

Warning.
Enable macros if indicated

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

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

Due by: **July 1, 2023**
2023-2024

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

School Division: Alexandria City Public Schools
Division Number: 101

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

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

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

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

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

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

2023-2024

Autocalculated Budget Check

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

School Division:	Alexandria City Public Schools
Division Number:	101

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

Transferability Tab	
1000	Total Personnel Services
2000	Total Employee Benefits
3000	Total Purchased/Contracted Services
4000	Total Internal Services
5000	Total Other Charges
6000	Total Materials & Supplies
8000	Total Capital Outlay
	Does the Transferability Budget Summary Match the Amount Transferred into Program?
Detailed Budget Breakdown	
	Does the Transferability Detailed Budget Breakdown Match the Transferability Allocation?
Private School Set-Aside	
	Does the Private School Set-Aside Match the Value of Services on the Private School tab?



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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

2023-2024

Individual Program Application

Due by July 01, 2023

*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: Dr. Greg Tardieu
Mailing Address (Street, City or Town, Zip Code): 1340 Braddock Place, Alexandria, 22314	Phone: 703-619-8162	Ext: <input type="text"/>
Email: gregory.tardieu@acps.k12.va.u		

LOCAL EDUCATIONAL AGENCY CERTIFICATION

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

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

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

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

on 06-15-2023.

Superintendent's Signature

Dr. Melanie Kay-Wyatt
Superintendent's Name

6/15/2023
Date

Board Chairperson's Signature

Honorable Meagan L. Alderton
Board Chairperson's Name

6/15/2023
Date

Application Submission, Approval, and LEA Expenditure of Funds: Applications for Federal Funds are due by July 01, 2023. Revisions and Amendments should be submitted in a timely manner.

Please note, in order for the funds to be expendable by July 01, 2023, the electronic application must be received at the Virginia Department of Education by July 01, 2023, through the file submission process of the Online Management of Education Grant Awards (OMEGA) system.

APPLICATION INFORMATION

2022-2023 Allocation	2022-2023 Consolidated Yes or No	Eligible Program	2023-2024 Allocation Total
349,974.86	No	Title IV, Part A, Student Support and Academic Enrichment Grant	349,974.86
		Transferability (funds transferred out of Title IVA)	0.00
		Total Allocation Available for Title IV, Part A	349,974.86

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

<p>Box 1:</p>	<p>Local education agencies must conduct a needs assessment.</p> <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>For local education agencies receiving allocations of \$30,000 or greater, conduct and provide a description of a comprehensive needs assessment (once every three years) 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. access to personalized learning experiences supported by technology and professional development for the effective use of data and technology. <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. If the activities are allowable under Title IV, Part A, describe the local education agency's rationale for transferring the funds to another program.</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 Title IV Team is made of 13 people, including teachers, administrators, an administrative assistant, a parent, and a professor from George Washington University.</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 4 groups – see below - that look at specific measures such as SOL score, PAL scores, FARM Data, etc.</p> <ol style="list-style-type: none"> 1. Math and Science, 2. English/Language 3. Fine Arts, 4. Attendance, grades, and other factors like FARM Data and SPED Data. rades, and other factors like FARM Data and SPED Data. <p>This is a continuous, ongoing process. As a group, we discuss our findings and how best to address our greatest needs. All 8 of our Title I schools listed below receive first priority. Other schools receive enrichment too, based on needs and to reinforce equity for all.</p> <ol style="list-style-type: none"> 1. Cora Kelly Magnet Elementary 2. Ferdinand T. Day Elementary 3. Francis C. Hammond Middle 4. James K. Polk Elementary 5. Jefferson-Houston Elementary 6. John Adams Elementary 7. Patrick Henry Elementary

B. PROGRAM OVERVIEW (CONTINUED)

Box 1 (continued):

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. Augmented Reality and Virtual Reality equipment have been acquired to offer more STEM enrichment. I pads for Augmented reality and iMacs for Digital Arts after school programming are also part of the STEM Enrichment. Immersive technologies that have been out of reach in the past are now being sought to provide 21st century technology to our students too.

