

Warning.
Enable macros if
indicated

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

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

Due by: **July 1, 2021**
2021-2022

Select the division name from the dropdown box. The division number will auto populate.

School Division: Alexandria City Public Schools
Division Number: 101

Select the appropriate tab(s) and press the "Print" button.

Print Reports	
Check Mark	Tab Name
<input type="checkbox"/> check	Print All Tabs Below
<input type="checkbox"/> check	Budget Check
<input type="checkbox"/> check	Narrative
<input type="checkbox"/> check	Budget Summary
<input type="checkbox"/> check	Transferability
<input type="checkbox"/> check	Private Schools
<input type="checkbox"/> check	GEPA
<input type="checkbox"/> check	Expenditure Descriptions
<input type="checkbox"/> check	General Assurances
<input type="checkbox"/> check	Program Specific Assurances

Print Reports
Select the tabs to
print.
Push this button.

Select the appropriate button to move to the desired section within the application.

Application Directory
Push This Button to go to the Desired Page
Budget Check
Cover Page <small>(Narrative Tab)</small>
Program Overview <small>(Narrative Tab)</small>
Coordination of Services <small>(Narrative Tab)</small>
Measurable Objectives <small>(Narrative Tab)</small>
Budget Summary
Detailed Budget Breakdown <small>(Budget Summary Tab)</small>
Transferability
Detailed Budget Breakdown <small>(Transferability Tab)</small>
Private Schools
Calculations of Set-Asides <small>(Private Schools Tab)</small>
General Education Provisions Act <small>(GEPA)</small>
Expenditure Descriptions
General Assurances
Program Specific Assurances

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

2021-2022
Autocalculated Budget Check

Note: Only budget errors will display in column D. If column D is blank after the Budget Summary and Transferability tabs have been updated the budgets are balanced.

School Division:	Alexandria City Public Schools
Division Number:	101

Budget Summary Tab

1000	Total Personnel Services	
2000	Total Employee Benefits	
3000	Total Purchased/Contracted Services	
4000	Total Internal Services	
5000	Total Other Charges	
6000	Total Materials & Supplies	
8000	Total Capital Outlay	
	Does the Budget Summary Match the Total Allocation?	
	Is the allocation \$30,000 or greater? If "Yes," mandatory distribution of allocation applies.	
	Are the administrative charges less than or equal to 2% of the allocation?	

Detailed Budget Breakdown

	Does the Detailed Budget Breakdown Match the Total Allocation?	
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Private School Set-Aside

	Does the Private School Set-Aside Match the Value of Services on the Private School tab?	
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Transferability Tab

1000	Total Personnel Services	
2000	Total Employee Benefits	
3000	Total Purchased/Contracted Services	
4000	Total Internal Services	
5000	Total Other Charges	
6000	Total Materials & Supplies	
8000	Total Capital Outlay	
	Does the Transferability Budget Summary Match the Amount Transferred into Program?	

Detailed Budget Breakdown

	Does the Transferability Detailed Budget Breakdown Match the Transferability Allocation?	
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Place an "X" by the applicable response.

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

A. COVER PAGE

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

2021-2022

Individual Program Application

Due by July 01, 2021

*Elementary and Secondary Education Act of 1965 (ESEA), as amended by
the Every Student Succeeds Act of 2015 (ESSA), P.L. 114-95*

To be Completed by School Division

Applicant (Legal Name of Agency):		Division Number:	Title IV, Part A, Coordinator:	
Alexandria City Public Schools		101	Dr. Greg Tardieu	
Mailing Address (Street, City or Town, Zip Code):		Phone:	703-619-8162	Ext: <input type="text"/>
1340 Braddock Place, Alexandria, VA 22314		Email:	gregory.tardieu@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 06-03-2021 .

<input type="text"/>
Superintendent's Signature
Dr. Gregory C. Hutchings, Jr.
Superintendent's Name
6/3/2021
Date

<input type="text"/>
Board Chairperson's Signature
Hon. Meagan L. Alderton
Board Chairperson's Name
6/3/2021
Date

Application Submission, Approval, and LEA Expenditure of Funds: Applications for Federal Funds are due by July 01, 2021. Revisions and Amendments should be submitted in a timely manner.

Please note, in order for the funds to be expendable by July 01, 2021, the electronic application must be received at the Virginia Department of Education by July 01, 2021, through the file submission process of the Online Management of Education Grant Awards (OMEGA) system.

APPLICATION INFORMATION

2020-2021 Allocation	2020-2021 Consolidated Yes or No	Eligible Program	2021-2022 Allocation Total
340,285.95	No	Title IV, Part A, Student Support and Academic Enrichment Grant	340,285.95
		Transferability (funds transferred out of Title IVA)	0.00
		Total Allocation Available for Title IV, Part A	340,285.95

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	TO	Program TO which funds will be transferred:	Amount
Title II, Part A		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:	TO	Select program(s) TO which funds will be transferred:	Amount
Title IV, Part A		Title I, Part A	
		Title I, Part C	
		Title I, Part D, Subpart 2	
		Title II, Part A	
		Title III, Part A	
		Title V, Part B, Subpart 2	
Total			0.00

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

B. PROGRAM OVERVIEW (5 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 for activities to support the effective use of technology.

Special Rule: No more than 15 percent of funds for activities to support the effective use of technology may be used "for purchasing technology infrastructure as described in subsection (a)(2)(B), which includes technology infrastructure purchased for the activities under subsection (a)(4)(A)." To clarify, LEAs or consortiums of LEAs may not spend more than 15 percent of funding in this content area on devices, equipment, software applications, platforms, digital instructional resources and/or other one-time IT purchases. (ESEA section 4109(b)).

