

Section: Narratives - Assessing Impacts and Needs

LEA ARP ESSER APPLICATION

The Pennsylvania Department of Education (PDE) recognizes the extraordinary efforts made by Intermediate Units (IUs), schools, and educators to support students during the COVID-19 pandemic. The application below requests information from IUs about: (1) Needs and impacts resulting from the pandemic, (2) Stakeholder engagement in the development of local plans to respond to these needs and impacts, (3) Specific elements in the IU Plan for the Use of ARP ESSER Funds; and (4) Plans for monitoring and measuring progress. As submitted and accepted by PDE in final form, this application shall become part of the Grant Agreement for ARP ESSER funds as Appendix B. As used in this application, "the IU" refers to the Grantee defined in the Grant Agreement.

Please note: For purposes of this application, IUs may answer questions within the proceeding sections that is applicable to the overall intent for the ARP-ESSER Set Aside. More specifically, the application can be completed to address students that are directly served by the IU (Direct Service with Students) and/or students that are served by an LEA that is supported by the IU, such as through professional trainings for LEAs: these students do not receive direct services from the IU (Student Supports from the IU). Please mark N/A for any question that does not pertain to the IU.

ARP ESSER includes a significant focus on vulnerable student populations. Given these requirements, as well as PDE's own equity commitments, the IU application includes specific fields requesting information on programs to serve student groups that have experienced disproportionate impacts from the pandemic. Student groups are inclusive of the following:

- Students from low-income families;
- Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity);
- Gender (e.g., identifying disparities and focusing on underserved student groups by gender);
- English learners;
- Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA]);
- Students experiencing homelessness;
- Children and youth in foster care;
- Migrant students; and
- Other groups disproportionately impacted by the pandemic that have been identified by the IU (e.g., youth involved in the criminal justice system, students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years, students who did not consistently participate in remote instruction when offered during school building closures, and LGBTQ+ students).

1. Is the IU using any portion of the ARP ESSER funds for direct services to students or student supports from the IU? If yes, please complete the information below. If no, mark the section complete and continue.

No

Section I: Assessing Impacts and Needs

In this first section, IUs are asked to describe the impact of the pandemic on their students, examine disproportionate impacts on specific student groups, and highlight the IU's promising practices in supporting student needs since March 2020.

Indicators of Impact

2. Understanding the Impact of the COVID-19 Pandemic: Describe how the IU has identified or will identify the extent of the impact of the COVID-19 pandemic on student learning and well-being. Specifically, what methods (i.e., collecting and analyzing data and information from focus groups, surveys, and local assessment results) were used or will be used to identify and measure impacts in four key areas: (1) Academic impact of lost instructional time, (2) Chronic absenteeism, (3) Student engagement, and (4) Social-emotional well-being? Please identify if the students were directly served by the IU (Direct Service with Students) or if students were supported by the IU, such as through professional trainings for LEAs, but do not receives services from the IU (Student Supports from the IU).

	Please identify if the students were directly served or if the students were supported	Methods Used to Understand Each Type of Impact
Academic Impact of Lost Instructional Time		
Chronic Absenteeism		
Student Engagement		
Social-emotional Well-being		
Other Indicators		

Documenting Disproportionate Impacts

3. Identify the **student** groups in the IU that faced particularly significant impacts from the pandemic. For each, provide specific strategies that were used or will be used to identify and measure impacts. Please identify if the students were directly served by the IU (Direct Services to Students) or if the students were supported by the IU (Student Supports from the IU).

Please identify if the students were directly served or if the students were supported	Student Group	Provide specific strategies that were used or will be used to identify and measure impacts

Reflecting on Local Strategies

4. Provide the IU’s assessment of the strategy that has been most effective in supporting the needs of students, in particular specific student groups most impacted by the COVID-19 pandemic. Strategy two and three below are optional.

Strategy Description

	Strategy Description
Strategy #1	

i. Impacts that Strategy #1 best addresses: (select all that apply)

- Academic impact of lost instructional time
- Chronic absenteeism
- Student engagement
- Social-emotional well-being
- Other impact

i. If Other is selected above, please provide the description here:

iii. Student group(s) that Strategy #1 most effectively supports: (select all that apply)

- Students from low-income families
- Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)
- Gender (e.g., identifying disparities and focusing on underserved student groups by gender)
- English learners
- Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (IDEA))
- Students experiencing homelessness
- Children and youth in foster care
- Migrant students
- Other student groups: (provide description below)

iv. If Other is selected above, please provide the description here.

