



**Virginia Department of Education
Office of Program Administration and Accountability
P. O. Box 2120
Richmond, Virginia 23218-2120**

Place an "X" by the applicable response.

Original

Revision :

Revision #

Date:

Explain

Amendment:

Amendment #

Date:

Explain

A. COVER PAGE

Title IV, Part A, Student Support and Academic Enrichment Grants
Due by July 1, 2018

2018-2019 Individual Program Application

*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) ALEXANDRIA CITY PUBLIC SCHOOLS	Division Number 101	Title IV, Part A, Coordinator Michael Humphreys		
Mailing Address (Street, City or Town, Zip Code) 1340 Braddock Place, Alexandria, 22314	Phone:	703-619-8020	Ext:	2703
	Email:	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 Guidelines, Instructions, and Assurances" document. 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 06/21/18

Superintendent's Signature
Lois F. Berlin, Ed.D.

Superintendent's Name
06/21/18

Date

Board Chairperson's Signature
Hon. Ramee A. Gentry

Board Chairperson's Name
06/21/18

Date

Application Submission, Approval, and LEA Expenditure of Funds: This application for Federal Funds is due by July 1, 2018. 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.

An award notification is issued by the Virginia Department of Education through OMEGA once an application is fully approved and the allocation is available.

APPLICATION INFORMATION

PROGRAM	2018-2019 Allocation Total
Title IV, Part A, Student Support and Academic Enrichment Grant	81,865.25
Transferability (funds transferred out of Title IVA)	0.00
Total Allocation Available for Title IV, Part A	81,865.25

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 IV, Part A, program, **PRIOR APPROVAL IS REQUIRED**, and a separate Transferability approval form must be submitted. The transfer request form is available at

http://www.doe.virginia.gov/federal_programs/esea/forms/lea_funds_transfer_request.docx.

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

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

2) If funds are to be transferred OUT of Title IV, Part A, complete Section B below.

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

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 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 15,056 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.

In order 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 student learning at the K-3 grade levels.

Finally, technology—especially blended learning—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. Currently, all 4th and 5th grade elementary students have access to Chromebooks for use both in the classroom and at home to support effective learning. They also have access via the new Canvas information management system a broad array of electronic resources. Funding through this grant will support our network involving Community Partners (i.e., non-profits and the Parks Department), ensuring that students without at-home access to WiFi can now access it through ACPS software for personalized learning after hours.

Specifically, this project will expand students’ access in the early learning years to self-monitoring technology (e.g., heart-rate monitors, Fit Bits) that will expand their understanding of their exercise and self-regulation strategies involving the health of their own bodies.

B. PROGRAM OVERVIEW (CONTINUED)

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, 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” West End school sites within ACPS. John Adams, William Ramsay, James K. Polk, and Patrick Henry and four additional sites (Samuel Tucker, Ferdinand T. Day, Cora Kelly School for Math, Science, & Technology and Mount Vernon Community School (i.e., four high-needs schools with a high percentage of FARM students as well as a large percentage of English Learners). Ramsay, for example, currently serves over 900 students, 87% of whom are FARM students and 68% of whom are 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). Additionally, the health, nutrition, and exercise data generated through the self-monitoring process (using the technology cited in response # 1) in this proposal will allow students to reflect in their science classes about their relationship to the environment and their status as living beings functioning with ecosystems.

Additionally, students will be able to participate in engineering problem-solving activities by designing physical structures that reflect their proposals for buildings and habitats that will reinforce healthy behaviors involving both human beings and the plants and animals with which they interact. The goal of this component will be to enhance students’ understanding of science and mathematics as universal languages they can use to monitor and observe their world—including themselves as a part of that environment. Funding (articulated in the attached Budget Request) will be needed for:

- Professional Development Stipends (Funding to provide workshops, training, and lesson design and implementation, peer observations related to the integration of health and exercise data into integrated STEM activities)
- Expert Speakers (Community experts and consultants who can support staff members in exploring the implications of STEM curriculum design in relationship to the use of student health, exercise, and nutrition 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 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 own social-emotional development and well-being as essential for their success in life.

