



**Virginia Department of Education  
Office of ESEA Programs  
P. O. Box 2120  
Richmond, Virginia 23218-2120**

**A. COVER PAGE**

Title IV, Part A, Student Support and Academic Enrichment Grants

2020-2021 Individual Program Application

Due by July 1, 2020

*Elementary and Secondary Education Act of 1965 (ESEA), as amended by*

*the Every Student Succeeds Act of 2015 (ESSA), P.L. 114-95*

Place an "X" by the applicable response.

<input checked="" type="checkbox"/>	Original
<input type="checkbox"/>	Revision :
	Revision # <input type="text"/>
	Date: <input type="text"/>
	<u>Explain</u>
<input type="checkbox"/>	Amendment:
	Amendment # <input type="text"/>
	Date: <input type="text"/>
	<u>Explain</u>

**To be Completed by School Division**

<b>Applicant (Legal Name of Agency)</b>	<b>Division Number</b>	<b>Title IV, Part A, Coordinator</b>	
ALEXANDRIA CITY PUBLIC SCHOOLS	101	Michael Humphreys	
<b>Mailing Address (Street, City or Town, Zip Code)</b>	<b>Phone:</b>	703-619-8020	<b>Ext:</b>
1340 Braddock PL, Alexandria, VA 22314	<b>Email:</b>	michael.humphreys@acps.k12.va.us	

**LOCAL EDUCATIONAL AGENCY CERTIFICATION**

**Use of Funds:** The applicant designated above applies for an allocation of federal assistance as appropriated under *ESEA*. Funds are available to support local education reform efforts that are consistent with statewide education reform efforts to: 1) provide funding to implement promising education reform programs and school improvement programs based on evidence-based research; 2) provide a continuing source of innovative and educational improvement; 3) meet the educational needs of all students; and 4) develop and implement education programs to improve student achievement and teacher performance.

Specific uses of funds for this application are found in the "Guidelines, Instructions, and Assurances" document.

**Assurances:** The local educational agency assures that the Title IV, Part A, program will be administered and implemented in compliance with all applicable statutes, regulations, policies, and program plans. **Additionally, the local educational agency agrees by signing below to implement the general and program specific assurances located in the application. The assurances and signed cover page are to be retained at the division level.**

**Certification:** We hereby certify that, to the best of our knowledge, the information contained in this application is correct. The agency named above has authorized us as its representatives to file this application, and such action is recorded in the minutes of the School Board meeting held

on 06/11/20.

\_\_\_\_\_  
Superintendent's Signature

Dr. Gregory C. Hutchings, Jr.

\_\_\_\_\_  
Superintendent's Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Board Chairperson's Signature

Hon. Cindy Anderson

\_\_\_\_\_  
Board Chairperson's Name

\_\_\_\_\_  
Date

**Application Submission, Approval, and LEA Expenditure of Funds: This application for Federal Funds is due by July 1, 2020. Revisions and Amendments should be submitted in a timely manner. Please note, in order for the funds to be expendable, the electronic application must be received at the Virginia Department of Education through the file submission process of the Online Management of Education Grant Awards (OMEGA) system.**

**APPLICATION INFORMATION**

2019 - 2020 Allocation	2019 - 2020 Consolidated Yes or No	Program	2020-2021 Allocation Total
300,434.60	No	Title IV, Part A, Student Support and Academic Enrichment Grant	279,476.88
		Transferability (funds transferred out of Title IVA)	0.00
		<b>Total Allocation Available for Title IV, Part A</b>	<b>279,476.88</b>

**TRANSFERABILITY**

Section 5103(b)(2) of the Every Student Succeeds Act allows LEAs to transfer funds between certain qualifying federal programs. If funds are transferred into or out of the Title II, Part A, program, **PRIOR APPROVAL IS REQUIRED**, and a separate Transferability approval form must be submitted. The transfer request form is available at [Transfer Request Form](#)