Reflecting on Local Strategies: Strategy #2 - Please note: this strategy is optional.

	Strategy Description

	Strategy Description
Strategy #2	

i. Impacts that Strategy #2 best addresses: (select all that apply)

- Academic impact of lost instructional time
- Chronic absenteeism
- Student engagement
- Social-emotional well-being
- Other impact

i. If Other is selected above, please provide the description here:

iii. Student group(s) that Strategy #2 most effectively supports: (select all that apply)

- Students from low-income families
- Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)
- Gender (e.g., identifying disparities and focusing on underserved student groups by gender)
- English learners
- Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (IDEA))
- Students experiencing homelessness
- Children and youth in foster care
- Migrant students
- Other student groups: (provide description below)

iv. If Other is selected above, please provide the description here.

Reflecting on Local Strategies: Strategy #3- Please note: this strategy is optional.

	Strategy Description

	Strategy Description
Strategy #3	

i. **Impacts that Strategy #3 best addresses:** (select all that apply)

- Academic Impact of Lost Instructional Time
- Chronic absenteeism
- Student engagement
- Social-emotional well-being
- Other impact

i. If Other is selected above, please provide the description here:

iii. **Student group(s) that Strategy #3 most effectively supports:** (select all that apply)

- Students from low-income families
- Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)
- Gender (e.g., identifying disparities and focusing on underserved student groups by gender)
- English learners
- Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (IDEA))
- Students experiencing homelessness
- Children and youth in foster care
- Migrant students
- Other student groups: (provide description below)

iv. If Other is selected above, please provide the description here:

Section: Narratives - Engaging Stakeholders in Plan Development

Section II: Engaging Stakeholders in Plan Development

In this second section, IUs are asked to provide information on how stakeholders will be engaged in planning for the use of ARP ESSER funds, how stakeholder input will be utilized, and how the IU will make its IU Plan for the Use of ARP ESSER Funds transparent to the public—all critical components in developing, implementing, and adjusting plans based on the differential impacts of the COVID-19 pandemic.

5. Stakeholder Engagement

Describe how the IU, in planning for the use of ARP ESSER funds, has engaged or will engage in meaningful consultation with stakeholders. **(3,000 characters max)**

(Stakeholders include students; families; IU staff; school and district administrators (including special education administrators); teachers; principals; school leaders; other educators; school staff; and unions. In addition, to the extent that the following groups are present in or served by the IU, stakeholders also include community partners, civil rights organizations (including disability rights organizations); stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migrant students, children who are incarcerated, and other underserved students; and tribes.)

The Allegheny Intermediate Unit (AIU) has engaged a variety of internal and external stakeholders in several ways regarding the use of ARP ESSER funds. External Stakeholders: The AIU's 13-member board of directors is comprised of school board directors from Allegheny County's 42 suburban public-school districts. These leaders are elected every year by the 378 board members in suburban Allegheny County. Through this governing structure, the AIU maintains a collaborative partnership with its member school districts. Discussion of the ARP ESSER fund usage, as well as the project that was ultimately funded, was featured prominently at multiple public meetings that were hosted both in-person and online. Internal Stakeholders: Internal stakeholders consisted of AIU employees, nearly 300 of whom are assigned to the AIU's Central Office. A subset of this group consisted of members of the AIU's Executive Leadership Team, which includes leaders of the AIU's three programming divisions as well as internal services and systems. This team discussed the use of ARP ESSER funds from both a program perspective and its impact on the larger agency as a whole.