Lastly, 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 Stipends (Funding to support staff understanding and implementation of PBIS at the participating schools, incorporating health and nutrition data into issues of classroom and school culture)
- Expert Speakers (Funding for PBIS training, including options for professional mentors as the schools implement the identified programs and practices)

B. PROGRAM OVERVIEW (CONTINUED)

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

1. 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 four sites (John Adams, William Ramsay, James K. Polk, and Patrick Henry) and four additional sites (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 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)
- Support for students to enhance their understanding of general nutrition, emphasizing fruit and vegetable intake (with STEM lessons to include the study of nutritional choices in each of the early learning grades and taste-testing activities)
- Support for parents and guardians to understand the importance of nutritional choices in their child's development—and ways in which they can support the schools as part of this initiative

2. Activities Related to Promoting Safety Among Students in Participating Schools: We assert that if students engage in carefully implemented PBIS they will enhance their Executive Function skills and begin to exercise self-regulation competencies and self-awareness in their interactions with others both in their classrooms and the overall school environment. These processes should contribute significantly to promoting safe, orderly, and inviting classrooms throughout the four participating sites. The safety of students in this program will be supported through the following activities:

- PBIS (Positive Behavioral Interventions and Supports): Teachers will continue to receive direct training and coaching in the use of this comprehensive approach to promoting positive student behaviors and providing appropriate interventions when needed. The ultimate goal of this program is to ensure that students develop a sense of self-efficacy and self-regulation, including strategies for self-monitoring, conflict resolution, and functioning as an ethical member of the learning community.

B. PROGRAM OVERVIEW (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.

Technology related to student self-monitoring and self-regulation will play an important role in this initiative. Specific technology-related program goals for this initiative include the following:

- Students will run monthly or bi-monthly PACER tests (i.e., a cardiovascular test of endurance that can be performed inside the gymnasium) to measure aerobic capacity gains related to using the HRMs.
- A baseline will be established at the beginning of the year and changes will be measured and discussed with students, alongside strategies for improving general cardiovascular fitness.
- Like any other muscle, the heart needs to be exercised regularly for optimum health, and students will track their gains in this department to demonstrate increased muscle development.
- Students will measure and chart step count throughout their classroom physical education experience over the course of a quarter or semester to demonstrate gains taken during class and/or away from school time.

B. PROGRAM OVERVIEW (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 10 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 compared to end-of-year data.

- 100% of participating students will achieve individual benchmarks using targeted threshold heart-rate zone data.

- Participants will decrease plate waste of fruits and vegetable by 15%.

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.

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.

The ACPS Enrichment program will involve many partnerships with the division:

Starting with ACPS Garden Liaison, this program will incorporate outdoor environmental education. The Garden Liaison works closely with several local nonprofit organizations – namely Rebuilding Together Alexandria. This program will include the ACPS PBIS Coordinator who will be implementing programming for the priority schools selected for enrichment activities. The ACPS Health and P/E Coordinator will provide overall program management and direction for all our school site teacher leaders. The ACPS Grant Officer will provide overall grant management. The ACPS Executive Director of Curriculum will provide direction and support to reinforce fidelity to the grant proposal. The Family And Community Engagement Center (FACE) will help with reaching out to our immigrant populations and provide resources on health and nutrition. Lastly, our priority school PTAs will work to help in the effort to reach out to our families with providing resources for better health and nutrition.

D. MEASURABLE OBJECTIVES

1. State up to six measurable objectives 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:

Students will use heart rate monitors on a regular basis and will have the opportunity 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 10% improvement over their baseline starting point.