**1) If funds are to be transferred INTO Title IV, Part A, complete Section A.**

A. Program from which funds will be transferred		Program TO which funds will be transferred:	Amount
Title II, Part A	TO	Title IV, Part A, Student Support and Academic Enrichment Grant	

**2) Place an "X" next to the federal programs you are requesting funds to be transferred to.**

B. Program from which funds will be transferred:		Select program(s) TO which funds will be transferred:	Amount
Title IV, Part A	TO	<input type="checkbox"/> Title I, Part A	
		<input type="checkbox"/> Title I, Part C	
		<input type="checkbox"/> Title I, Part D	
		<input type="checkbox"/> Title II, Part A	
		<input type="checkbox"/> Title III, Part A	
		<input type="checkbox"/> Title V, Part B	
<b>Total</b>			<b>0.00</b>

**REVISIONS AND AMENDMENTS**

Place an "X" in the first box indicating whether it is a revision or amendment. Enter the date of the revision or amendment. Indicate the tab(s) that have been changed. **Provide a concise description of changes** (for example, "Programmatic Changes--purchase of additional reading materials, object code 6000; Budget Changes--decreased travel budget in object code 5000 and increased materials to purchase additional reading materials in object code 6000"). When completing an amendment, changes to the program overview may be reflected as additions at the end of the narrative.

NOTE: Any changes to the program budget should first be reflected in an amended application, followed by a budget transfer within 7 business days of approval of the amended application. Budget transfers will not be accepted without an approved amended application reflecting budget changes.

1.	Revision	<input type="checkbox"/>	Date:	<input type="text"/>
	Amendment	<input type="checkbox"/>	Date:	
2.	Revision	<input type="checkbox"/>	Date:	<input type="text"/>
	Amendment	<input type="checkbox"/>	Date:	
3.	Revision	<input type="checkbox"/>	Date:	<input type="text"/>
	Amendment	<input type="checkbox"/>	Date:	
4.	Revision	<input type="checkbox"/>	Date:	<input type="text"/>
	Amendment	<input type="checkbox"/>	Date:	
5.	Revision	<input type="checkbox"/>	Date:	<input type="text"/>
	Amendment	<input type="checkbox"/>	Date:	
6.	Revision	<input type="checkbox"/>	Date:	<input type="text"/>
	Amendment	<input type="checkbox"/>	Date:	
7.	Revision	<input type="checkbox"/>	Date:	<input type="text"/>
	Amendment	<input type="checkbox"/>	Date:	
8.	Revision	<input type="checkbox"/>	Date:	<input type="text"/>
	Amendment	<input type="checkbox"/>	Date:	
9.	Revision	<input type="checkbox"/>	Date:	<input type="text"/>
	Amendment	<input type="checkbox"/>	Date:	
10.	Revision	<input type="checkbox"/>	Date:	<input type="text"/>
	Amendment	<input type="checkbox"/>	Date:	
11.	Revision	<input type="checkbox"/>	Date:	<input type="text"/>
	Amendment	<input type="checkbox"/>	Date:	
12.	Revision	<input type="checkbox"/>	Date:	<input type="text"/>
	Amendment	<input type="checkbox"/>	Date:	

**B. PROGRAM OVERVIEW (7 PAGES)**

The purpose of this subpart is to improve students' academic achievement by increasing the capacity of states, local educational agencies, schools, and local communities to—

- (1) provide all students with access to a well-rounded education;
- (2) improve school conditions for student learning; and
- (3) improve the use of technology in order to improve the academic achievement and digital literacy of all students.

Any local educational agency receiving an allocation in an amount less than \$30,000 may designate funds to any of these areas above. Any LEA receiving an allocation of \$30,000 or greater must designate funds as follows:

- not less than 20 percent of funds to support well-rounded educational opportunities;
- not less than 20 percent of funds to safe and healthy students; and
- a portion of funds to support effective use of technology; not more than 15 percent of this portion can be used for purchasing technology infrastructure.

