

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)

Throughout the pandemic, Council Rock gathered data on educational needs through several avenues including parent/guardian surveys, conversations with teacher groups and building administrators, and assessment data, inclusive of formative data, universal benchmark data, student assistance program data, and attendance data. We used these data during the 2020-2021 school year to make support decisions for students and to inform decisions to about the learning models we provided to students throughout the year. As we conclude the 2020-2021 school year and prepare for the 2021-2022 school year, we gathered feedback from parents on the preferred learning models for students. We administered local assessments to determine student academic levels. We analyzed student learning goals relative to our district priority standards. We gathered feedback from building principals and counselors about the needs of the students and staff in their buildings. We continue to look at all collected data to inform our priorities and most significant educational needs. Throughout the 2021-2022 school year, we will continue to monitor student learning and adjust our levels of support accordingly.

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

During the summer between the 2020-2021 and 2021-2022 school years, we will expand our summer school options to include a K-12 summer academy to provide additional academic and social-emotional support to identified students. This program expands our typical summer school program targeted at elementary students. Additionally, we will provide CCS and ESY to our students with IEPs to provide ongoing support and learning for students. We plan to offer our expanded summer academy during the following 2 summers of 2022 and 2023 to best meet student needs. Throughout the school year, we will follow protocols we have used prior to the pandemic to identify students in need of support. We will analyze summative and benchmark data at the start of the school year, as well as throughout the school year, to

provide multiple levels of support to students via tiers 1, 2, and 3 interventions. We will progress monitor student growth and adjust interventions as needed. Our staff were thrust into a 1:1 teaching environment during the pandemic with little time to invest in understanding best practices for teaching and learning in a 1:1 setting. Because they had to learn how to use livestreaming equipment and simultaneously teach to two different environments, we prioritized our focus on understanding the livestreaming equipment and changes to the learning management system. Throughout the 2021-2022 school year, our technology integration specialists will provide more support, instructional coaching, and professional development targeting best practices in a 1:1 environment. This will include work during district inservice sessions, self-paced online trainings, and individual/small group coaching sessions. We will evaluate the implementation of effective practices and adjust staff training and support, as necessary.

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

The Council Rock School District does not plan to use ESSER II funds to promote remote learning.

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

At the close of the 2019-2020 school year, Council Rock teachers identified priority standards for each grade and course that were either partially taught or not taught due to the sudden closure and shift to fully online learning in the spring. Teachers mapped these standards into the next course/grade. They formatively assessed student learning and adjusted instruction to help students learn missed priority standards. Additionally, buildings used benchmark and universal assessments at the start of the 2020-2021 school year to identify students needing more academic support due to learning gaps. Building teams identified interventions for these students and incorporated those interventions into the daily schedule. Interventions include individual or small group intervention, after school clinic, and additional resources for students and families. During the summers of 2021, 2022, and 2023, the district will also offer an expanded summer school to identified students in grades K-12. Based on end of year data, teachers and counselors will identify students who would benefit from additional learning opportunities and invite those students to attend the summer academy. Summer school classes will focus on foundational skills in Language Arts, Math, and Science and include lessons and activities to support social-emotional learning and executive functioning skills.

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.

At the start and throughout the 2020-2021 school year, we administered benchmark assessments such as DIBELS, CDT, and local assessments to evaluate learning impacts relative to previous years. We have also tracked the number of students needing additional support through counseling and the attendance rate of students. We have and will continue to use these data to evaluate the local impacts of COVID-19 on student learning. During the next 2-3 years, we will continue to implement a similar practice. We will use student assessment, attendance, and counselor data to compare student needs to previous years. These data will help us measure the impact of the pandemic and plan interventions to support students. We will also use PSSA, Keystone, and PVAAS data to measure COVID-19 impacts and inform instruction. During the pandemic, we recognized that certain populations of our students needed more support. In particular, our students with IEPs, our English Learners and our Title I students needed and continue to need more support. We have and will continue to target personnel, including our Title I instructional assistants, our ELD specialists and instructional assistants, and our special education teachers and their instructional assistants to support these more vulnerable populations. They will continue to provide targeted small group and individual tutoring to support students. They will use resources, such as translation features in our LMS to support student understanding and learning. The pandemic expedited our transition to consistent use of a learning management system to support teaching and learning as well as our shift to 1:1 learning environment for our students. From a positive perspective, our secondary teachers more quickly implemented the required components of the LMS to best support their teaching and student learning in evolving learning environments during the 2020-2021 school year. We have seen greater consistency with the use of the LMS across K-12. The sudden change to a 1:1 environment that needed to rely heavily on the use of devices to maintain social distance did not align to best practices in a 1:1 teaching and learning environment creating staff training needs as we move forward with in person teaching in the 2021-2022 school year and beyond. Our technology integration specialists and staff development coordinators will work with staff to evaluate knowledge of best practices and provide differentiated training and support.