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/

Measurable Objective 2:

Counting steps with Heart Rate Monitors and/or Pedometers will provide for students clear feedback and a tangible 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 reasonable goals of 10% improvement for personal growth. Parents will be afforded the use of pedometers to reinforce school efforts to improve student activity.

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.
"

D. MEASURABLE OBJECTIVES (CONTINUED)**Measurable Objective 3:**

Reduce plate waste in the cafeteria. Cafeteria 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.

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.

Measurable Objective 4:

Positive Behavioral Interventions and Supports (PBIS) 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. The goal is reduce suspensions by 10%.

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.

D. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 5:

[Empty box for Measurable Objective 5]

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

[Empty box for Evidence-based research services and activities for Objective 5]

Measurable Objective 6:

[Empty box for Measurable Objective 6]

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

[Empty box for Evidence-based research services and activities for Objective 6]

E. BUDGET SUMMARY

OBJECT CODE	EXPENDITURE	A. Well-Rounded Education	B. Safe and Healthy Students	C. Technology	Summary	Does Budget Summary match Detail Budget?	
1000 - Personal Services	Administration	1,080.00	2,160.00	828.00			
	Teachers	13,500.00	39,420.00	1,680.00			
	Paraprofessionals						
	Other						
	Private School Set-Asides						
	Total Personal Services	14,580.00	41,580.00	2,508.00	58,668.00	Yes	
2000 - Employee Benefits	Fixed Charges Administrative	82.62	165.24	63.34			
	Fixed Charges Instruction	1,032.75	3,015.63	128.52			
	Private School Set-Asides						
	Total Employee Benefits	1,115.37	3,180.87	191.86	4,488.10		
3000 - Purchased/ Contracted Services	Supportive Services (Med., Dental)						
	Evaluation Services						
	Professional Development		5,712.78				
	Other (No Transportation)						
	Private School Set-Asides						
	Total Purchased/Contracted Services	0.00	5,712.78	0.00	5,712.78	Yes	
4000 - Internal Services	Pupil Transportation						
	Food Services		1,500.00				
	Other						
	Private School Set-Asides						
	Total Internal Services	0.00	1,500.00	0.00	1,500.00	Yes	
5000 - Other Charges	Travel (Staff/Administrative)						
	Indirect Cost						
	Other						
	Private School Set-Asides						
	Total Other Charges	0.00	0.00	0.00	0.00	Yes	
6000 - Materials and Supplies	Administrative						
	Instructional	1,638.07	549.78	9,308.52			
	Private School Set-Asides						
	Total Materials and Supplies	1,638.07	549.78	9,308.52	11,496.37	Yes	
8000 - Capital Outlay	Equipment for Instruction						
	All Other Equipment						
	Total Capital Outlay	0.00	0.00	0.00	0.00		
	TOTAL SUBGRANT BUDGET	17,333.44	52,523.43	12,008.38		1801.26	
	TOTAL PRIVATE SCHOOL SET-ASIDE SUBGRANT BUDGET	0.00	0.00	0.00			
	Is the allocation \$30,000 or greater? If "yes", mandatory distribution of allocation applies.	yes					Maximum (15%) allowed for technology, equipment, devices, and software in Technology area.
		Requirement Met	Requirement Met	Requirement Met			If allocation is \$30,000 or greater, does the allocation meet minimum requirement for each area?
	TOTAL ALLOCATION			81,865.25			Does Total Allocation equal sum of detailed budget? Yes

Note: Object codes 7000 and 9000 are not used in application budgets or in requests for reimbursements for this grant.

F. DETAILED BUDGET BREAKDOWN

Include a detailed breakdown of the budget categories for Object Codes 1000-6000 and 8000, as shown on page 13.

DETAILED BUDGET DESCRIPTION OF OBJECT CODE 1000

If applicable, indicate the positions and FTEs supported with funds from this program.

There are no FTEs being added by this program. This program is largely professional development for teachers. The largest amount of this grant will go to teachers working after hours, on Saturdays. Funding is also being used for substitute teachers to cover regular education teachers, so that the regular teachers are freed to visit other schools to do peer observations.