**Narrative Boxes**

Box 1: For local education agencies receiving allocations of \$30,000 or greater, provide a description of the needs assessment that was conducted to examine needs for improvement in the areas of—

- (A) access to, and opportunities for, a well-rounded education for all students;
- (B) school conditions for student learning in order to create a healthy and safe school environment; and
- (C) access to personalized learning experiences supported by technology and professional development for the effective use of data and technology.

Note: Local education agencies receiving an allocation in an amount less than \$30,000 are not required to complete Box 1.

Alexandria City Public Schools (ACPS) is an urban-suburban division with a richly diverse student population of 16,307 students (i.e., 60% Free and Reduced Lunch Students and approximately 40% English Learners). Additionally, the division experiences a high level of student transience, reinforcing the need to provide a comprehensive range of services for students requiring a well-rounded education. In order to address the "whole child" (i.e., the learner's academic-cognitive development in addition to their physical well-being and psychological development), creative and innovative approaches to health, nutrition and exercise are a necessary component.

ACPS strives to create a healthy and safe school environment, students must not only be physically healthy—but must demonstrate appropriate human interaction skills and habits of mind. In recent years, there has been a slight reduction in disproportionality related to the suspension/expulsion of Black males at the secondary level. Analysis of programs and practices suggests that the extended use of Positive Behavioral Interventions and Supports (PBIS) has impacted this data significantly. As part of this proposal, ACPS proposes to further expand the use of PBIS Practices at the elementary level, especially as part of The Diocese of Arlington

The Diocese of Arlington is located in an urban-suburban community with a richly diverse student population of 1901 students. Additionally, the Diocese experiences a high level of student transience, highlighting the need to provide an extensive range of services for students requiring a well-rounded education.

In order to create a healthy and safe school environment, the diocese intends to implement the use of Positive Behavioral Interventions and Supports (PBIS). As well as including professional development in Trauma Informed Care and other programs that center upon anti-bullying and the dangers of vaping.

Finally, technology is becoming an increasingly significant component of students today in our change-dominated and technologically interdependent world. Technology can enhance schools' approach to personalization and student-centered learning. Funding through this grant will help support efforts to move



**B. PROGRAM OVERVIEW (CONTINUED)**

Box 1 (continued):

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**Box 2: Describe, if applicable, how funds will be used for activities related to supporting well-rounded education.**

Students have been proven to benefit from integrated approaches to Science and Technology. Requested funding for the following activities will be used to support a well-rounded education. The cohort of students addressed by this initiative will be Free and Reduced Lunch students at targeted "priority" school sites within ACPS. John Adams, William Ramsay, James K. Polk, Patrick Henry, Samuel Tucker, Ferdinand T. Day, Cora Kelly School for Math, Science, & Technology and Mount Vernon Community School; Alexandria City Public Schools is comprised of 60% FARM and 29% English Learners while these eight elementary schools are comprised of 73% FARM students and 51% English Learners.

Activities related to supporting a well-rounded education in this proposal include the following:

Engineering, and Mathematics. STEM-related activities in this proposal will involve students' monitoring of their own health and exercise data with that data being integrated into appropriate math lessons (e.g., data representations, analysis of data patterns, drawing inferences about health and exercise data). To ensure that students in the early learning years are well rounded and healthy, a whole-child approach to the design of this project will be employed. Using PBIS, students will learn to become more self-regulating—exercising higher levels of self-analysis, including Executive Function skills such as restraint of impulsivity, emotional empathy, analysis of perspectives, and the capacity for conflict resolution. Students will learn to experience their own social-emotional development and well-being as essential for their success in life.

