

APPLICATION INFORMATION

2021-2022 Allocation	2021-2022 Consolidated Yes or No	Eligible Program	2022-2023 Allocation Total
351,567.01	No	Title IV, Part A, Student Support and Academic Enrichment Grant	351,567.01
		Transferability (funds transferred out of Title IVA)	0.00
		Total Allocation Available for Title IV, Part A	351,567.01

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"/>	
	Amendment:	<input type="checkbox"/>	Date:	<input type="text"/>	
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 allocated by the school division 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 complete a needs assessment for the three Title IV, Part A, categories and describe why funds are of greater need in the identified federal program funds will be transferred to.</p>
<p>Our programming is focused on our elementary and middle schools with the highest needs. All students at these schools have equitable opportunities to participate in all Title IV, Part A programs. We provide a safe and healthy environment for all students to learn, and our programming enhances healthy learning with swim programs, bike programs, and classroom kinesthetic equipment. Our STEM teachers receive professional support and learning for our technology-driven augmented reality programming and lessons.</p> <p>Our Needs Assessment is never concluded but rather is an ongoing process. We have a steady flow of new students coming into our district, which requires periodic evaluation and analysis of student needs. Our team meets annually for grant application preparation as well as periodically to discuss this grant as well as our ongoing investigation into our needs assessment. We are divided into groups to analyze Division Math and Science scores, English/Language Arts Scores, Attendance, grades, and other factors like FARM Data and SPED Data. This is a continuous, ongoing process. As a group, we discuss our findings and how best to address our greatest needs.</p> <p>Our Title IV Team is made of 13 people, including teachers, administrators, an administrative assistant, a parent, a CEO of a local nonprofit, and a professor from George Washington University.</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.

Our data shows that our elementary students are below the state average in language arts, math, and science. We have expanded programming; we now support K-8 STEM activities to help bridge the gap from elementary to high school. In addition, we provide after-school access to music, choir, and drama lessons for elementary students.

- 1.Elementary STEM Labs – We continue to expand our pilot programs by providing STEM equipment, supplies including power tools, glue guns, wrenches, hammers, photovoltaic cells, batteries, wires, weather station equipment, STEM supply kits, cabinets for storage, LCD projectors and document cameras for presentations, and maker-space supplies for creative activities. Student projects will be project-based learning that promotes discovery in science, mechanics, physics, astronomy, etc. This equipment and lessons will support the new VDOE science standards.
- 2.Middle School STEM classes - STEM equipment supplies including power tools, glue guns, wrenches, hammers, photovoltaic cells, batteries, wires, weather station equipment, STEM supply kits, cabinets for storage, LCD projectors, and document cameras for presentations, and maker-space supplies for creative activities. Student projects will be project-based learning that promotes discovery in science, mechanics, physics, astronomy, etc.
- 3.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 with the use of this new technology. This programming will enhance and support the new VDOE science standards.
- 4.Music and Arts Enrichment – Elementary and Middle School students with little or no access/ability to take music lessons after school will now have access to free after-school music programming. In addition to music, we are adding elementary pilot programs for after-school choir and drama programming. This new programming will also include parent participation. The equipment acquired will be choir risers, wireless microphones, sound systems, enhanced lighting equipment and controls, music and songbooks, play materials, costume supplies, acting/drama supplies, e.g., make-up, wigs, etc.
- 5.We also provide fine arts enhanced programming during summer school too.

Well Rounded - Equitable Services

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

- 1.STEM classroom equipment/supplies, including remote control projects, computer science projects, Chromebooks, and chargers to support our 3D printing program
- 2.Power up RC airplane kits
- 3.Chromebooks with Google Management and 3 yr warranty, and charging cables
- 4.SPED Support and Supplies, sensory gel letters, burger sequencer stacker, time management timer, coins for learning values,
- 5.Dell Laptops and Tablets to be used to improve remote learning and assessments
- 6.Music and Arts Enrichment –music supplies include instruments like ukuleles, recorders, drums, sound equipment, lesson books, and music accessories.ichment –music supplies include, instruments like ukuleles, recorders, drums, sound equipment, lesson books and music accessories.

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.

The Alexandria Health Dept assessed incoming kindergartners and found 30% were obese – our effort for five years has been to combat this crisis. We provide Swimming lessons for first and second graders, bicycle lessons, family cooking and nutrition classes, and Kinesthetic classrooms that provide low-impact exercise opportunities for students in class throughout the school day. We also provide Special Education remote learning equipment to help improve communication through virtual learning.