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.

At Council Rock, we opted to begin using our ESSER II funds at the start of the 2021-2022 school year through the conclusion of the 2022-2023 school year. In planning for the local investment of the ESSER II funding, we analyzed our overall budget and use of other funding sources, inclusive of federal, state, and local revenue as we planned responsive and responsible budgeting to meet our district needs. Based on the analyses of our long range needs over the next two years, we engaged in administrative discussions regarding the most impactful investment of ESSER II funds and determined that the continued support of our six

technology integration specialists was the most responsive and responsible investment of our ESSER II allocation. This investment would allow us to be responsive to the educational programming and delivery needs with the sudden transition to a 1:1 environment and allow us to utilize other revenue sources to support the learning gap and social-emotional needs of students.

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)

Consistent with practices we have used since the unexpected closure in the spring of 2019 at the start of the pandemic, we will employ our framework of multi-tiered systems of support to meet the needs of our students with learning gaps. We will continue to use summative, benchmark, and formative assessments such as the PSSA, Keystones, DIBELS, CDT, and other local assessments to measure student learning and determine additional opportunities for learning which best meet the needs of the students. As we have previously done, we will prioritize those students demonstrating most need for intervention and structure that intervention to meet their needs and reduce learning gaps. We will prioritize academic, social-emotional, and executive functioning needs of students as they continue to adjust from learning in a pandemic to learning in a more traditional environment. Coupled with our continued focus on multi-tiered levels of support, we will continue to focus on targeting priority standards in our core classroom instruction. Teachers will continue to identify which priority standards have not been mastered each year. We will target those priority standards during our expanded summer school programming for students. We will also incorporate these priority standards in the next course or grade as appropriate. We will evaluate student learning of those priority standards through our local assessments each year. Finally, we will begin the 2021-2022 school year with a focus on the well-being of our staff and students. We will spend time engaged in building relationships and reflecting on the challenges during the pandemic. Teachers will use tools such as Restorative Practices and Responsive Classroom to support student well-being. Counselors will work with teachers, as needed, to provide additional instruction; they will also work with individual students who demonstrate greater need of support. We will continue to evaluate student wellness through expanded use of some current software to evaluate and track how students are feeling in and out of school. For example, our current computer monitoring software, Go Guardian, will enable us to monitor when a student is researching, writing, or emailing about topics which may indicate social-emotional struggles. This expanded use of our current software will enable us to better target students in need of 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)
Council Rock School District	(15) Other activities that are necessary...	The funds will support the salaries of 6 technology integration specialists who will support all staff with the effective implementation of best practices for a 1:1 environment.

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

\$1,094,866.00

Allocation

\$1,094,866.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$766,406.00	Salaries to support 6 technology integration specialists necessary to maintain the operation and continuity of services and continuing to employ existing staff.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$328,460.00	Benefits to support 6 technology integration specialists necessary to maintain the operation and continuity of services and continuing to employ existing staff
		\$1,094,866.00	

Section: Budget - Support and Non-Instruction Expenditures

BUDGET OVERVIEW

Budget

\$1,094,866.00

Allocation

\$1,094,866.00

Budget Over(Under) Allocation

\$0.00

SUPPORT AND NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
		\$	
		\$0.00	

Section: Budget - Budget Summary

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

Budget

\$1,094,866.00

Allocation

\$1,094,866.00

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	\$766,406.00	\$328,460.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,094,866.00
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								

	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-200-21-0105
Agency: Council Rock SD
AUN: 122092353
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
	\$766,406.00	\$328,460.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,094,866.00
				Approved Indirect Cost/Operational Rate: 0.0000				\$0.00
				Final				\$1,094,866.00