Moreover, school culture can be enhanced by training students to become more cooperative, interactive, and mutually supportive—resolving emerging conflicts and disputes using rational processes of self-control, self-regulation, and dispute resolution. Increasingly, students will learn to take responsibility for their interactions with others—in addition to learning the importance of taking responsibility for their exercise and nutrition choices. Funding (articulated in the attached Budget Request) will be needed for:

Furthermore, school culture can be enhanced by training students to become more cooperative, interactive, and mutually supportive—resolving emerging conflicts and disputes using rational processes of self-control, self-regulation, and dispute resolution. Increasingly, students will learn to take responsibility for their interactions with others—in addition to learning the importance of taking responsibility for their exercise and nutrition choices. Funding (articulated in the attached Budget Request) will be needed for:

Professional Development for a new Pilot Program - Ruler Institute - Provided by Yale - Center for Emotional Intelligence. 9 teachers will be trained and then will provide staff development in Social Emotional Learning.

• Expert Speakers (Funding for PBIS and Trauma Informed Care training, including options for professional mentors as the schools implement the identified programs and practices)

**B. PROGRAM OVERVIEW (CONTINUED)**

Box 2 (continued):

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Box 3: Describe, if applicable, how funds will be used for activities related to **supporting safe and healthy students**.

I. Activities Related to Promoting Healthy, Active Lifestyles and Nutritional Education Among Students in Participating Schools: As suggested previously, a major set of priorities will undergird this project. Specifically, students in the eight sites (John Adams, William Ramsay, James K. Polk, and Patrick Henry, Samuel Tucker, Ferdinand T. Day, Cora Kelly School for Math, Science, & Technology, and Mount Vernon Community School) frequently require information and learning related to their individual nutrition, health, and exercise choices. Additionally, students benefit greatly from explicit and sustained programs that help them to develop Executive Function skills (e.g., self-regulation, self-management, planning, time management, goal setting). The health of students in this program will be supported through the following activities:

- Sustained focus on students' monitoring of their own heart rates (with recording and analysis of data integrated into STEM lessons)
- Sustained focus on students' monitoring of their own heart rates (with recording and analysis of data integrated into STEM lessons)
- Sustained focus on students' monitoring of their exercise regimen and its impact upon their sense of personal well-being (with recording of FitBit data to determine their patterns of exercise and its relationship to their psychological sense of well-being)
- Trauma Informed Care: Teachers and administrators will receive training on what signs to look for and methods of dealing with children who have suffered traumatic experiences. This training is important to build capacity to deliver holistic patient care, being sensitive to unexpected potential reactions they might receive from children of trauma.
  
- Covid-19 Educational Response: Students will learn how to protect themselves and others from the spread of harmful bacteria and viruses. Students and staff will receive instruction on the proper use of PPE. All CDC recommended procedures for opening schools will be enacted.
- Active classroom will be piloted in all 8 elementary schools as a response to the reduction of activities due to Covid-19 sheltering.
- ACPS will be funding PPE and other necessary equipment and supplies to enhance school nurses' efforts to keep students, staff and the community safe.
- ACPS will implement "physically active" classroom environments to enhance exercise in the safety of indoors with some of the following: standup desks, treadmill desks, wobble chairs, exercise bike desks, miniature trampolines, etc.

**B. PROGRAM OVERVIEW (CONTINUED)**

Box 3 (continued):

Box 4: Describe, if applicable, how funds will be used for activities related to supporting the **effective use of technology**

**NOTE:** LEAs may not spend more than 15 percent of the funds allocated to the effective use of technology category to purchase equipment, devices, software, platforms, digital instructional resources, or other one-time IT purchases (e.g. if allocating \$12,000 to support the effective use of technology, then only \$1,800 may be used to purchase technology infrastructure).

The only technology purchased will be in support of student online learning in Well Rounded or Safe and Healthy purposes.

Private School Set Aside - One 3-D Printer and accessories. 10 Chromebooks.