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. Types of equipment include pedal desks, stand-up desks, treadmill desks, accordion chairs, wobble chairs, wobble cushions, and other fidget-type supplies to encourage movement in class. Students will be able to increase their physical activity while working in class.
- 3. Bicycle maintenance and replacement upgrades to expand our Healthy Lifestyle programming
- 4. 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

Safe and Healthy - Equitable Services

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

- 1.Social-Emotional Learning Activities: To ensure that students are healthy – guest speakers promote 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.
- 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.PE/Health focuses on flexible seating and in the age of COVID with reduced movement, classroom equipment to support fidgety students with flexible bands, and other kinesthetic equipment. Wilson EZ tennis net, rectangular indoor goals, supersafe floor hockey, Propaddle set, foam soccer balls, NovaNet instant net.

B. PROGRAM OVERVIEW (CONTINUED)

Box 3 (continued):

- 4.Continuing efforts in maintaining high-quality cleaning to combat Covid with cleaning and sanitation supplies
- 5.Student Wellness Room with art, soothing sand, wireless Bose speakers, and bulletin boards for student communication needs; stress-relieving furniture for the counselor's office, noise-canceling headphones, sensory tools to relieve anxiety, and Trac phone to mitigate increased phone traffic created by the pandemic in-school clinic; beanbags for counselor's office; noise-canceling headphones, Tangle Therapy, fuzzie fidgets, Cando Digi-flex hand exerciser, pop fidget sensory toys, fidget chair bands, Multi-sensory raised rule paper, emotion cushions
- 6.Trac phone for the clinic with phone minutes card
- 7.SEL activities, including Guest Speakers and supplies for students and teachers
- 8.Shishibo stress reliever
- 9.HEPA filters
- 10.Folding lunch table on wheels to help distance kids
- 11.OWL Pro cameras for in-person and distance learning classes running concurrently

Box 4: Describe, if applicable, how funds will be used for activities related to supporting the effective use of technology.
NOTE: LEAs may not spend more than 15 percent of the funds allocated to the effective use of technology category to purchase equipment, devices, software, platforms, digital instructional resources, or other one-time IT purchases (e.g. if allocating \$12,000 to support the effective use of technology, then only \$1,800 may be used to purchase technology infrastructure).

Effective Use of Technology includes teacher training and onboarding programming for new technology and programming provided by this grant.
 We provide Augmented Reality equipment to enhance our STEM programming in K-8. Part of this enhancement includes Profession Development in Technology to support our teacher's use of this new 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):

[Empty box for Box 4 content]

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 the use of 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 in order to document, take notes and photos, and interview students and teachers. These visits will be unannounced and take place on a weekly basis.

B. PROGRAM OVERVIEW (CONTINUED)

Box 6:	<p>PROFESSIONAL DEVELOPMENT: If funds are to be used for professional development, describe how they meet the statutory definition of professional development in Section 8101(42), which requires that professional development be: sustained; intensive; collaborative; job-embedded; data-driven; and classroom focused. Describe the alignment to overarching division strategic goals. (Section 2103(b)(3)(E)) (If funds are not used for professional development, indicate N/A.) Examples of professional development activities may include items from any object code, such as mentors, professional development/instructional coaches, contracted services, conferences, professional learning communities (PLC); leadership development and associated costs.</p>
<p>We have limited "onboarding" for new teachers using Zspace Augmented Reality software. This is for teachers to learn how to navigate new software and access premade STEM lessons.</p> <p>This does not qualify as professional development as defined by section 8101(42).</p>	

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 13 members – teachers, administrators, central office specialists, 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 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 Specialists 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, and bands that strap across the legs of chairs. All help kids wiggle and move without disruption. RunningBrooke has supported ACPS with over \$100,000 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 six years now, and 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: 2020-2021 or 2021-2022) for the measurable objective and include relevant data.

Measurable Objective 1:
 Bicycles in the Schools

Some of our ACPS schools have bike fleets on-campus utilized through the Health and PE programs. Our current initiative is targeting ACPS 3rd graders with our BITS (Bicycles in the Schools) unit to build competent cyclists in an effort to allow them to safely access their community. We teach basic biking skills to beginner riders, build confidence with our intermediate riders, and aim for mastery of biking skills with our advanced riders. All students also learn road safety rules, signs and signal recognition, and trail riding etiquette. This is an ongoing initiative with the desire to have all our elementary schools participating in the BITS program through PE.