Narrative Boxes

Box 1:	<p>Note: Local education agencies receiving an allocation in an amount less than \$30,000 are not required to complete Box 1.</p> <p>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—</p> <ol style="list-style-type: none"> 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. c. access to personalized learning experiences supported by technology and professional development for the effective use of data and technology. <p>The description of the needs assessment should include:</p> <ol style="list-style-type: none"> A. when the needs assessment was conducted; B. who participated in the assessment process and determining the division’s priorities; C. what data was collected and analyzed; and D. how the identified schools receiving services were identified as meeting one of the following criteria listed under section 4106(e)(2)(A) provided on the Program Specific Assurances tab. <p>Divisions transferring funds to another federal program must describe why funds are of greater need in the identified federal program.</p>
<p>Our Title IV Team is made of 14 people, including teachers, administrators, administrative assistant, a nurse, a parent, and a CEO of a local nonprofit.</p> <p>Our team attended the VDOE Needs Assessment webinar training. We meet periodically to discuss this grant as well as discussing our ongoing investigation into our needs assessment. We are divided up into groups to look at Math and Science scores, English/Language Arts Scores, Attendance, grades, and other factors like FARM Data and ELL Data. This is a continuous, ongoing process. As a group, we discuss our findings and discuss how best to address issues that fall within “Well-Rounded Education” and “Safe and Healthy Education.”</p> <p>A. Well Rounded activities – Our data shows that our elementary students are below the state average in language arts and Science. We have expanded programming; we now support K-8 STEM activities to help bridge the gap from elementary to high school. We provide after-school access to music lessons for elementary students. We are now proposing after-school choir and drama programs for elementary students to eliminate the fees currently being paid.</p> <p>B. Safe and Healthy Programs: the Alexandria Health Dept assessed incoming kindergartners and found 30% were obese – our efforts for three years have been to combat this crisis. We have provided Swimming lessons for first and second graders, bicycle lessons, family cooking and nutrition classes, PPE for students and nurses. Air filtration systems for nurses’ offices. Kinesthetic Classrooms that provide low-impact exercise opportunities for student in class throughout the school day. Special Education Remote Learning equipment to help improve communication through virtual learning.</p> <p>C. Effective Use of Technology includes teacher training and onboarding programming for new technology and programming provided by this grant.</p> <p>In our first year, we focused on four West End elementary schools with the highest obesity data. The following year our funding was greatly increased, so we included four more elementary schools. This last year, we expanded our program to include 6-8 grade students, especially in STEM education. Our selected schools are at or above 60% free and reduced lunch and average over 30% English Language Learners.</p> <p>Our current proposal continues the same programming with the inclusion of two new pilot programs of after-school choir and drama clubs.</p>	

B. PROGRAM OVERVIEW (CONTINUED)

Box 1 (continued):

[Empty box for Box 1 content]

Box 2: Describe, if applicable, how funds will be used for activities related to supporting well-rounded education. Include a description of the activities to be provided under equitable services if applicable.

Well Rounded Activities

- 1. Elementary STEM Labs – Two pilot programs providing STEM equipment, supplies, and maker-space abilities.
- 2. Elementary and Middle School – Pilot STEM programs with Augmented Reality equipment. Students will be able to experiment with electricity and dissect animals and body parts using this new technology.
- 3. Music and Arts Enrichment – Elementary students with little or no access/ability to take music lessons after school will now have access to free afterschool music programming. In addition to music, we are adding two elementary pilot programs for afterschool choir and drama programming. This programming will also include parent participation.

Well Rounded - Private Schools Equitable Services

The Diocese of Arlington has been focusing on the following areas:

- 1. STEM-Related Activities: Students will use a 3D printer to create seemingly impossible designs. They will learn how to use the software to create new designs and then input their designs into the printer for real-world practice in 21st-century manufacturing.
- 2. Students will be able to participate in engineering problem-solving activities by designing physical structures that reflect their proposals for their projects
- 3. Laptops and Tablets to be used to improve remote learning.

B. PROGRAM OVERVIEW (CONTINUED)

Box 2 (continued):

[Empty box for Box 2 content]

Box 3: Describe, if applicable, how funds will be used for activities related to supporting safe and healthy students. Include a description of the activities to be provided under equitable services if applicable.

Safe and Healthy – Activities

1. Swimming lessons for 1st and 2nd graders at the YMCA.
2. Kinesthetic Classrooms – equipment that allows kids to fidget, exercise, stand up and keep moving without disrupting the classroom environment.
3. Sensory Hallways to increase student activities throughout the school building.
4. Lateral movement climbing walls that are healthy and safer than vertical climbing walls.
5. Portable outside/inside Snug play space equipment that provides mental and physical stimulation.
6. Reading Walk – providing reading stations along a pathway for parents to walk and read a story to their children.
7. Sustained focus on students’ monitoring of their own heart rates (recording and analyzing data integrated into STEM lessons).
8. Sustained focus on students’ monitoring of their own heart rates (with recording and analysis of data integrated into STEM lessons).
9. Sustained focus on students’ monitoring of their exercise regimen and its impact upon their sense of personal well-being (with a recording of FitBit data to determine their exercise patterns and their relationship to their psychological sense of well-being).
10. Support for students to enhance their understanding and monitoring of healthy food intake (with STEM lessons to include nutritional choices in each of the early learning grades).
11. Support parents and guardians to understand the importance of nutritional choices in their child’s development and support the schools as part of this initiative.

Safe and Healthy - Private Schools Equitable Services

The Diocese of Arlington has been focusing on the following areas:

1. Social-Emotional Learning Activities: To ensure that students are 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 and 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 social-emotional development and well-being as essential for their success in life.
2. Social Emotional Programming to improve school culture 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.
3. PBIS enrichment activities such as anti-vaping programs.

B. PROGRAM OVERVIEW (CONTINUED)

Box 3 (continued):

[Empty box for Box 3 content]

Box 4: Describe, if applicable, how funds will be used for activities related to supporting the effective use of technology. Include a description of the activities to be provided under equitable services if applicable.
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).

Effective Use of Technology – Activities

1. Provide Teacher Professional Development for new software and hardware being implemented by this grant.
2. Provide onboarding assistance for teachers using zSpace Augmented Reality equipment.

Effective Use of Technology - Equitable Services

The Diocese of Arlington has been focusing on the following areas:

1. Not Applicable – none chosen.

B. PROGRAM OVERVIEW (CONTINUED)

Box 4 (continued):

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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.

Teacher leaders of these programs will pretest and posttest students to determine the level of positive impact. Along with testing data, students and staff will receive survey questionnaires to determine the effectiveness of the programs being implemented.