**B. PROGRAM OVERVIEW (CONTINUED)**

Box 4 (continued):

Box 5: Describe how the local educational agency, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

Alexandria City Public Schools will periodically evaluate the effectiveness of activities carried out under this section based on the following objectives and outcomes:

- Developing and Disseminating STEM Lessons Reflective of the Impact of PBIS:
- A minimum of 5 comprehensive STEM lessons will be published on the ACPS Lesson Exchange for integration into the elementary Health and Physical Education curriculum. These lessons will be aligned with Virginia state lesson planning guidelines and criteria and can be used in other divisions to reinforce student development of a positive exercise, nutrition, and health regimen as well as strategies related to student self-regulation and conflict resolution.
- Monitoring of Student Exercise, Nutrition, and Health:
- 100% of participating students will increase their cardiovascular endurance as measured by monthly Heart-Rate Monitoring data analysis.
- 100% of participating students will gain in their aerobic capacity as measured by monthly or bi-monthly PACER tests using Heart-Rate Monitors.
- 100% of participating students will demonstrate a minimum 10% gain in general cardiovascular fitness based upon comparison of baseline measurements
- 100% of all elementary students who use STEM Pilot Classrooms will be pre-surveyed and post-surveyed by the STEM teacher to document the positive impact that the Maker Space has on student learning for each major project/lesson.
- 100% of parents attending open house in STEM Classroom will be surveyed to receive feedback on improvements provided by Title IV Grant.



**C. COORDINATION OF SERVICES**

Describe the partnerships within the division among the programs in this application and other federal, state and/or local programs in the delivery of services to the targeted population(s). Describe the collaboration of program staff, parents, and the community to provide services and activities that will contribute to the attainment of the measurable objectives in this application. Describe any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities.

Virginia Tech Thinkabit Lab is working with ACPS to coordinate the proper purchase of equipment and supplies to create 21st Century STEM labs and Makerspaces. Virginia Tech has had many years of experience as a regional lab and has agreed to help ACPS create and maintain these two proposed STEM Classrooms.

**D. MEASURABLE OBJECTIVES****Section 1**

**Section 4104(a)(2) of ESSA requires that States report the degree to which divisions have made progress toward meeting the objectives and outcomes in their approved applications.**

Describe the division's progress towards meeting the measurable objectives. Address each measurable objective for which activities were implemented in the previous year. Indicate the application year for the measurable objective and include relevant data.

Measurable Objective 1:

Measurable Objective 2:

Measurable Objective 3:

Measurable Objective 4:

**D. MEASURABLE OBJECTIVES (CONTINUED)**

Measurable Objective 5:

Measurable Objective 6:

**Section 2**

1. State up to six measurable objectives, each incorporating the four components, that will guide the development of the program to
2. Describe the evidence-based research that supports the services and activities (programs, models, instructional methods, and techniques) that will be implemented to achieve each objective and that will be supported by the requested funds.

**What is a Measurable Objective?**

A measurable objective has four components:

- 1) **Subject** (Who is the target or focus?);
- 2) **Behavior** (What will be changed/improved?);
- 3) **Specific criteria for assessing** improvement, readiness, or achievement and tools to be used to measure effectiveness; and
- 4) **Time period** for performance or assessment.

Measurable Objective 1:

**STEM Activity:**

Students will use heart rate monitors on a regular basis. The students will document their individual data on a data table. They will use their data table to share with their teacher their up-to-date heart rate levels achieved. This periodic activity will support individual student self-management and monitoring of their physical improvement. We expect students to show positive gains as they reach their individual goals for personal improvement. 100% of the students will participate and show a measured 10% improvement over their baseline starting point.

Measurement Tool used will be the heart rate monitors, pedometers and data tables.

**Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:**

Heart rate monitors will be used to bring awareness to students of their fitness levels. Studies show that students will improve when given the opportunity to see objective evidence of their physical ability.