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. Also, 5.Special Education is creating a new program to help students transition to career and independent domestic life. Spaces will be set aside for the following:

- Retail/Stocking with rolling rack for clothes, hangers, price tags, display shelf, UPC printer, faux credit card reader, cash register, play money, barcode reader, price gun, etc.

- Hotel/housekeeping with bed, bedframe, mattress.

- Restaurant/food preparation measuring tools, uniforms cutting boards, knives, sorting trays, condiments, napkins fake foods, buffet trays, coffee pot and cups, plates, utensils.

- Office/assistant desk, computer, monitor, cubicle with privacy wall, file cabinets, mail sorting hutch, office supplies, water cooler, cart for delivery.

- Landscaping with brooms, shovels, rakes, trowels, clippers, raised garden beds, soil, seeds and gloves. Another space is Grocery/front of the house: Items needed include barcode scanner, plastic fake food, grocery bags, containers, plastic bags for fruits and vegetables, pastry bags and boxes, kinetic sand

- Animal Care: elevated grooming tub, stuffed animal dogs and cats, pet shampoo

- General Safety: Items needed include first aid kits, fire extinguisher, caution signs, AED monitors, wet floor signs, safety cones

- General Independent Living: Items needed include vacuums, cleaning supplies, shelving, organization bins, window squeegees, toolbox, adaptive silverware, food items from grocery stores for students to prepare healthy meals. Refrigerator, stove, washing machine and dryer, toaster oven, microwave, etc.

The Diocese of Arlington

1.Mobile furniture for student use to accommodate the movement needs of students with special needs (flexible, mobile seating),

2.Ipads for instructional needs to replace student use of cell phones in the classrooms (i.e. measurement apps for Physics, photo capability in art and math classes)

3.Sheet Music, and recorded orchestration for enhanced music curriculum

4.Art supplies for enhanced art curriculum

5.Elementary Science kits - Earth Movements, Earth, Moon, and Sun, Force and Motion, Newton's Toy Box, Electrical Connections, Electrical Circuits, DNA From Genes to Proteins.

6.Keyboards for Ipads to teach keyboarding

7.Online remedial Reading Software, Spanish language enrichment supplies

8.Additional STEM supplies, wires, glue, filaments for 3D printer, etc.

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.
5. Fly fishing lesson for students who need adaptive, healthy activities.

The Diocese of Arlington

1. Social-Emotional Learning – Online Positivity Program
2. Stress reducing tactile tools for student to use.
3. Calming Room accessories: beanbag, glowing lamp, blankets, bulletin boards, sand timer, squishy plush, tabletop fountain, Tibetan singing bowl, aromatherapy diffuser, wiggle seats.

B. PROGRAM OVERVIEW (CONTINUED)

Box 3 (continued):

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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):

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

Teacher leaders of these programs will pretest and posttest students to determine the level of positive impact. Along with 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: **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.

We have increased our professional development for new teachers using Zspace Augmented Reality software. This is for teachers to learn how to navigate new software and access premade STEM lessons. We provided professional learning for Zspace as well as other new STEM equipment. We have included Technical Integration Specialists in the professional development opportunity to help enhance the sustainability and focus on classroom use.

This qualifies as professional development as defined by section 8101(42).

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 12 members – teachers, administrators, central office specialists, a parent, a college professor. George Washington University partnered with ACPS in an application for an AIM-AHEAD NIH Grant. We won the grant valued at \$497,830.00 to improve STEM in middle school with special emphasis on young girls of color. GWU has been a great partner in this effort to provide 21 century technology to these student as well as collecting and analyzing student response to what they are learning.

Our partnership with GWU has been ongoing for 6 years now, but the last year has been the most productive. We are having a positive impact with our students and believe that we will be awarded a continuation grant to keep this success moving forward.