Along with testing and surveys, the ACPS Manager of Grants will visit the classrooms where these programs are being implemented to document, take notes, photos, and interview students and teachers. These visits will be unannounced and take place on a weekly basis.

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.

Our Title IV team is made up of 14 individuals – teachers, administrators, a nurse, a parent, and the CEO of a local Nonprofit Organization. The Nonprofit organization is RunningBrooke, and its CEO is Brooke Curran. Ms. Curran raises funds for one main purpose, and that is to get kids moving in school. She relies on the most up-to-date research that supports kids standing, walking, stretching, and moving throughout the day. Research shows that just standing up periodically gets blood flushing the brain and keeps kids more alert and more awake. Beyond improving alertness, Ms. Curran is collaborating with our Health and PE specialist to provide equipment and supplies to create what we call Kinesthetic Classrooms. Rooms that allow kids to fidget quietly without disrupting the class; using wiggle cushions, wobbly chairs, accordion chairs, bands that strap across the legs of chairs all help kids wiggle and move without disruption. RunningBrooke supports over \$100,000 this coming year along with another \$35,000 in Title IV funding to help provide this equipment for students to get moving. We are targeting the elementary schools selected by the Title IV team using our ongoing needs assessment review.

Our partnership with RunningBrooke has been ongoing for over five years now. In the past year, with the intense need brought on by COVID-19 and the lack of student exercise over the past year, ACPS and RunningBrooke have collaborated more than ever to find ways to get kids moving in a healthy direction.

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. Evidence toward meeting the objective must be reported even if the objective is still in progress or the division was unable to collect all data needed to determine the final outcome. Address each measurable objective for which activities were implemented in the previous year.

Indicate the application year (ex: 2019-2020 or 2020-2021 for the measurable objective and include relevant data.

Measurable Objective 1:**Heart Monitors**

2019-2020 and 2020-2021 - Students have been using heart monitors to learn about their bodies and how keeping fit enhances their life and improves their mental outlook. Teachers have students check their heart rates throughout the quarter. They do various activities to raise their heart rates and compare the pre and post-activity. The goal is to see a 10% improvement in a quarter. 2019 had limited success due to the newness of the program. Brief data was provided in the ACPS 2021 VDOE monitoring that showed student progress. This is still an ongoing project, and with reopening schools, we will continue to collect data on a quarterly basis to show progress.

Measurable Objective 2:**Elementary Pilot STEM Labs**

2020-2021 - Two schools were selected among our eight target elementary schools to create a Pilot STEM lab that teachers could bring their classes to and receive high-quality, engaging equipment that would stir their imaginations. The labs barely got started when COVID-19 shut down the schools. However, even with the limited time, we collected a limited amount of data shared during the ACPS monitoring examination. Students were pre and post-tested on their knowledge of STEM subjects that were going to be taught. Goals were set that all students would reach a level 3.0 by the end quarter. Most, but not all, students achieved this goal.

Measurable Objective 3:**Augmented Reality Pilot Programming**

2019-2020 and 2020-2021 - unused funding from 2019 and 2020 due to so many changes being made caused by the Covid shutdown of all face to face conferences and programming being cancel, all funding was compiled into a new budget that included the new implementation of this very cutting edge and innovative STEM software and hardware system. This program allows students to see things on a special laptop in 3-D. Students wear what looks like sunglasses and hold a stylus, and they can literally pull a beating heart out of a human skeleton and then open that beating heart right in front of their face. They can investigate all aspects of the heart and manipulate it with this system. They can do the same thing with animal dissection, V-8 engines, and even experiment with deadly electrical currents and not get hurt. We are testing this equipment in two elementary school STEM labs and four middle school science classrooms. This programming has not been measured for effectiveness yet. Pretesting, post-testing, and student and staff surveys will be administered on a quarterly basis.

Measurable Objective 4:**Kinesthetic Classrooms**

2019-2020 and 2020-2021 – Like the Augment Program above – Unused funding was repurposed to create new and innovative pilot classrooms. With students locked indoors for over a year, we anticipate a great need to help students become healthy and more physical again. Playgrounds may be handled very differently, with social distancing still being practiced. So we are implementing new equipment and supplies that will encourage students to be active in their classrooms and hallways without being disruptive to the learning process.

D. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 5:

Family Food and Nutrition Classes

2019-2020 – we initiated a family cooking/nutrition class to help newcomers to America learn how to shop for vegetables and then how to prepare these new vegetables. This class was starting to become very popular when we had to shut it down for COVID-19. We have started a virtual cooking class and will be surveying parents to determine their effectiveness. Our FACE department (Family and Community Engagement) helps coordinate this program to reach out most effectively to parents. This program works in collaboration with Virginia Tech’s nutrition extension program. Parents are surveyed about this program to help determine its effectiveness.

Measurable Objective 6:

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Section 2

1. State up to six measurable objectives, each incorporating the four components, that will guide the development of the program to be funded with the requested ESEA federal funds.
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:

Heart Monitors

- 1) Subject Elementary Students
- 2) Behavior – Students learn about being in “heart shape” with proper nutrition and exercise.
- 3) Specific criteria for assessing – using heart monitors, students learn how exercise and nutrition can directly affect their hearts and show how they can self-regulate their behavior and make a positive impact on their well-being.
 - a. 100% of participating students will increase their cardiovascular endurance as measured by monthly Heart-Rate Monitoring data analysis.
 - b. 100% of participating students will gain aerobic capacity as measured by monthly or bi-monthly PACER tests using Heart-Rate Monitors.
 - c. 100% of participating students will demonstrate a minimum 10% gain in general cardiovascular fitness based upon a comparison of baseline measurements compared to end-of-year data.
 - d. 100% of participating students will achieve individual benchmarks using targeted threshold heart rate zone data.