[http://digitalcommons.uri.edu/kinesiology\\_facpubs/8/](http://digitalcommons.uri.edu/kinesiology_facpubs/8/)

**D. MEASURABLE OBJECTIVES (CONTINUED)**Measurable Objective 2:STEM and Parent Engagement Activity:

Counting steps with Heart Rate Monitors and/or Pedometers will provide for students clear feedback and a measurable goal to achieve. Students will learn the importance of body movement to improve overall health. Students will develop their own personal baseline data and then will set a measurable goal of 10% improvement for personal growth. Their Parents will use these pedometers to count their steps and create their baseline data and set a 10% improvement for personal growth too. This activity supports parent to reinforce school efforts to improve student activity.

Measurement Tool used will be the heart rate monitors, pedometers and data tables.

Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:

Students will use data sheets to record daily step counts, parents/guardians will use pedometers to record their daily activity too. Parents working with their children is a follow through of school efforts to work together for health improvement.

Wechsler H, McKenna ML, Lee SM, Dietz WH. The Role of Schools in Preventing Childhood Obesity. The State Education Standard. 2004.

Measurable Objective 3:

Reduce plate waste in the cafeteria by 10%. School Nutrition staff will conduct monthly fruit and vegetable plate waste studies to determine student food preferences. They will assess fruit and vegetable plate waste, examine patterns of selection and consumption of specific fruit and vegetable subgroups, and analyze for differences across grade levels and schools. Improving plate waste will increase student health and academic success by ensuring they are well-nourished.

Measurement Tool used – School Nutrition Personnel sit next to the cafeteria trash can – they use a specific check off sheet to quickly document how much and what kinds of food is being thrown out. This data is compared to previous observations to determine positive and negative changes.

Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:

Research shows that student preference and food attitudes must be taken into account to provide better choices and reduce waste. Students who eat proper, well balanced nutrition do better in school. Taste-testing, school gardens, and educational assemblies will be among the initiatives promoted by this grant.

<https://pdfs.semanticscholar.org/1cfc/1a54f168ed2237d925c62d6261e1cced124.pdf>

Measurable Objective 4:PBIS Professional Development:

The Positive Behavioral Interventions and Supports (PBIS) coordinator will provide professional development to expand PBIS to our elementary teachers. The effort will focus upon teaching student behavioral expectation in order to reduce exclusionary discipline. PBIS, strategies will be implemented as one method to replace suspension with the strategy of repairing relationships that have been damaged.

Measurement Tool - Using existing discipline data as the baseline, our objective is to reduce suspensions by 10%. All discipline is recorded in Powerschool – this will be the tool used for determining discipline improvement.

Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:

PBIS require a good deal of front loading of education on a school wide basis as well as a good deal of time for students to internalize these practices. However, with this investment we have witnessed positive improvements with our secondary schools and will now invest these practices on the elementary level. All of our priority schools will implement strategies of PBIS programs.

Improving Multitiered Systems of Support for Students with “Internalizing” Emotional/Behavioral Problems.

<https://journals.sagepub.com/doi/abs/10.1177/1098300717753832>



**D. MEASURABLE OBJECTIVES (CONTINUED)**

Measurable Objective 5:

100% of Participating Elementary Students will be surveyed prior to their STEM Activity lesson to determine prior knowledge. Following the exercise students be post-surveyed to determine the level of positive impact. Students will show a measured improvement of 10% over their baseline starting point.

Measurement Tool used will be specially designed surveys that reflect the particular STEM activity students will engage in.

Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:

Interdisciplinary Project-Based Learning with Real-World Application

Project-based learning (PBL) has been shown to improve students' understanding of science, as well as their problem-solving and collaboration skills, to a greater extent than traditional methods (Geier et al., 2008; Gordon, Rogers, Comfort, Gavula, and McGee, 2001; Kolodner et al., 2003; Lee, Buxton, Lewis, and LeRoy, 2006; Liu, Hsieh, Cho, and Schallert, 2006; Lynch, Kuipers, Pyke, and Szesze, 2005; Marx et al., 2004; Schneider, Krajcik, Marx, and Soloway, 2001).