6. Use of Stakeholder Input

Describe how the IU has taken or will take stakeholder and public input into account in the development of the IU Plan for the Use of ARP ESSER Funds. **(3,000 characters max)**

Both external and internal stakeholder groups engaged in robust and thoughtful discussion regarding the intended usage of ARP ESSER funds. A wide variety of execution and implementation strategies were considered. Stakeholder groups repeatedly cited concerns regarding COVID-19 and the Central Office's aging physical environment and life support systems. Specifically, stakeholders voiced concerns about the lack of proper ventilation, air movement, COVID-19 and other air-borne pollutants, back drafting, unstable heating, and cooling patterns as well as increased maintenance costs, equipment malfunctions, breakdowns as well as a general lack of clean air and stable temperatures. The Central Office conference spaces and training rooms are used extensively to support school entities and the

community organizations and programs that the AIU serves. As a direct result of this feedback, replacement of the building's aging HVAC system was expedited and prioritized in a general construction project that was already underway. While the problematic HVAC system had already been flagged as an area of concern by the agency's architectural and engineering firm, the engagement process contributed to an increased understanding of the broadly held concerns related to COVID-19 exposure in the workplace.

7. Public Access to IU Plan for the Use of ARP ESSER Funds

Describe the process for development, approval, and making public the IU Plan for the Use of ARP ESSER Funds. The IU Plan for the Use of ARP ESSER Funds must be made publicly available on the IU website and submitted to PDE within 90 days of IU receipt of ARP ESSER funding, must be written in a language that parents/caregivers can understand, and must be provided in alternate format upon request by a parent/caregiver who is an individual with a disability. **(3,000 characters max)**

After the completion of the stakeholder engagement process, the AIU's offices of finance, facilities and the Executive Leadership Team collaborated to determine appropriate usage of ARP ESSER funds. Once planning was finalized, plans will once again be shared with the AIU's board of directors for final approval. To promote transparency, the plan will be created in a language that is understood by stakeholders and made available in alternate formats when needed by those with disabilities. Public notice will be given, and the plan will then be posted on our website and be made available in hard copy. It will be submitted to PDE within 90 days of LEA receipt of ARP ESSER funding.

Section: Narratives - Plan for ARP ESSER Funds

Section III: Plan for ARP ESSER Funds

In this third section, IUs are asked to reflect on both the impacts and needs described in Section I and stakeholder engagement described in Section II to provide a description of the IU plan for the use of ARP ESSER funds.

8. Plan for Funds

How will the IU spend its ARP ESSER funds as outlined in the fields below?

1. Continuity of Services: How will the IU use ARP ESSER funds to sustain services to address students’ academic needs; students’ and staff social, emotional, and mental health needs; and student nutrition and food services, as applicable?
2. Access to Instruction: How will the IU use ARP ESSER funds to support the goals of increasing opportunity to learn and equity in instructional delivery, as applicable? Consider regular attendance/chronic absenteeism data from the 2020-21 school year, including data disaggregated by student groups, in developing the response.
3. Mitigation Strategies: How will the IU use ARP ESSER funds to support prevention and mitigation policies in line with the most up-to-date guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities and transportation services to effectively maintain the health and safety of students, educators, and other staff, as applicable? Consider the IU’s Health and Safety Plan in developing the response.
4. Facilities Improvements: How will the IU use ARP ESSER funds to repair and improve school facilities to reduce risk of virus transmission, address environmental health hazards, and/or improve ventilation? Consider the IUs Health and Safety Plan in developing the response.
5. Staff Recruitment, Support, and Retention: How will the IU use ARP-ESSER funds to maintain IU staff and provide professional training and/or improve working conditions for IU staff and/or regional LEAs?
6. Other, Summer School, Extended Day, Other Student Programs

Plan for Funds	Explanation
Facilities Improvements	The AIU had an antiquated HVAC system that was nineteen years old and the original equipment when the building was built. The system was plagued by maintenance issues and outdated filtration that only supported MERV 8 filters. The new system is not only more efficient, but it supports the current standard which is MERV 13 filters. The roof top units will also utilize ultraviolet lights to help kill bacteria and allergens. Another line of defense is the needle point bipolar ionization system to help kill viruses such as COVID-19.

Section: Narratives - Monitoring and Measuring Progress

Section IV: Monitoring and Measuring Progress

In this fourth section, IUs are asked to describe efforts to build local capacity to ensure high-quality data collection and reporting to safeguard funds for their intended purposes.

9. Capacity for Data Collection and Reporting

IUs must continuously monitor progress and adjust strategies as needed. Describe the IU’s capacity and strategy to collect and analyze data (disaggregated by student group, where applicable), for each of the measures in the table below. Please identify if the students were directly served by the IU (Direct Services to Students) or if the students were supported by the IU (Student Supports from the IU).