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

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

D. MEASURABLE OBJECTIVES (CONTINUED)**Measurable Objective 2:**

Elementary Pilot STEM Labs

- 1) Subject - Elementary students at two elementary schools.
- 2) Behavior – STEM equipment is very expensive. This program is piloting a wide range of equipment and supplies to determine what equipment is most engaging, sturdy, and preferred by teachers and students.
- 3) Specific criteria for assessing – Students will do various projects in this STEM drop-in lab and be pretested and post-tested on what is learned. Teachers and students will also be given surveys to determine attitudes, opinions, perspectives of their experience in the lab.
- 4) Time period – September 2021 through May of 2022 with quarterly reports of their scores.

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

The research is overwhelming that STEM labs and STEM activities positively impact all areas of student learning. This article, “Study Shows Defined STEM has a Positive Impact on Student Learning Outcomes,” compared STEM project-based learning with standard traditional learning. The experimental group far outperformed the standard learning model.

<https://images.definedstem.com/PDF/research-summary.pdf>

Measurable Objective 3:

Augmented Reality Pilot Program

- 1) Subject – Elementary students and Middle School Students.
- 2) Behavior – This equipment should energize and actively engage students to want to participate and experiment in science like never before.
- 3) Specific criteria for assessing – we will do pretesting and post-testing of students as they accomplish various projects. We will also survey students and teachers to determine attitudes, opinions, and perspectives of this equipment.
- 4) Time period – September 2021 through May of 2022 with quarterly reports of their scores.

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

More and more research is being developed in the area of Augmented Reality. Training for various kinds of careers such as auto mechanics, computers, pilot training, electricians, etc., are all showing an increase in understanding and achievement compared to the control groups using traditional methods.

“Effects of Augmented Reality on Student Achievement and Self-Efficacy in Vocational Education and Training”

<https://files.eric.ed.gov/fulltext/EJ1178349.pdf>

Measurable Objective 4:

Kinesthetic Classrooms

- 1) Subject – Elementary students;
- 2) Behavior – It is expected that student behavior will improve due to kids' pent-up energy being released;
- 3) Specific criteria for assessing improvement, readiness, or achievement and tools to be used to measure effectiveness; and
- 4) Time period - September 2021 through May of 2022 with quarterly reports of their scores.

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

There is a growing body of evidence that shows that students need to move more throughout the day. They need to stand and touch and move around the room. Movement and touching improve academic success. Locking students down into rows of desks and sitting still, sitting quietly, etc., is the opposite of what we need to be doing. A student who stands and moves, flushes their brains with blood that wakes them up and stimulates their thinking.

This study found that students in Kinesthetic Classrooms scored significantly higher on posttest scores. “Effects of Tactual Kinesthetic Instructional Resources on the social studies achievement and attitude test scores and short- and long term-term memory of suburban fourth grade students”

<http://www.nationalforum.com/Electronic%20Journal%20Volumes/Roberts,%20Anne%20Victoria%20Effects%20of%20Tactual%20Kinesthetic%20instructional%20resources%20on%20the%20social%20studies%20achievement.pdf>

D. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 5:

Family Food and Nutrition Classes

- 1) Subject Parents and students new to America.
- 2) Behavior: We intend to teach about new healthy foods and how to prepare this food. The goal is to improve family health through healthy foods and cooking.
- 3) Specific criteria for assessing: Parent and student surveys will be used to assess family understanding of nutrition and the lessons being taught.
- 4) Time period - September 2021 through May of 2022 with quarterly reports of their scores.

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

Research supports the efforts being made by schools to teach family cooking classes to improve family health and nutrition. Fast food is very tempting to people new to our country because it is everywhere and inexpensive. The cost of too much fast food is obesity and poor health that comes from poor nutrition. Teaching families new and better foods that are easy to prepare and inexpensive to make can change a family forever.

This article "The effect of culinary interventions (cooking classes) on dietary intake and behavioral change: a systematic review and evidence map." This study found attitudes and behaviors changed. Making food and eating the food taught in the class provides skills and joins children and parents in eating healthy together.

<https://bmcnutr.biomedcentral.com/articles/10.1186/s40795-019-0293-8>

Measurable Objective 6:

Left empty

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

E. BUDGET SUMMARY

**Title IV, Part A
Budget for 2021-2022
Award: S424A210048
Project Code: APE60281**

Allocation: 340,285.95

OBJECT CODE	EXPENDITURE	A. WELL-ROUNDED	B. SAFE & HEALTHY	C. EFFECTIVE USE OF TECHNOLOGY	SUMMARY	DOES THE BUDGET SUMMARY MATCH THE DETAILED BUDGET BREAKDOWN?
1000 - Personnel Services	Administrative	2,500.00	2,500.00			
	Non-Administrative	6,000.00	13,500.00			
	Private School Set-Aside	0.00	0.00			
	Total Personal Services	8,500.00	16,000.00	0.00	24,500.00	Yes
2000 - Employee Benefits	Administrative	191.25	191.25			
	Non-Administrative	76.50	1,032.75			
	Private School Set-Aside	0.00	0.00			
	Total Employee Benefits	267.75	1,224.00	0.00	1,491.75	Yes
3000 - Purchased/Contracted Services	Administrative	0.00	0.00			
	Non-Administrative	74,000.00	20,000.00			
	Private School Set-Aside	0.00	1,500.00			
	Total Purchased/Contracted Services	74,000.00	21,500.00	0.00	95,500.00	Yes
4000 - Internal Services	Internal Services	0.00	15,000.00			
	Private School Set-Aside	0.00	0.00			
	Total Internal Services	0.00	15,000.00	0.00	15,000.00	Yes
5000 - Other Charges	Indirect Costs	0.00	0.00			
	Non-Administrative	350.00	0.00			
	Private School Set-Aside	0.00	0.00			
	Total Other Charges	350.00	0.00	0.00	350.00	Yes
6000 - Materials and Supplies	Administrative	0.00	0.00			
	Non-Administrative	82,080.00	84,397.23	2,500.00		
	Private School Set-Aside	17,218.49	17,248.48			
	Total Materials and Supplies	99,298.49	101,645.71	2,500.00	203,444.20	Yes
8000 - Capital Outlay	Non-Administrative	0.00	0.00			
	Private School Set-Aside	0.00	0.00			
	Total Capital Outlay	0.00	0.00	0.00	0.00	Yes
TOTAL SUBGRANT BUDGET		182,416.24	155,369.71	2,500.00	340,285.95	**Reflects 15% max allowed for technology, equipment, devices, and software in Technology area. 375.00
TOTAL SET-ASIDE SUBGRANT BUDGET		2,691.25	2,691.25	0.00	5,382.50	Are the administrative charges less than or equal to 2% of the allocation? Yes
TOTAL PRIVATE SCHOOL SET-ASIDE SUBGRANT BUDGET		17,218.49	18,748.48	0.00	35,966.97	Does the Private School Set-Aside Match the Value of Services on the Private School tab? Yes
IS THE ALLOCATION \$30,000 OR GREATER? IF "YES," MANDATORY DISTRIBUTION OF ALLOCATION APPLIES.		Yes				
IF ALLOCATION IS \$30,000 OR GREATER, DOES THE ALLOCATION MEET MINIMUM REQUIREMENT FOR EACH AREA?		Requirement Met	Requirement Met	Requirement Met		Does the Budget Summary Match the Total Allocation? Yes

