

## **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)**

Educational needs are determined by what we were not able to get to during the Spring of 2020 closure and building level qualitative and quantitative data at a macro level and at a micro level based on individual student benchmark assessment, course grade, attendance, and other at-risk data. Consideration of other delivery-based needs such as technology learning tools and Internet access as well as instructor tools are also deemed high priorities/needs. Finally, on behalf of our entire school community, those items, additions, eliminations that promote the health and safety of all and prevent or mitigate transmission of the virus is a paramount need that certainly directly affects or creates other educational needs and thus must continue to be addressed.

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

As our schools have been open for in-person learning since the beginning of the school year in September, a great many of these services and assistance to students and staff have been afforded and on an ongoing basis. Many of these service or purchases on behalf of students and staff related to the pandemic have been undertaken by incurring budget deficits across the board. Further, planning is underway way for those services and assistance that are reactive to this year and proactive in setting up our school community for success through this Summer and next school year.

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

All ESSER I funds were expended in our district to develop a 1:1 computing initiative and to afford families Internet access who had none. ESSER II funds will supplement our original

investment to bring in line teacher instructional tools that better enable them to engage students in a remote setting such as instructional technologies, curriculum upgrades that come with online/electronic content, etc. As costs are also incurred to provide families with a number of remote options, most notably our district's own cyber school, these dollars will also supplement the costs of affording families such remote learning options or choices.

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

Given that we have been and continue to engage in in-person instruction, we have continued our benchmark assessment initiatives and continue to measure student progress toward academic goals. Any needs that emerge are being addressed currently in school or by invite during asynchronous remote Fridays, which includes provisions for proactive compensatory education time for Special Education students. Also, Summer Learning Camps are intended to provide, not punitive remediation but, an extension of the school year for select students and families to set them up for success and starting at benchmark for the next school year, including our incoming Kindergarteners.

**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.

Throughout our response dating back to March of 2020, our district has provided technology devices for those students without them, Internet access to home without it, free school meals for 7 days/week for families that need/elect them, unique transportation arrangements for those that needed it to access instruction or supports, and mental health services, including teletherapy, from our full-time, on staff Licensed Professional Counselor free of any charge to all families. Our school closures throughout the year have only been temporary and intermittent and allowed us to recover learning losses for the most part upon return. Reach those who elect a full remote option even when an in-person option is offered remains a significant challenge to reach and meet those students needs, making all of the initiatives above essential to reaching ALL of our students, regardless of modality elected.

**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.

Given that all of the scale up, development of strategies, and the implementation of our health and safety plan, including significant expenditures, began in April of 2020, many of the costs incurred to date were local dollars transferred from other local budgets or, more often, added to an increasing gap and budget deficit. These funds will not only help to offset some of those deficits and not put our district under such dire financial strain simply to maintain programming, they will also be committed towards the continuity of such programs, services, and initiatives that have made possible our district's ability to safely navigate through this year safely, but also set us up for doing the same next and in subsequent years. Most if not all of these changes are sustainable beyond ESSER II support, as the most significant costs are born upon the initial investments, in many cases requiring minimal investments toward maintenance moving forward.

**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)**

Measuring students against grade-level benchmark standards remains the way we measure learning gaps. Even our remote learning programming was built upon the goal of developing such a high quality instructional model that a similar amount of content coverage and valuable, relevant learning objectives and experiences would be afforded to all students - regardless of elected modality and regardless of the pandemic and its far reaching impacts. These goals are further facilitated and made realized through the support of both ESSER I and ESSER II funds, which empower our educators and learners with the tools desperately needed to make such a plan successful - as it is to date. Other specific strategies deployed to address needs at the individual learner level have been well underway, but also remain as part of future plans, such as Summer Learning Camps for those parents that elect it and for those students demonstrating the greatest need for remediation in order to achieve those established grade-level benchmarks heading into the next school year. Additionally, and significantly important, is our ability to afford not just the direct learning opportunities, but also the social and emotional supports necessary to address other needs that certainly affect students ability to engage and learn - as an example, our SEL programming and the direct services of our Licensed Professional Counselor and the likely need for another.

