of their department or grade level to design learning experiences for their students, use district curriculum and resources (ex. Google Classroom, Zoom, online textbooks, Newsela) to communicate and deliver content, make sure parents are aware which online resources students will access and include

information on how to access the resources, communicate with and provide timely feedback to students and parents. Professional development for staff members and consistent and continuous communication to families and students will ensure strategic and sustainable use of the one-time funds.

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)

The Upper Adams School District has several specific plans, measures, and longer-term evaluative strategies concerning student learning gaps which include essential actions to achieve a comprehensive understanding of students' academic and social-emotional well-being, and to effectively transition back to instruction in the classroom by establishing virtual structures for teacher teams to continue collaborating on curriculum planning and assessing student academic and social-emotional well-being when they return to school, continuing to assess and analyze student work that is submitted from remote learning assignments, engaging in intentional curriculum planning for now and the return to school that is clearly documented with curriculum maps, pacing plans and calendars, and lesson plans, in case of any additional disruptions to school time, evaluating/sharing knowledge around the use and effectiveness of digital tools and online programs for remote learning, identifying the most vulnerable students and design targeted intervention plans, and selecting the most appropriate assessments to assess students' academic and social-emotional health. When the Upper Adams School District does reopen for students, the following will be specific plans, measures, and longer-term evaluative strategies concerning student learning gaps which include meeting with staff to align expectations around instruction, analyzing data from any student work that was submitted during remote learning, along with feedback from parents, to support teachers to make adjustments to curriculum and instruction to meet students where they are, revisiting students' Individualized Education Plans (IEPs) in partnership with teachers and parents to reflect each student's evolving needs based on time away from associated services including OT, PT, and Speech while schools were closed, developing a parent communication strategy to inform parents about their child's assessment data and progress, which could include grade-level and standards-specific activities they can use to support their child at home, and sharing information and guidance on grading, report cards, and promotion policies with teachers and parents. The Upper Adams School District will work to understand every student's academic health by using assessments and assessment methods, including formative assessments, diagnostics, conferences, advisories, and parent feedback. Maintain systems to continually monitor learning progress and loss, analyze data to design instruction and adjust curriculum, potentially in teacher teams, to meet students where they are and address learning progress and loss, and identify additional students in need of intervention and/or services, whether academic or social-emotional and prioritize support for the most vulnerable students. The District will continuously communicate with families and parents about every student's progress and plans for students in need of additional support.

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)
Upper Adams School District	(9) Purchasing educational technology...	Student Devices
Upper Adams School District	-(12b) Implementing evidence-based activities.....	Curriculum Materials & Resources For English Language Arts & Mathematics (K-6)

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

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

\$851,366.00

Allocation

\$851,366.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1000 - Instruction	600 - Supplies	\$212,000.00	Curriculum Materials & Supplies For English Language Arts & Mathematics (K-6)
		\$212,000.00	

Section: Budget - Support and Non-Instruction Expenditures

BUDGET OVERVIEW

Budget

\$851,366.00

Allocation

\$851,366.00

Budget Over(Under) Allocation

\$0.00

SUPPORT AND NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
2200 - Staff Support Services	600 - Supplies	\$639,366.00	Student Devices
		\$639,366.00	

Section: Budget - Budget Summary

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

Budget

\$851,366.00

Allocation

\$851,366.00

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	\$212,000.00	\$0.00	\$212,000.00
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-200-21-9447
Agency: Upper Adams SD
AUN: 112018523
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	\$639,366.00	\$0.00	\$639,366.00
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-200-21-9447
Agency: Upper Adams SD
AUN: 112018523
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	\$0.00	\$0.00
	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$851,366.00	\$0.00	\$851,366.00
				Approved Indirect Cost/Operational Rate: 0.0000				\$0.00
				Final				\$851,366.00