	Data Collection and Analysis Plan (including plan to disaggregate data)	Identify if the students were directly served by the IU or if the students were supported by the IU
Student learning, including academic impact of lost instructional time during the COVID-19 pandemic	N/A	
Opportunity to learn measures (see help text)	N/A	
Jobs created and retained (by number of FTEs and position type) (see help text)	N/A	
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	N/A	
Professional Development, Training, and Support	N/A	

Section: Narratives - ARP ESSER Prior Approval

ARP ESSER PRIOR APPROVAL

IUs that wish to expend ESSER funds on facilities initiatives may be permitted to:

- make facility upgrades to comply with American Disabilities Act requirements
- upgrade HVAC systems
- remediate mold, lead, and other sources of poor indoor air quality
- install mechanical ventilation and/or advanced filtration systems
- replace windows to allow for improved intake of fresh air
- replace plumbing to ensure safe drinking water—among other upgrades that improve the health and safety of school buildings.

All **capital expenditures** supported with federal funds must be pre-approved by PDE. Capital expenditures means expenditures to acquire capital assets (i.e., land, facilities, or equipment over \$5,000 per unit) or expenditures to make additions, improvements, modifications, replacements, rearrangements, reinstallations, renovations, or alterations to capital assets that materially increase their value or useful life.

Construction means (A) the preparation of drawings and specifications for school facilities; (B) erecting, building, acquiring, altering, remodeling, repairing, or extending school facilities; (C) inspecting and supervising the construction of school facilities; and (D) debt service for such activities (ESEA section 7013(3), 20 U.S.C. § 7713(3)).

Directions: IUs seeking prior approval for Construction/Renovation or Other Capital Expenditures must:

Complete the form for each contractor/project that will be supported with ARP ESSER funds. If using multiple vendors for one project, i.e., classroom expansion, enter total cost per vendor to equal the total budgeted cost of the “classroom expansion” project. Completed forms must be uploaded to this section. Prior to uploading forms, they must be signed off by your IU's Executive Director.

Will you be using a portion of your ARP ESSER funds for Construction and/or Other Capital Expenditures? If no please select 'No' and mark section complete.

Yes

In the table below, please provide the name and type (construction vs. other capital expenditure) of the proposed project and a brief description. Please enter each contractor/project on a separate line in the table.

Name of Proposed Project	Type of Project	Brief Description of Proposed Project
		The AIU had an antiquated HVAC system that was nineteen years old and the original equipment when the building was built. The system was plagued by maintenance issues and outdated filtration that only supported MERV 8 filters. The new system is

Name of Proposed Project	Type of Project	Brief Description of Proposed Project
HVAC Replacement	Construction	not only more efficient, but it supports the current standard which is MERV 13 filters. The roof top units will also utilize ultraviolet lights to help kill bacteria and allergens. Another line of defense is the needle point bipolar ionization system to help kill viruses such as COVID-19.
Yarborough Development, Inc.	Construction	This is the general contractor for the HVAC project. The contract amount eligible is \$370,116.38The AIU had an antiquated HVAC system that was nineteen years old and the original equipment when the building was built. The system was plagued by maintenance issues and outdated filtration that only supported MERV 8 filters. The new system is not only more efficient, but it supports the current standard which is MERV 13 filters. The roof top units will also utilize ultraviolet lights to help kill bacteria and allergens. Another line of defense is the needle point bipolar ionization system to help kill viruses such as COVID-19.
Allegheny City Electric, Inc.	Construction	This is the electrical contractor for the HVAC project. The contract amount that is eligible is \$241,075.22.The AIU had an antiquated HVAC system that was nineteen years old and the original equipment when the building was built. The system was plagued by maintenance issues and outdated filtration that only supported MERV 8 filters. The new system is not only more efficient, but it supports the current standard which is MERV 13 filters. The roof top units will also utilize ultraviolet lights to help kill