- Administrative Program Coordinator 4 hours per month X 9 months = 36 hours X \$30 per hour.
- Bi-Weekly 1 hour team meetings X 18 weeks X \$30 = \$540 per teacher.
- Saturday Professional Development - Four 1/2 day PD (3 hours) \$90 = \$360 per teacher.

Item Description	Supported Area/Activity	FTEs	Total Cost
Administrator Coordinator/supervisor/manager	Well Rounded Students	0	1,080.00
Teachers	Well Rounded Students	0	13,500.00
Administrator Coordinator/supervisor/manager	Safe and Healthy	0	2,160.00
Teachers	Safe and Healthy	0	39,420.00
Administrator Coordinator/supervisor/manager	Technology	0	828.00
Teachers	Technology	0	1,680.00
Total for Object Code:		0.0	58,668.00

DETAILED BUDGET DESCRIPTION OF OBJECT CODE 2000

Indicate the fixed charge categories (such as FICA, health, etc.) and specify the amount of each.

These fixed charges are FICA and Health - 7.65% of the value from object code 1000.

Item Description	Supported Area/Activity	Total Cost
Fixed Charges Administrative	Well Rounded Students	82.62
Fixed Charges Instruction	Well Rounded Students	1,032.75
Fixed Charges Administrative	Safe and Healthy Students	165.24
Fixed Charges Instruction	Safe and Healthy Students	3,015.63
Fixed Charges Administrative	Technology	63.34
Fixed Charges Instruction	Technology	128.52
Total for Object Code:		4,488.10

JUSTIFICATION FOR MATERIALS AND SUPPLIES - OBJECT CODE 6000

Provide a description of materials, supplies, and all equipment less \$5,000 per unit. Indicate the estimated quantity of each item. Please describe any technology infrastructure included in the budget.

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.

Consumable materials and supplies for Instructional purposes are being sought for four priority schools:

- James Polk 794 students
- John Adams 1036 students
- Patrick Henry 681 students
- William Ramsay 924 students

The total of students served will be 3,436.

- Well Rounded Student supplies will include PBIS posters, Restorative Practices teaching materials, etc.
- Safe and Healthy teaching materials and supplies include; student handouts, teacher resources, student incentives, etc...
- Technology supplies will include Heart Monitors, software for \$6089.99. Also 1,000 pedometers for students and for parents to check out, cost is \$2966.53. \$1,500 transferred to 4000. Video camera and tripod for student training videos for \$252.00.

Item Description	Supported Area/Activity	Quantities	Total Cost
Teacher and Student Consumable Supplies and Materials	Well Rounded Students		1,638.07
Teacher and Student Consumable Supplies and Materials	Safe and Healthy		549.78
Heart Zone Smart Pack of 20 heart rated sensors with software	Technology	1.00	6,089.99
Pedometers, Fitness bracelet	Technology	1,000.00	2,966.53
Video Camera and Tripod	Technology		252.00
Total for Object Code:		1,001.00	11,496.37

EXPENDITURE ACCOUNTS 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 5/16/17)

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.

- Allocation by percentage of payroll dollars
- Allocation by Head Count
- Direct to Program or Activity

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 subgrantee 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.
- **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 subrecipient 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 voicemail 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.

School Division:

ALEXANDRIA CITY PUBLIC SCHOOLS

Division Number:

101

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 II, Part D; Title III, Part A; Title IV, Part A; or Title V, Part B.