Measurable Objective 6:

Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:

**E. BUDGET SUMMARY**

2020-2021 Allocation		Title IV, Part A Budget for 2020-2021 Award S424A200048			279,476.88	
Object Code	Expenditure	A. Well-Rounded	B. Safe and Healthy Students	C. Effective Use of Technology	Summary	Does the Budget Summary Match the Detail Budget?
1000 - Personal Services	Administrative	2,500.00	2,500.00	0.00		
	Non-Administrative	7,000.00	2,000.00	0.00		
	Private School Set-Aside	1,000.00	0.00	0.00		
	<b>Total Personal Services</b>	<b>10,500.00</b>	<b>4,500.00</b>	<b>0.00</b>	<b>15,000.00</b>	<b>Yes</b>
2000 - Employee Benefits	Administrative	191.25	191.25	0.00		
	Non-Administrative	535.50	153.00	0.00		
	Private School Set-Aside	76.50	0.00	0.00		
	<b>Total Employee Benefits</b>	<b>803.25</b>	<b>344.25</b>	<b>0.00</b>	<b>1,147.50</b>	<b>Yes</b>
3000 - Purchased/ Contracted Services	Administrative	0.00	0.00	0.00		
	Non-Administrative	33,000.00	13,000.00	0.00		
	Private School Set-Aside	3,000.00	0.00	0.00		
	<b>Total Purchased/Contracted Services</b>	<b>36,000.00</b>	<b>13,000.00</b>	<b>0.00</b>	<b>49,000.00</b>	<b>Yes</b>
4000 - Internal Services	Internal Services		14,500.00	0.00		
	Private School Set-Aside	0.00	0.00	0.00		
	<b>Total Internal Services</b>	<b>0.00</b>	<b>14,500.00</b>	<b>0.00</b>	<b>14,500.00</b>	<b>Yes</b>
5000 - Other Charges	Indirect Costs	0.00	0.00	0.00		
	Non-Administrative	9,500.00	18,000.00	0.00		
	Private School Set-Aside	0.00	0.00	0.00		
	<b>Total Other Charges</b>	<b>9,500.00</b>	<b>18,000.00</b>	<b>0.00</b>	<b>27,500.00</b>	<b>Yes</b>
6000 - Materials and Supplies	Administrative	0.00	0.00	0.00		
	Non-Administrative	72,864.36	74,000.00	0.00		
	Private School Set-Aside	20,465.02	0.00	5,000.00		
	<b>Total Materials and Supplies</b>	<b>93,329.38</b>	<b>74,000.00</b>	<b>5,000.00</b>	<b>172,329.38</b>	<b>Yes</b>
8000 - Capital Outlay	Non-Administrative	0.00	0.00	0.00		
	Private School Set-Aside	0.00	0.00	0.00		
	<b>Total Capital Outlay</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>Yes</b>
<b>TOTAL SUBGRANT BUDGET</b>		<b>150,132.63</b>	<b>124,344.25</b>	<b>5,000.00</b>	<b>279,476.88</b>	<b>**Reflects 15% max allowed for technology, equipment, devices, and software in Technology area. 750.00</b>
<b>TOTAL SET-ASIDE SUBGRANT BUDGET</b>		<b>2,691.25</b>	<b>2,691.25</b>	<b>0.00</b>	<b>5,382.50</b>	<b>Are the administrative charges less than or equal to 2% of the allocation? Yes</b>
<b>TOTAL PRIVATE SCHOOL SET-ASIDE SUBGRANT BUDGET</b>		<b>24,541.52</b>	<b>0.00</b>	<b>5,000.00</b>	<b>29,541.52</b>	<b>Does the Private School Set-Aside Match the Value of Services on the Private School tab? Yes</b>
Is the allocation \$30,000 or greater? If "yes", mandatory distribution of allocation applies.		<b>Yes</b>				
If allocation is \$30,000 or greater, does the allocation meet minimum requirement for each area?		<b>Requirement Met</b>	<b>Requirement Met</b>	<b>Requirement Met</b>		<b>Does Total Allocation Match Detailed Budget? Yes</b>

Notes: (1) Object codes 7000 and 9000 are not used in application budgets or in requests for reimbursements for this grant.  
 (2) Indirect costs claims are subject to the availability of funds and statutory or administrative restrictions. Title III, Part A and Title IV, Part A, place a statutory limitation or cap on administrative costs. Because the cap applies to the combined claims for indirect costs and direct administrative costs, divisions may not be able to claim the entirety of their indirect costs. The amount unrecovered may not be shifted to another federal award.



