Measurable Objective 2:
 Kinesthetic Classrooms

Recognizing that our students did not receive as much exercise as they needed during the COVID shutdown, we are continuing to respond to this physical loss with classroom exercise equipment designed to help students exercise as well as give them a brain boost by oxygenating their brains with increased blood flow.

Measurable Objective 3:
 Augmented Reality Pilot Programming

Our Title IV has advocated for the implementation of a new and very cutting-edge STEM software and hardware system. This program allows students to see things on a special laptop in 3 dimensions. 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. Pretesting, post-testing, as well as student and staff surveys will be administered on a quarterly basis.

Measurable Objective 4:
 Elementary Science and Math programming

Our elementary students need a multitude of new supportive efforts in science and math. The Covid shutdown and subsequent virtual learning have set our students back. In addition to these setbacks, VDOE is initiating new 5th-grade science standards. We will be supporting teacher professional development with expert consultants as well as providing more hands-on equipment and supplies for student academic enrichment.

D. MEASURABLE OBJECTIVES (CONTINUED)**Measurable Objective 5:****Family Food and Nutrition Classes**

Our family cooking/nutrition class to help newcomers to America learn how to shop for vegetables and then how to prepare these new vegetables. Due to covid shutdowns, we started a virtual cooking class. We are now a hybrid model doing both face-to-face and virtual classes. Our Family and Community Engagement team coordinates this program so that we can 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:**Fine Arts**

In an effort to support fine arts equity, our programming will provide piano, singing, and drama lessons as well as other fine art support. We have many families who can afford private music and singing lessons which gives them an advantage over other students who enter music classes with no background. Our programming supports those students who show a desire to participate in the arts.

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:**Bicycles in the Schools**

- 1) Subject - Elementary 3rd graders
- 2) Behavior - Students learn to become competent bicyclist in an effort to safely access their community. It is expected that students will show a 10% improvement in knowledge at the end of the unit.
- 3) Specific criteria for assessing - Students will be pre-assessed and post-assessed regarding the following:
 - a. Knowledge about parts of a bike
 - b. Ability and comfortableness riding a bike
 - c. Understanding of road signs and signals
 - d. How to properly wear a helmet and perform the necessary safety checks before cycling.

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

6 Reasons Why Teaching Bike Riding to Kids is Important

<https://amyzier.com/blog/6-reasons-why-teaching-bike-riding-children-important/>

Research Shows Benefits of Biking

<https://www.sbbike.org/bikebenefitsresearch>

Bicycle Riding and Safety Curriculum

<http://pccsc.net/wp-content/uploads/2013/08/Rock-Hill-Bike-Curriculum-Final-11-18-13.pdf>

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

- 1) Subject – Kinesthetic Classrooms
- 2) Behavior – Students will be provided with a variety of classroom exercise equipment to improve health and help mental acuity.
- 3) Specific criteria for assessing - Students will be pre-assessed and post-assessed regarding the following:
 - a. Use of under the desk pedal exercises
 - b. Use of pedal desks
 - c. Use of standing desks
- 4) Time Period – September 22 through May of 2023 with quarterly reports of student progress

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

"Classroom Exercise Equipment Has Benefits for Students, Studies Show"

It's the era of students in motion. Gone are the days when they had to sit still until gym class or recess. Enter some K-12 classrooms across the country, and you'll find exercise balls instead of chairs, standing desks instead of sitting ones, and movement welcome, even in math class.

<https://www.edweek.org/leadership/classroom-exercise-equipment-has-benefits-for-students-studies-show/2016/08>

"Combining physical activity with classroom lessons results in improved test scores."

Measurable Objective 3:**Augmented Reality Program**

- 1) Subject – Elementary students and Middle School Students
- 2) Behavior – Students will engage in science content with augmented reality to increase student learning and curiosity through questioning, gathering information, developing models, testing ideas, analyzing data, and developing conclusions.
- 3) Specific criteria for assessing – Students participating in learning with the augmented reality tools will increase their mastery of science content and achieve individual growth benchmarks on units as measured by common unit pre-and post-assessments.
 - a. All participating students will receive a pretest and posttest for the lesson of the day. A minimum of 10% improvement in scores is expected.
- 4) Time period – September 2022 through May of 2023 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>

The Research on Augmented and Virtual Reality for the Classroom

<https://arvredtech.com/blogs/news/the-research-on-augmented-and-virtual-reality-for-the-classroom>

Measurable Objective 4:**Elementary Science and Math Enrichment**

Deficiency: ACPS SOL data from 2019 (no data was collected in 2020) shows that 2935 students took the Grade 5 Science SOL, and 1,459 passed, which corresponds with an overall division-wide pass rate of 50%. The most recent ACPS SOL data, Spring 2021, shows that all strands are below 30, indicating a potential area where students may benefit from additional instruction.