Complete the table 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 http://www.doe.virginia.gov/federal_programs/essa/forms/ea_funds_transfer_request.docx

Amount Transferred to Program	Amount Budgeted											
	Title I, Part A		Title I, Part C		Title I, Part D		Title II, Part A	EL	Title III, Part A	IV	Title IV, Part A	Title V, Part B
OBJECT	Title II, Part A, Transferability	Title IV, Part A, Transferability	Title II, Part A, Transferability	Title IV, Part A, Transferability	Title II, Part A, Transferability	Title IV, Part A, Transferability	Title II, Part A, Transferability	Title IV, Part A, Transferability	Title II, Part A, Transferability	Title IV, Part A, Transferability	Title II, Part A, Transferability	Title V, Part B, Transferability
1000 - Personal Services												
Administration												
Teachers												
Paraprofessionals												
Teacher Incentives												
Private School Set-Aside												
Parent and Family Engagement												
Professional Development												
Value of professional development personnel-related services or stipends on behalf of private schools												
Other												
Total Personal Services												
2000 - Employee Benefits												
Fixed Charges (Administrative and Instruction)												
Teacher Incentives												
Fixed Charges (Private School Set-Aside)												
Private School Set-Aside												
Fixed Charges (Parent and Family Engagement)												
Parent and Family Engagement												
Fixed Charges (Professional Development)												
Professional Development												
Value of professional development personnel-related benefits on behalf of private schools												
Other												
Total Employee Benefits												
3000 - Purchased/Contracted Services												
Supportive Services (Med., Dental)												
Evaluation Services												
Professional Development												
Private School Set-Aside												
Parent and Family Engagement												
Professional Development												
Teacher Quality (i.e., assessments; recruitment)												
Other												
Total Purchased/Contracted Services												

If program funds are expended for internal services, describe these services below.

NOTE: Transportation is not allowed

Item Description	Funding Source	Total Cost
Total for Object Code:		0.00

JUSTIFICATION FOR TRAVEL COSTS - OBJECT CODE 5000

Travel must be justified by demonstrating a relationship between the proposed travel and the needs of the program. Please indicate the estimated cost.

Item Description	Funding Source	Total Cost
Total for Object Code:		0.00

Item Description	Funding Source	Total Cost
Total for Object Code:		0.00

JUSTIFICATION FOR MATERIALS AND SUPPLIES - OBJECT CODE 6000

Provide a description of materials, supplies, and all equipment less than \$5,000 per unit. Indicate the equipment quantity.

Item Description	Funding Source	Quantities	Total Cost
Total for Object Code:			0.00

JUSTIFICATION FOR CAPITAL OUTLAY - OBJECT CODE 8000

All capital outlay expenditures over \$5,000 must be approved in advance by the Department of Education. If the local school division has established a threshold of a lesser amount, items equal to that amount or greater must also receive prior approval by the Department

Item Description	Funding Source	Quantities	Total Cost
Total for Object Code:			0.00

DETAILED BUDGET DESCRIPTION FOR OBJECT CODE 8000

Provide a description for expenses related to object code 8000 not included in the justification above.

Item Description	Funding Source	Quantities	Total Cost
Total for Object Code:			0.00

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.

Alexandria City Public Schools (ACPS) School Board Policy JB states the following: Equal educational opportunities shall be available for all students, without regard to race, national origin, disability, religion, gender, gender identity, gender expression, sexual orientation or marital or parental status. Further, educational programs shall be designed to meet with varying needs of all students.

No student, on the basis of race, national origin, disability, religion, gender, gender identity, gender expression, sexual orientation or marital or parental status, shall be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extracurricular programs and activities.

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)

3. What is the public school division's projected K-12 enrollment for the 2018-2019 school year? _____

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

a. Proposed Budget	\$81,865.25
b. Amount of funds allocated for administration	\$4,379.20
c. Amount to use for set-aside calculations	\$77,486.05

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

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 **2018-2019 award year**, as a result of consultation.
- In Column C, enter the K-12 enrollment of private schools participating in services for the **2018-2019 award year**.
- Column D will automatically calculate the value of services for the **2018-2019 award year**.
- In Column E, indicate the method of notification for each private school.

7. For the 2018-2019 award year, enter the value of services amount in cell G36 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 J36 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.