Name of Proposed Project	Type of Project	Brief Description of Proposed Project
		bacteria and allergens. Another line of defense is the needle point bipolar ionization system to help kill viruses such as COVID-19.
Lugaila Mechanical, Inc.	Construction	<p>This is the HVAC contractor for the HVAC project. The contract amount that is eligible is \$1,921,367.96The AIU had an antiquated HVAC system that was nineteen years old and the original equipment when the building was built. The system was plagued by maintenance issues and outdated filtration that only supported MERV 8 filters. The new system is not only more efficient, but it supports the current standard which is MERV 13 filters. The roof top units will also utilize ultraviolet lights to help kill bacteria and allergens. Another line of defense is the needle point bipolar ionization system to help kill viruses such as COVID-19.</p>
HHSDR Architects and Engineers	Construction	<p>This is the architectural firm for the HVAC Project. The contract amount that is eligible is \$187,844.59The AIU had an antiquated HVAC system that was nineteen years old and the original equipment when the building was built. The system was plagued by maintenance issues and outdated filtration that only supported MERV 8 filters. The new system is not only more efficient, but it supports the current standard which is MERV 13 filters. The roof top units will also utilize ultraviolet lights to help kill bacteria and allergens. Another line of defense is the needle point bipolar ionization system to help kill viruses such as COVID-19.</p>

Name of Proposed Project	Type of Project	Brief Description of Proposed Project
WAE Balancing, Inc.	Construction	<p>This is the balancing company for the HVAC project. The contract amount that is eligible is \$52,000.00. The AIU had an antiquated HVAC system that was nineteen years old and the original equipment when the building was built. The system was plagued by maintenance issues and outdated filtration that only supported MERV 8 filters. The new system is not only more efficient, but it supports the current standard which is MERV 13 filters. The roof top units will also utilize ultraviolet lights to help kill bacteria and allergens. Another line of defense is the needle point bipolar ionization system to help kill viruses such as COVID-19.</p>



CHECK HERE - to assure that you have successfully uploaded your Prior Approval Form(s) if applicable.

Section: Narratives - Health and Safety Plan Upload and URL

IU HEALTH AND SAFETY PLAN AND URL

Please upload your IU Health and Safety Plan below, and check the assurance indicating that you have completed your upload. Please name the file using your IU name followed by Health and Safety Plan. example: "***IU Name-Health and Safety Plan***"

IUs are required to add the URL where the approved plan will be posted to the IU's public website. Please add the URL below.

<https://www.aiu3.net/cms/lib/PA49000033/Centricity/Domain/18/COVIDHealthSafetyUpdate211303.pdf>

Check Here - to assure that you have successfully uploaded your IU Health and Safety Plan.

Section: Narratives - Mandatory Statewide System of Support (SSoS) 10% Set Aside

MANDATORY STATEWIDE SYSTEM OF SUPPORT (SSoS) 10% SET ASIDE

IUs are required to set aside 10% of the total allocation to be used for SSoS services during the 2021-22 Fiscal Year. Reporting for SSoS will not be in this application but will be completed in SSoS program in eGrants as in the past. Please use the table below to calculate the 10% set aside by entering the IU allocation and click save. The system will not calculate the set aside until the Save button is clicked.

Please enter your allocation below to determine your mandatory 10% set aside value.

Allocation	Mandatory Set Aside Amount (calculated on save)
2768042	276,804.20

Section: Budget - Instruction Expenditures

BUDGET OVERVIEW

Budget

\$2,768,042.00

Allocation

\$2,768,042.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
		\$	
		\$0.00	

Section: Budget - Support and Non-Instruction Expenditures

BUDGET OVERVIEW

Budget

\$2,768,042.00

Allocation

\$2,768,042.00

Budget Over(Under) Allocation

\$0.00

SUPPORT AND NON-INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	400 - Purchased Property Services	\$2,491,237.80	Replacement of HVAC system
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$276,804.20	10% Set-aside Statement of Work
		\$2,768,042.00	

Section: Budget - Budget Summary

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 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	\$276,804.20	\$0.00	\$0.00	\$0.00	\$0.00	\$276,804.20
2300 SUPPORT SERVICES – ADMINISTRATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

	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
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
3200 Student Activities	\$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	\$2,491,237.80	\$0.00	\$0.00	\$0.00	\$2,491,237.80
	\$0.00	\$0.00	\$276,804.20	\$2,491,237.80	\$0.00	\$0.00	\$0.00	\$2,768,042.00
Approved Indirect Cost/Operational Rate: 0.0800								\$0.00
Final								\$2,768,042.00