D. MEASURABLE OBJECTIVES

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

- Subject - Elementary 3rd graders
- Behavior - Students learn to become competent bicyclists 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.
- Specific criteria for assessing - Students will be pre-assessed and post-assessed regarding the following:
 - oKnowledge about parts of a bike
 - oAbility and comfortableness riding a bike
 - oUnderstanding of road signs and signals
 - oHow to properly wear a helmet and perform the necessary safety checks before cycling
- Time Period - 4-6 week unit during one of the semesters in PE starting in September 2022 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:

Measurable Objective 2:

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

D. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 3:

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

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Measurable Objective 4:

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

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D. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 5:

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

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Measurable Objective 6:

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

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E. PROGRESS TOWARDS MEETING MEASURABLE OBJECTIVES**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**

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 indicate the application year (ex: 2021-2022 or 2022-2023) for the measurable objective and include relevant data.

Measurable Objective 1:

Results from 2022-2023

Bicycles in School Program

Met Expectations

Measurable Objective 2:

Results from 2022-2023

Brain Boost – Kinesthetic Program

Met Expectation

All our 14 elementary have multiple classrooms that have kinesthetic items that include pedal desks, under the desk cycles, standing desks, and flexible seating options. Students are given a variety of choice utilizing these items while learning throughout their school day.

Measurable Objective 3:

Results from 2022-2023

Augmented Reality

We Have Not Met Expectations

At the elementary level our 5th graders used ZSpace to complete a lab on energy transfer - light, sound, electrical, heat (states of matter). The 4th graders used ZSpace to complete labs including cloud identification, earth/moon/sun

Measurable Objective 4:

Results from 2022-2023

Elementary Science and Math Enrichment

We Met Expectations

One of biggest projects dealt with the use of the laser cutter – Glow Forge. It took a little while to figure out how to use it so only two projects were completed by all the 5th graders

Measurable Objective 5:

Results from 2022-23

Family Food and Nutrition Classes

Met Expectations

We have conducted 4 in-person programs for a total of 33 participating families (27 Spanish-speaking; 6 English-speaking).

Measurable Objective 6:

Results from 2022-2023

Fine Arts Enhancements

a) Music – Ukulele

i. We Met Expectations

i. We conducted a 12-week after school ukulele program for a total of 15 students in 4th and 5th grade. Students met after school on Tuesdays to rehearse, and then performed 4 songs at a spring concert for the school and families. The song selections included traditional American folk songs as well as contemporary pop songs. Students learned to play both chords as well as individually picked notes. One of the songs was performed in collaboration with the

F. BUDGET SUMMARY

		Title IV, Part A Budget for 2023-2024 Award: S424A230048 Project Code: APE60281				
		Allocation:			349,974.86	
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	8,000.00	7,500.00			
	Private School Set-Aside					
	Total Personal Services	10,500.00	10,000.00	0.00	20,500.00	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	612.00	573.75			
	Private School Set-Aside					
	Total Employee Benefits	803.25	765.00	0.00	1,568.25	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	25,000.00	25,000.00	2,500.00		
	Private School Set-Aside		5,495.00			
	Total Purchased/Contracted Services	25,000.00	30,495.00	2,500.00	57,995.00	Yes
4000 - Internal Services	Internal Services		20,500.00			
	Private School Set-Aside					
	Total Internal Services	0.00	20,500.00	0.00	20,500.00	Yes
5000 - Other Charges	Indirect Costs					
	Non-Administrative					
	Private School Set-Aside					
	Total Other Charges	0.00	0.00	0.00	0.00	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	140,000.00	75,726.38			
	Private School Set-Aside	33,298.53	386.70			
	Total Materials and Supplies	173,298.53	76,113.08	0.00	249,411.61	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		209,601.78	137,873.08	2,500.00	349,974.86	**Reflects 15% max allowed for technology, equipment, devices, and software in Technology area. 0.00
TOTAL SET-ASIDE 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 BUDGET		33,298.53	5,881.70	0.00	39,180.23	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				Does the Budget Summary Match the Total Allocation? Yes
IF ALLOCATION IS \$30,000 OR GREATER, DOES THE ALLOCATION MEET MINIMUM REQUIREMENT FOR EACH AREA?		Requirement Met	Requirement Met	Requirement Met		Difference -

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.