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)
Licensed Professional Counselors	(10) Providing mental health services and supports.	160000
High School Air Quality Project	(13) School facility repairs and improvements....	109095
High School Air Quality Project	(13) School facility repairs and improvements....	116715
Summer Learning Camps for Kindergarten Students and Long-term Substitute teachers as tutors in 2021-2022	-(12b) Implementing evidence-based activities.....	40000
Freeport Area Cyber Academy	(9) Purchasing educational technology...	190000
COVID Related/Mitigation Expenses	(7) Purchasing supplies to sanitize and clean...	41147

**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-200-21-0159 A**  
**Agency: Freeport Area SD**  
**AUN: 128033053**  
**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**

\$658,708.00

**Allocation**

\$658,708.00

**Budget Over(Under) Allocation**

\$0.00

**INSTRUCTION EXPENDITURES**

<b>Function</b>	<b>Object</b>	<b>Amount</b>	<b>Description</b>
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$18,751.00	Summer Learning and Long-term Substitute Stipends/Salaries
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$3,000.00	Summer Learning and Long-term Substitute Stipends/Salaries
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$17,000.00	Summer Learning and Long-term Substitute Stipends/Salaries
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$3,000.00	Summer Learning and Long-term Substitute Stipends/Salaries
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$161,500.00	Freeport Area Cyber Academy Costs - Contracted Service - Regular Ed Costs

**Project #: FA-200-21-0159 A**  
**Agency: Freeport Area SD**  
**AUN: 128033053**  
**Grant Content Report**  
**Elementary And Secondary School Emergency Relief Fund (ESSER FUND)**

Function	Object	Amount	Description
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$28,500.00	Freeport Area Cyber Academy Costs - Contracted Service - Special Ed Cost
		<b>\$231,751.00</b>	

**Section: Budget - Support and Non-Instructional Expenditures**

**BUDGET OVERVIEW**

**Budget**

\$658,708.00

**Allocation**

\$658,708.00

**Budget Over(Under) Allocation**

\$0.00

**SUPPORT AND NON-INSTRUCTIONAL EXPENDITURES**

<b>Function</b>	<b>Object</b>	<b>Amount</b>	<b>Description</b>
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$80,000.00	Contracted Licensed Professional Counselor
2600 - Operation and Maintenance	400 - Purchased Property Services	\$109,095.00	High School Air Quality Construction Services
2600 - Operation and Maintenance	400 - Purchased Property Services	\$116,715.00	High School Air Quality Construction Services
2600 - Operation and Maintenance	600 - Supplies	\$46,147.00	COVID Related Maintenance Supply Purchases
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$45,000.00	District Salary for Licensed Professional Counselor
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$30,000.00	District Benefits for Licensed Professional Counselor
		<b>\$426,957.00</b>	



**Section: Budget - Budget Summary**

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

**Budget**

\$658,708.00

**Allocation**

\$658,708.00

**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	\$18,751.00	\$3,000.00	\$161,500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$183,251.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$17,000.00	\$3,000.00	\$28,500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$48,500.00
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-200-21-0159 A**  
**Agency: Freeport Area SD**  
**AUN: 128033053**  
**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	\$45,000.00	\$30,000.00	\$80,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$155,000.00
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	\$225,810.00	\$0.00	\$46,147.00	\$0.00	\$271,957.00
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-200-21-0159 A**  
**Agency: Freeport Area SD**  
**AUN: 128033053**  
**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
	<b>\$80,751.00</b>	<b>\$36,000.00</b>	<b>\$270,000.00</b>	<b>\$225,810.00</b>	<b>\$0.00</b>	<b>\$46,147.00</b>	<b>\$0.00</b>	<b>\$658,708.00</b>
<b>Approved Indirect Cost/Operational Rate: 0.0000</b>								<b>\$0.00</b>
<b>Final</b>								<b>\$658,708.00</b>