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.

DETAILED BUDGET DESCRIPTION OF OBJECT CODE 3000

Please indicate how these funds will support any services and activities that are described in this application. If program funds are expended for professional development, justify such expenditures by demonstrating a relationship between the proposed expenditure for professional development and the program services and activities described in the application.

Trauma Informed care, Social and Emotional Learning are two continuation programs that we bring to our teachers and support staff with professional development.

Mental Health experts are contracted to support students and staff deal with anxiety and depression due to Covid shutdowns and schools reopening.

Our FACE Center will be utilized to help with this grant effort to reach our parents who are new to this country. Our Nutrition program is a continuation program to help acclimate new families to America to understand how the grocery store works and learn about all the new and different vegetables available.

Special Education continues to reach out to families that have difficulty communicating with schools in a remote environment.

Private Schools are providing online coursework and subscriptions for students who are attending virtually.

Item Description	Category	Total Cost
Trauma Informed Care, Social Emotional Learning, PBIS, Counseling, Social Workers	Well Rounded Education	29,000.00
Mental Health Student and Staff Support	Safe and Healthy Students	5,000.00
SPED Online Site Licenses for Remote Learning	Safe and Healthy Students	10,000.00
Augmented Reality Online Site Licenses	Well Rounded Education	45,000.00
Privated Schools - Online Course and Mental Health Licenses	Safe and Healthy Students	1,500.00
Food Delivery for Family Cooking and Nutrition Classes	Safe and Healthy Students	5,000.00
Total for Object Code:		95,500.00

G. TRANSFERABILITY

Section 5103(b)(2) of ESSA allows divisions to transfer all or a portion of the funds received from Title II, Part A, or Title IV, Part A, into: Title I, Part A; Title I, Part C; Title I, Part D; Title II, Part A; Title III, Part A; Title IV, Part A; or Title V, Part B.

Complete the tab below if funds will be transferred under Section 5103(b)(2). Please note that prior approval is required to transfer funds. The transfer request form is provided at [Transfer Request Form](#)

		Title II, Part A, Transferability Award S367A210044 Project Code APE60017	
		0.00	
OBJECT CODE	EXPENDITURE	AMOUNT TRANSFERRED INTO PROGRAM	DOES THE BUDGET SUMMARY MATCH THE DETAILED BUDGET BREAKDOWN?
1000 - Personnel Services	Administrative		
	Non-Administrative		
	Private School Set-Aside		
	Total Personnel Services	0.00	Yes
2000 - Employee Benefits	Administrative		
	Non-Administrative		
	Private School Set-Aside		
	Total Employee Benefits	0.00	Yes
3000 - Purchased/Contracted Services	Administrative		
	Non-Administrative		
	Private School Set-Aside		
	Total Purchased/Contracted Services	0.00	Yes
4000 - Internal Services	Internal Services		
	Private School Set-Aside		
	Total Internal Services	0.00	Yes
5000 - Other Charges	Indirect Costs		
	Non-Administrative		
	Private School Set-Aside		
	Total Other Charges	0.00	Yes
6000 - Materials and Supplies	Administrative		
	Non-Administrative		
	Private School Set-Aside		
	Total Materials and Supplies	0.00	Yes
8000 - Capital Outlay	Non-Administrative		
	Private School Set-Aside		
	Total Capital Outlay	0.00	Yes
TOTAL BUDGET		0.00	
TOTAL SET-ASIDE BUDGET		0.00	
TOTAL PRIVATE SCHOOL SET-ASIDE BUDGET		0.00	
DOES THE TRANSFERABILITY BUDGET SUMMARY MATCH THE TRANSFERABILITY ALLOCATION?		Yes	

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)

3. What is the public school division's projected K-12 enrollment for the 2021-2022 school year?

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

a. Proposed Budget	\$340,285.95
b. Amount of funds allocated for administration	\$5,382.50
c. Amount to use for set-aside calculations	\$334,903.45

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
c. Amount to use for set-aside calculations	\$0.00

CALCULATION OF SET-ASIDES

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 2021-2022 award year, as a result of consultation.
 - In Column C, enter the K-12 enrollment of private schools participating in services for the 2021-2022 award year.
 - Column D will automatically calculate the value of services for the 2021-2022 award year.
 - In Column E, indicate the method of notification for each private school.
7. For the 2021-2022 award year, enter the value of services amount in cell B39 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.
8. Enter the value of additional services amount in cell F39 on the transferability tab in the appropriate object codes. On the budget detail section on the same tab, list as "Private School Set-Aside" under the appropriate object codes.