G. DETAILED BUDGET BREAKDOWN

Prepare a detailed breakdown of the budget categories for Object Codes 1000-6000 and 8000. Enter the number of each measurable objective from the "Narrative" tab the funded activity supports and choose the appropriate category for each expense in the dropdown list under "Category."

Does the Detailed Budget Breakdown Match the Total Allocation?

Yes

DETAILED BUDGET DESCRIPTION OF OBJECT CODE 1000

Provide a description of the positions supported with funds from this program. Indicate if any positions are newly funded under this program. Explain the supplementary nature of any new positions. Required if staff positions are to be funded by federal funds.

Salaries for:
Administration of Title IV grant,
Swim instructors for first and second grader swim lessons
Family Cooking and nutrition class - coordinators
After school and STEM, music, choir, and drama club - Teachers
Administrative costs are well below the 2% threshold.

Table with 5 columns: Item Description, Measurable Objective, Category, FTEs, Total Cost. Includes rows for Administrative, Swim Instructors, Family Cooking/Nutrition Coordinator, School Nutrition Coordinator, and STEM Cultural and STEM Programming Teachers.

DETAILED BUDGET DESCRIPTION OF OBJECT CODE 6000

Provide a description for expenses related to object code 6000 Materials and Supplies. Include items that are consumed or materially altered when used and minor equipment that is not capitalized. Equipment under \$5,000, including computer equipment, should be reported under this object code unless the LEA has set a lower capitalization threshold. Indicate the quantity for each item.

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.

- Well Rounded
 - 5th Grade Science will receive supplemental equipment, Microbits, accessories and other supportive supplies to address low SOL scores.
 - Music and Arts are expanding into Choir and Drama for after-school programming supplies: music lesson books, keyboards, headphones, benches, wiring, PA speakers, wireless microphones, risers, stage lighting, stage prop construction supplies, wireless remote-control sound system, wired microphones, and miscellaneous accessories for putting on a play.
 - Music and Art after school programming includes traditional and nontraditional instruments, i.e. Ukuleles
 - STEM renewable energy kits and lessons to support elementary science.
 - STEM teacher science equipment and supplies to supplement new SOL teaching standards
 - STEM Gardening programming.
 - STEM Ipads for after school Digital Arts programming.
 - STEM Club – After school science program to supplement in class science requirements, Ipad, zSpace Augmented Reality, Virtual Reality Headsets and software.
 - Safe and Healthy
 - Nutrition supplies, cooking materials (pots, pans, utensils, groceries, etc.) for 16 workshops for parents
 - Replacement bicycles and supplies to maintain the equipment provided by this grant: replacement parts, tires, inner tubes, chains, tools, oil, etc.
 - Kinesthetic supplies that will allow for students to get exercise all throughout the day with treadmills, small trampolines, bike-pedal desks, accordion and wobble chairs, standing desks, etc. Several different styles of active classrooms will be piloted to determine the best effectiveness.
 - Miscellaneous supplies for 1st and 2nd grader swim lessons
 - Fishing kits for SPED adaptive PE activities.

- Diocese of Arlington
 - Mobile furniture for student use to accommodate the movement needs of students with special needs (flexible, mobile seating), tables and mobile chairs.
 - Ipads for instructional needs to replace student use of cell phones in the classrooms (i.e. measurement apps for Physics, photo capability in art and math classes)
 - Keyboards for Ipads to teach keyboarding
 - Choir Risers
 - Sheet Music and Art Supplies
 - Stress reducing Tactile Tools
 - Science kits for elementary students.
 - Calming Room accessories: beanbag, glowing lamp, blankets, bulletin boards, sand timer, squishy plush, tabletop fountain, Tibetan singing bowl, aromatherapy diffuser, wiggle seats.