**H. GENERAL EDUCATION PROVISIONS ACT (GEPA) SECTION 427**

**Section 427 of the General Education Provisions Act (GEPA) requires applicants for federal funds to include in their applications a description of the steps the applicant will take to ensure equitable access to, and participation in, federally-assisted programs for students, teachers, and other program beneficiaries with special needs. The provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, the applicant should determine whether these or other barriers may prevent students, teachers, etc., from such access or participation in the federally-funded project or activity. The description in the application of steps to be taken to overcome these barriers need not be lengthy; the application may provide a clear and succinct description of how the applicant plans to address those barriers that are applicable to their circumstances.**

Describe the steps the division will take to ensure equitable access to, and participation in, grant-funded programs for students, teachers, and other program beneficiaries with special needs as required by the General Education Provisions Act (GEPA) 427, OMB Control No. 1894-00045, Section 427.

ACPS shall:

- Provide facilities, programs and activities that are accessible, usable and available to qualified disabled persons;
- Provide a free, appropriate education, including non-academic and extracurricular services to qualified disabled persons;
- Not exclude qualified disabled persons, solely on the basis of their disabilities, from any preschool, daycare, adult education or career and technical education program; and
- Not discriminate against qualified disabled persons in the provision of health, welfare or social services.



**I. PRIVATE SCHOOL PARTICIPATION**

Each year, the school division must contact all eligible private (nonprofit) schools and engage in meaningful consultation on the availability of equitable services funded by Title IV, Part A. (ESEA Section 8501 and Title VIII, Uniform Provisions, Part F, Subpart 1).

1. Are there private nonprofit schools in your school division's attendance area?

Yes (If yes, complete the remainder of this page.)

No (If no, it is not necessary to complete the rest of this page.)

2. Place an "X" in the appropriate block(s) to indicate how private schools in the division were notified on the availability of equitable services funded by Title IV, Part A. (Copies of the notification must be kept on file for monitoring purposes.)

Regular Mail

Certified Mail

Telephone Calls

Meetings

Visits to the Private School

Other (Please specify)

Email Notification \_\_\_\_\_

3. What is the public school division's projected K-12 enrollment for the 2020-2021 school year?

15,737

4. Determining Set-Asides (These fields will calculate automatically once enrollment figures have been entered.)

a. Proposed Budget	\$279,476.88
b. Amount of funds allocated for administration	\$5,382.50
<b>c. Amount to use for set-aside calculations</b>	<b>\$274,094.38</b>

5. Determining additional set-asides as a result of Transferability. These fields will calculate automatically once budget and enrollment figures have been entered.

a. Proposed Budget	\$0.00
b. Amount of funds allocated for administration	\$0.00
<b>c. Amount to use for set-aside calculations</b>	<b>\$0.00</b>

6. Complete the chart below:

- In Column A, list all eligible private schools in the geographic boundaries of the school division.
- In Column B, indicate the participation status of the listed private school(s) for the 2020-2021 award year, as a result of consultation.
- In Column C, enter the K-12 enrollment of private schools participating in services for the 2020-2021 award year.
- Column D will automatically calculate the value of services for the 2020-2021 award year.
- In Column E, indicate the method of notification for each private school.

7. For the 2020-2021 award year, enter the value of services amount in cell F36 on the budget tab in the budget summary on the "Private School Set-Aside" lines. On the Budget Detail pages, list as "Private School Set-Aside" under the appropriate object codes.