Value of Services for Participating Private Schools - from Title IVA 2021-2022 Budget	Value of Additional Services for Participating Private Schools - from 2021-2022 Transferability	Total Value of Services for Public Schools from 2021-2022 Allocation	Total Value of Additional Services for Public Schools from 2021-2022 Transferability
35,966.97	0.00	298,936.48	0.00

A	B	C	D	E	F	G
Private Schools	Participation Status for 2021-2022 Award Year? (Yes/No)	K-12 Enrollment	Value of Services for Participating Private Schools - from Title IVA 2021-2022 budget (calculated field)	Value of Additional Services for Participating Private Schools - from 2021-2022 Transferability	Total Value of Services (D+E)	Method of Notification (for Non-Participating Schools Only)
Bishop Ireton High	Yes	795	14,573.77	0.00	14,573.77	
Blessed Sacrament	Yes	257	4,711.27	0.00	4,711.27	
Basilica of St. Mary's	Yes	705	12,923.91	0.00	12,923.91	
St. Rita's	Yes	205	3,758.02	0.00	3,758.02	
			0.00	0.00	0.00	
			0.00	0.00	0.00	
			0.00	0.00	0.00	
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			0.00	0.00	0.00	
			0.00	0.00	0.00	
18.3	Total Private School Set-Asides		35,966.97	0.00		
0.00			Use this Figure for Private School Set-Asides in the 2021-2022 Budget	Use this Figure for Private School Set-Asides in the 2021-2022 Transferability Budget		

J. 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.

The principles and goals as laid out in the Alexandria City Public Schools (ACPS) strategic plan (ACPS 2020: Every Student Succeeds) undergird the school division's commitment to ensuring equitable access to, and participation in all instructional programs for all students - including those programs supported by federal funds. The primary goal of this plan is 'Academic excellence and educational equity: Every student will be academically successful and prepared for life, work, and college.'

This goal is supported by several school division policies designed to further outline and elaborate on the school division's commitment to all beneficiaries of the division's programming, regardless of gender, race, national origin, color, disability, or age. In particular, Policy AC: Non-Discrimination, states; 'The Alexandria City School Board is committed to nondiscrimination with regard to age, race, national origin, ancestry, disability, religion, gender, gender identity, gender expression, sex, sexual orientation, genetic information, pregnancy, marital status, status as a parent, or political affiliation. This attitude will prevail in all of its policies concerning staff, students, educational programs and services, and individuals with whom the Board does business.'

Further, Policy AE states; 'The school division is committed to excellence in education, equality of educational opportunity, and the recognition of each student's individuality. Inasmuch as students differ in their rate of physical, mental, emotional, and social growth and vary in their needs and abilities, learning opportunities are provided that are consistent with personal development and potential. Programs shall emphasize diagnostic and prescriptive instruction, allowing an individual approach to each student's learning style and educational needs.'

These commitments apply to any program or service offered by ACPS, regardless of funding source, and apply wholly to all federally funded programs offered by the school division.

EXPENDITURE ACCOUNT DESCRIPTIONS

These accounts are for budgeting and recording expenditures of the educational agency for activities under its control. Below are definitions of the major expenditure categories. The descriptions provided are examples only. For further clarification on the proper expenditures of funds, contact your school division budget or finance office, the grant specialist in the Virginia Department of Education, or refer to the appropriate federal act.

OBJECT CODE DEFINITIONS:

(revised 4/8/21)

1000 PERSONAL SERVICES – Includes all compensation for the direct labor of persons in the employment of the local government. Salaries and wages paid to employees for full- and part-time work, including overtime, shift differential, and similar compensation. Includes payments for time not worked, including sick leave, vacation, holidays, jury duty, military leave, and other paid absences that are earned during the reporting period.

For the purposes of this report, the term “salaries” means all compensation including base wage. This also includes amounts paid through salary reduction plans, such as tax-sheltered annuities and flexible benefit plans. Do not confuse this definition with the Virginia Retirement System (VRS) definition, which excludes supplements for retirement calculation purposes in some circumstances.

2000 EMPLOYEE BENEFITS – Job related benefits provided to employees as part of their total compensation. Fringe benefits include the employer’s portion of FICA, pensions, insurance (life, health, disability income, etc.) and employee allowances.

NOTE: Fringe Benefits are a significant component of employee compensation and, like salaries and wages, are charged to the appropriate object of expenditure within each program. If possible, fringe benefit costs should be charged to the applicable educational program or activity on an ongoing basis. An alternative is to charge all fringe benefits to various benefit accounts. As part of the year-end closing process, these accounts are closed, and all costs are allocated to the appropriate educational program or activity. The following methods are suggested for allocating such cost at year-end. If these methods do not provide reasonable allocations based on circumstances within the school division, then the school division should use another reasonable allocation method. Consistency in application should be maintained at all times.

3000 PURCHASED/CONTRACTUAL SERVICES – Services acquired from outside sources (i.e., private vendors, public authorities, or other governmental entities). Purchase of the service is on a fee basis or fixed time contract basis. Payments for rentals and utilities are not included in this account description. Allowable payments would be to individual or firms that are independent contractors and not employees of the grantee or sub-grantee organization. The word honorarium is sometimes used to characterize such payments; the term “fee” is preferred.

Food Purchases – Prepared meals, working meals, and/or catered services purchased through a vendor are included in this object code. Reimbursement is capped at the per diem rate for the meal listed according to the state travel regulations. Examples for this object code include meals provided during day-long professional development sessions, or meals provided to support attendance at family engagement activities. Food purchased from catering services and restaurants such as Pizza Hut, Panera Bread, and Subway is included in this object code.

Transportation Services Public Carriers – Payments to public carriers for transportation of pupils on vehicles that are used by the public. Include payments for pupils transported in intra-city transit buses, taxicabs, airplanes, and intercity/interstate passenger buses.

Transportation Services Private Carriers – Payments (either cash or tokens) to parents for transportation of pupils in lieu of providing transportation on school buses. Include allowable payments to parents for pupils attending public, private, and non-sectarian schools. Include costs associated with transporting special education students in school board-owned vehicles to and from school.

Transportation Services by Contract – Payments to private owners of school buses who contract with the school board to transport pupils to and from public schools. Include payments to owners of private vehicles that contract with the school board to transport pupils to and from designated public and private schools.

Purchase of Service from Other Governmental Entities – Payments for services purchased from other governmental entities (i.e., other local governments, public authorities, state agencies, and other LEAs) on a contract/fee basis. **Tuition payments to other local governments for a jointly operated center are not included here but are reported under “Payments to Joint Operations” (object code 7000).**

Tuition Paid – Other Divisions In-State, Tuition Paid – Other Divisions Out-of-State, and Tuition Paid – Private Schools are included in this object code.