Subject: 5th grade Science Curriculum: Technology-Inspired Science Learning Experiences

Behavior: Students will use and code Microbits in integrated STEM learning experiences to apply and learn G5 science knowledge and skills in all strands. Here are a model lesson: [Calm LED Lesson Slides](#)

Specific Criteria for Assessing: All 5th-grade students will be introduced to technology (Microbits, coding) using varied experiences that also integrate science, engineering, and math. Science content from all strands will be embedded into technology learning experiences. Benchmark data will be used for assessing impact. In May, it is expected that our SOL scores will see a year-over-year improvement of 10%.

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

The research is overwhelming that 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>

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. A 10% overall improvement is expected from pretest surveys to posttest surveys.
- 3)Specific criteria for assessing: Parent and student surveys will be used to assess the following:
 - a.Nutritious Benefits of Vegetables
 - b.Nutritious Benefits of Fruits
 - c.Understanding Calories

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 can be relatively 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 that was 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>

What Are the Barriers at Home and School to Healthy Eating? Overweight/Obese Child and Parent Perspectives
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6752691/>

Measurable Objective 6:

Fine Arts Enhancements

- 1)Subject Elementary and Middle school students
- 2)Behavior: Students will be afforded the opportunities to participate in after-school and summer school fine arts programming.
- 3)Specific criteria for assessing: Student surveys will be pre and post surveyed on their increased knowledge and skills in:
 - a.Music
 - b.Choir
 - c.Drama

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

"New evidence of the benefits of arts education"

Engaging with art is essential to the human experience. Almost as soon as motor skills are developed, children communicate through artistic expression. The arts challenge us with different points of view, compel us to empathize with "others," and give us the opportunity to reflect on the human condition. Empirical evidence supports these claims: Among adults, arts participation is related to behaviors that contribute to the health of civil society, such as increased civic engagement, greater social tolerance, and reductions in other-regarding behavior.
<https://www.brookings.edu/blog/brown-center-chalkboard/2019/02/12/new-evidence-of-the-benefits-of-arts-education/>

"Why Arts Education Is Crucial, and Who's Doing It Best - Art and music are key to student development."

E. BUDGET SUMMARY

		Title IV, Part A Budget for 2022-2023 Award: S424A220048 Project Code: APE60281				
		Allocation:			351,567.01	
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 (reserve not more than 2 percent for the direct administrative costs of carrying out the division's responsibilities)	2,500.00	2,500.00			
	Non-Administrative	5,000.00	7,500.00			
	Private School Set-Aside					
	Total Personal Services	7,500.00	10,000.00	0.00	17,500.00	Yes
2000 - Employee Benefits	Administrative (reserve not more than 2 percent for the direct administrative costs of carrying out the division's responsibilities)	191.25	191.25			
	Non-Administrative	382.50	573.75			
	Private School Set-Aside					
	Total Employee Benefits	573.75	765.00	0.00	1,338.75	Yes
3000 - Purchased/Contracted Services	Administrative (reserve not more than 2 percent for the direct administrative costs of carrying out the division's responsibilities)					
	Non-Administrative	45,000.00	15,000.00	2,500.00		
	Private School Set-Aside		9,421.25			
	Total Purchased/Contracted Services	45,000.00	24,421.25	2,500.00	71,921.25	Yes
4000 - Internal Services	Internal Services		500.00			
	Private School Set-Aside					
	Total Internal Services	0.00	500.00	0.00	500.00	Yes
5000 - Other Charges	Indirect Costs					
	Non-Administrative		100.00			
	Private School Set-Aside					
	Total Other Charges	0.00	100.00	0.00	100.00	Yes
6000 - Materials and Supplies	Administrative (reserve not more than 2 percent for the direct administrative costs of carrying out the division's responsibilities)					
	Non-Administrative	179,891.75	51,261.08	0.00		
	Private School Set-Aside	7,183.80	21,870.38			
	Total Materials and Supplies	187,075.55	73,131.46	0.00	260,207.01	Yes
8000 - Capital Outlay	Non-Administrative					
	Private School Set-Aside					
	Total Capital Outlay	0.00	0.00	0.00	0.00	Yes
TOTAL SUBGRANT BUDGET		240,149.30	108,917.71	2,500.00	351,567.01	**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		7,183.80	31,291.63	0.00	38,475.43	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.