4000 INTERNAL SERVICES – Charges from an Internal Service Fund to other functions/activities/elements of the local government for the use of intergovernmental services, such as data processing, automotive/motor pool, central purchasing/central stores, print shop, and risk management. These services are provided by internal services within the School District and possibly the county but not a vendor.

Food Purchases – Food purchased from the food services department of a school division or sub-grantee equivalent to support professional development or family engagement events is included in this object code. For example, internal expenses for school cafeterias to provide meals to support attendance at family engagement activities are included in this object code.

5000 OTHER CHARGES – Include expenditures that support the use of programs. Includes expenditures that support the program, including utilities (maintenance and operation of plant), staff/administrative/consultant travel, office phone charges, training, leases/rental, indirect cost, and other.

Food Purchases – Food Purchases under this object code is restricted to food purchases related to travel reimbursement for meals only (see Travel below). If the sub-recipient's internal travel policies conform to state travel regulations, reimbursement is allowable at per diem meals rates according to state travel regulations. If the sub-recipient's internal travel policies require reimbursement for the cost of each meal, reimbursement is capped at the per diem rate for the meal listed according to the state travel regulations. Sub-recipients must elect either meals per diem or per meals costs as their internal travel policy.

Telecommunications – Include expenditures for recurring telecommunications services for the use of on-line computer technology (e.g., telephone/telecommunications line charges). Telephone charges for line service for Internet connectivity and the Electronic Classroom program. Package pricing from a vendor for Accident or cyber-risk insurance, LTE mobile carrier data plans, Internet access via an Internet Service Provider. Package pricing from a vendor for hardware, content filtering, data plans, extended warranty services and other components of the package when no breakout pricing is available.

Utilities – Payments for heat, electricity, water, and sewer services regardless of whether the service is provided by a private enterprise authority or an enterprise fund operated by a local government.

Communications – Payments for postal, messenger, and telecommunications services, typically office voice telephone charges. (Telecommunication costs directly related to technology uses should be coded under 6000.) In addition, office telephone charges would be coded under this code.

Insurance – Payments for insurance except those that relate to personal services (i.e., hospitalization, group life, worker's compensation, unemployment).
Leases and Rentals – Includes payments for leases that are not capitalized and rental of land, structures, and equipment. Do not include payments made under a lease-purchase agreement.

Travel – includes payments for travel reimbursement for staff/administrative/consultant travel. These are travel costs that are being reimbursed directly to travelers. These costs may include lodging, mileage, meals, and incidentals as allowable according to state travel regulations or documented sub-recipient internal travel policies. If the sub-recipient does not have documented internal travel policies, state travel regulations will prevail.

Contributions to Other Entities – Includes payments to other governmental entities or community organizations that are not related to the direct purchase of a service on a fee basis (which is reported under object code 3000) or payments to joint operations (which are reflected under object code 7000).

Public Assistance Payments – Payments to individuals for public assistance programs (general government use only).

Miscellaneous Other Charges – Includes expenditures that support the program, including indirect costs and other costs.

6000 MATERIALS AND SUPPLIES – Includes articles and commodities that are consumed or materially altered when used and minor equipment that is not capitalized. This includes any equipment purchased under \$5,000, unless the LEA has set a lower capitalization threshold. Therefore, computer equipment under \$5,000 would be reported in "materials and supplies."

Food Purchases – Food items purchased from a grocery store or its equivalent for snacks or breaks is included in this object code. Examples include bottled water, granola bars, cookies, and fruit purchased from a store such as Wal-Mart, Food Lion, Costco, etc. Prepared meals is not included in this object code; see object code 3000 for prepared/working/catered meals as purchased/contracted services.

Vehicle and Powered Equipment Fuels – Gasoline, lubricating oils, or such other fuel used in the operation of vehicles and powered equipment (e.g., lawnmowers) purchased from private sources or governmental agencies.

Vehicle and Powered Equipment Supplies – Tires, spark plugs, batteries, and chains used in the operation of vehicles and powered equipment purchased from private sources or governmental agencies.

Textbooks – All textbooks and workbooks purchased to be used in the classroom.

Instructional Materials – Books (not textbooks) and other materials.

Technology Software/On-line Content – Include expenditures for videodiscs and computer programs used in the classroom for instructional purposes, operating system software (i.e., standalone software, not software that is pre-installed and included in hardware costs), application software, and on-line or downloadable software and content. Include expenditures for both additions and replacement.

Non-Capitalized Technology Hardware – Include expenditures for hardware or classroom technology equipment that is not capitalized.

Non-Capitalized Technology Infrastructure – Include expenditures for technology infrastructure that is not capitalized.

8000 CAPITAL OUTLAY – Note: Indirect cost cannot be claimed against capital outlay and equipment.

Outlays that result in the acquisition of or additions to fixed assets. Capital Outlay includes the purchase of fixed assets both replacement and/or additional.

Capital Outlay Replacement

Technology – Hardware Replacements – Include capital outlay for replacement of hardware or classroom technology equipment. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below).

Technology – Infrastructure Replacements – Include capital outlay for replacement of technology infrastructure. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below).

Capital Outlay Additions – Include machinery, equipment, furniture, fixtures, communications equipment, motor vehicles, etc. that are capitalized.

Technology – Hardware Additions – Include capital outlay for additional hardware or classroom technology equipment. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below).

Technology – Infrastructure Additions – Include capital outlay for additional technology infrastructure. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below).

Special Note - Classification of Hardware and Infrastructure Expenditures:

Report expenditures under technology “hardware” for computers, associated peripheral equipment, and other specialized technology equipment. Computers include desktop and laptop machines, handheld computers (i.e., Personal Digital Assistants or PDAs), and mainframe machines. Peripheral equipment includes devices attached to computers, such as monitors, keyboards, disk drives, modems, printers, scanners, cameras and speakers, etc.

Report other specialized computer devices under technology “hardware” such as fax-back and voice-mail resources; videoconferencing and other distance education tools, including satellite transmitters and receivers; cable-based receivers; and modem or codec-based video equipment; projection devices, from transparent and opaque projectors to video monitors; and graphing calculators and other specialized computational aids.

Report expenditures under technology “infrastructure” for equipment and devices that enable the linking of computers or video hardware to networks (such as routers, hubs, switches, access servers, modems, or codecs). Infrastructure also refers to cabling installations, whether wire, fiber optic, or coaxial, as well as electrical capacity expansion or HVAC upgrades to support networks. In wireless networking systems, include receivers and transmitters under infrastructure.

GENERAL ASSURANCES

Title I, Part A	Improving Basic Programs Operated by Local Educational Agencies
Title I, Part C	Education of Migratory Children
Title I, Part D, Subpart 2	Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
Title II, Part A	Supporting Effective Instruction
Title III, Part A	Language Instruction for English Learners and Immigrant Students
Title IV, Part A	Student Support and Academic Enrichments Grants
Title V, Part B, Subpart 2	Rural and Low-Income School Program

The school division/grantee assures:

- I. Each program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;
- II. The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a nonprofit private agency, institution, organization, or an Indian tribe, if the law authorizing the program provides for assistance to those entities;
- III. The public agency, nonprofit private agency, institution, organization, or Indian tribe, will administer the funds and property to the extent required by the authorizing statutes;
- IV. It will adopt and use proper methods of administering each program, including -
 - A. The enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program;
 - B. The correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation and that:
 1. It will maintain fiscal effort in support of free public education;
 2. It will provide services with state and local funds that are at least comparable to services provided in schools and areas not receiving special federal funds;
 3. The majority of the resources in the school division are derived from nonfederal funds;
 4. It is in compliance with the requirements in Title VIII, Section 8524 and has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary and secondary schools;
 5. It will comply with the audit requirements for each program;
 6. The federal funds are used to supplement, not supplant regular nonfederal funds;
 7. It will cooperate in carrying out any evaluation of each program conducted by or for the state educational agency, the Secretary, or other federal officials;
 8. It will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, federal funds paid to the applicant under each program;
 9. It will submit such reports to the state educational agency (which shall make the reports available to the Governor) and the Secretary of Education as the state educational agency and Secretary may require to enable the state educational agency and the Secretary to perform their duties under each program;
 10. It will maintain such records for five years, provide such information, and afford such access to the records as the state educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the state educational agency's or the Secretary's duties;
 11. It consulted with teachers, school administrators, parents, members of the community, nonprofit organizations and other interested parties in the development of this plan;
 12. It afforded a reasonable opportunity for public comment on the plan or application and considered such comment before the application was submitted;
 13. It will provide information in an understandable and uniform format and, to the extent practicable, be provided in a language that the parents can understand;
 14. It is in compliance with the requirement regarding equal access to public school facilities as specified in Title VIII, Section 8525;
 15. It is in compliance with the requirement regarding the prohibition on aiding and abetting sexual abuse as specified in Title VIII, Section 8546;
 16. It will comply with the other application requirements outlined in
 - Section 8501. Private School Children;
 - Section 8502. Bypass; and
 - Section 8521. Maintenance of Effort under Title VIII—Other Provisions;
 17. It will ensure that funds are expended in accordance with the school division's approved application or amended application. In the event the local division needs to expend funds in any manner other than stipulated in the approved application, the plan must be amended using the amendment process provided by the Department of Education. The application must be amended before funds can be expended for activities not approved in the original application;
 - C. It will collect and disseminate information collected under Section 1111 in a manner that protects the privacy of individuals;
 - D. It will adhere to the provisions of the Federal Funding Transparency and Accountability Act (FFATA), and will obtain a valid DUNS number prior to applying for funds;
 - E. It will comply with the provisions of 2 CFR part 200 section 200.116, which prohibits the purchase of certain telecommunications and video surveillance services or equipment as described in Public Law 115-232, section 889.
- V. It will comply with Section 22.1-277.07, of the Code of Virginia that requires the expulsion for one year of any student determined to have brought a firearm to school. A description of each incident, the name of the school concerned, the number of students expelled from each school, and the type of firearm used in each instance of expulsion will be reported to the Virginia Department of Education in compliance with provisions under Section 8561 (Gun-Free Schools Act). This agency has a policy that requires referral to the criminal justice or the juvenile delinquency system of any student who brings a firearm or weapon to school; and
- VI. It will participate, if selected, in the state National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under Section 303 of the National Assessment of Educational Progress Act.

PROGRAM SPECIFIC ASSURANCES

In accordance with ESEA Section 4106(e) (2) and (f), each school division/grantee or consortium of school divisions receiving Title IV, Part A, funds will:

- I. Prioritize the distribution of funds to schools served based on one or more of the following criteria—
 - A Are among the schools with the greatest needs;
 - B Have the highest percentages or numbers of children counted under Section 1124(c) (i.e., children counted for purposes of basic grants to LEAs under Title I, Part A of the ESEA);
 - C Are identified for comprehensive support and improvement under Section 1111(c)(4)(D)(i) (i.e., are among the lowest-achieving schools);
 - D Are implementing targeted support and improvement plans as described in Section 1111(d)(2) (i.e., have consistently underperforming student subgroups); or
 - E. Are identified as a persistently dangerous public elementary school or secondary school under Section 8532. (ESEA Section 4106(e)(2)(A));
- II. Divisions or consortia that receives \$30,000 or more will use—
 - A Not less than 20 percent of funds to support one or more of the activities authorized under Section 4107 pertaining to well-rounded educational opportunities;
 - B Not less than 20 percent of funds to support one or more activities authorized under Section 4108 pertaining to safe and healthy students; and
 - C A portion of funds to support one or more activities authorized under Section 4109(a) pertaining to the effective use of technology, including an assurance that it will not use more than 15 percent of the remaining portion for purchasing technology infrastructure as described in Section 4109(b). (ESEA Section 4106(e)(2)(C)-(E));
- III. Reserve not more than 2 percent for the direct administrative costs of carrying out the division's responsibilities -
- IV. Comply with Section 8501-8504, regarding equitable participation of private school children and teachers (ESEA Section 4106(e)(2)(B)); and
- V. Complete an annual State report regarding how funds for the SSAE program are being used (ESEA Section 4106(e)(2)(F)).