Item Description	Measurable Objective	Category	Quantity	Total Cost
PE/Health Active Classrooms, Swim Lesson, Bike program	2	Safe and Healthy Students		45,726.38
Microbits 5th grade science, Gardening, energy kits, STEM supplies	3,4	Well Rounded Education		81,000.00
Cooking Materials and supplies	5	Safe and Healthy Students		5,000.00
SPED Career Preparation and Independent living room	5	Safe and Healthy Students		25,000.00
Music, Choir, Drama, Fine Arts after school and summer programming	6	Well Rounded Education		34,000.00
K-12 Planetarium equipment upgrade	4	Well Rounded Education		25,000.00
Private Schools-Flexible seating and furniture, STEM Science Kits	2	Well Rounded Education		30,000.00
Private Schools - Tactile Tools	2	Safe and Healthy Students		386.70
Private Schools – Calming classroom supplies	2	Well Rounded Education		3,298.53
Total for Object Code:				249,411.61

H. TRANSFERABILITY

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

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

		Title II, Part A, Transferability Award S367A230044 Project Code APE60017	
		0.00	
OBJECT CODE	EXPENDITURE	AMOUNT TRANSFERRED INTO PROGRAM	DOES THE BUDGET SUMMARY MATCH THE DETAILED BUDGET BREAKDOWN?
1000 - Personnel Services	Administrative (reserve not more than 2 percent for the direct administrative costs of carrying out the division's responsibilities)		
	Non-Administrative		
	Private School Set-Aside		
	Total Personnel Services	0.00	Yes
2000 - Employee Benefits	Administrative (reserve not more than 2 percent for the direct administrative costs of carrying out the division's responsibilities)		
	Non-Administrative		
	Private School Set-Aside		
	Total Employee Benefits	0.00	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		
	Private School Set-Aside		
	Total Purchased/Contracted Services	0.00	Yes
4000 - Internal Services	Internal Services		
	Private School Set-Aside		
	Total Internal Services	0.00	Yes
5000 - Other Charges	Indirect Costs		
	Non-Administrative		
	Private School Set-Aside		
	Total Other Charges	0.00	Yes
6000 - Materials and Supplies	Administrative (reserve not more than 2 percent for the direct administrative costs of carrying out the division's responsibilities)		
	Non-Administrative		
	Private School Set-Aside		
	Total Materials and Supplies	0.00	Yes
8000 - Capital Outlay	Non-Administrative		
	Private School Set-Aside		
	Total Capital Outlay	0.00	Yes
TOTAL BUDGET		0.00	
TOTAL SET-ASIDE BUDGET		0.00	Are the administrative charges less than or equal to 2% of the allocation? Yes
TOTAL PRIVATE SCHOOL SET-ASIDE BUDGET		0.00	Does the Private School Set-Aside Match the Value of Services on the Private School tab? Yes
DOES THE TRANSFERABILITY BUDGET SUMMARY MATCH THE TRANSFERABILITY ALLOCATION?		Yes	Difference -

J. PRIVATE SCHOOL PARTICIPATION

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

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

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

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

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

Regular Mail

Certified Mail

Telephone Calls

Meetings

Visits to the Private School

Other (Please specify) Email Requests

3. What is the public school division's projected K-12 enrollment for the 2023-2024 school year?

16089

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

a. Proposed Budget	\$349,974.86
b. Amount of funds allocated for administration	\$5,382.50
c. Amount to use for set-aside calculations	\$344,592.36

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

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

CALCULATION OF SET-ASIDES (CONTINUED)

9. Provide a description of how Title IV, Part A, funds will be used to support services, activities, and other expenditures for the private schools, if applicable.

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K. GENERAL EDUCATION PROVISIONS ACT (GEPA) SECTION 427

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

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

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

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

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

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

EXPENDITURE ACCOUNT DESCRIPTIONS

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

OBJECT CODE DEFINITIONS:

(revised 4/8/21)

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

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

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

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

1) Allocation by percentages of normal dollar

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Insurance – Payments for insurance except those that relate to personal services (i.e., hospitalization, group life, worker's compensation, unemployment).

Leases and Rentals – Includes payments for leases that are not capitalized and rental of land, structures, and equipment. Do not include payments made under a lease-purchase agreement.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Capital Outlay Replacement

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

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

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

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

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

Special Note - Classification of Hardware and Infrastructure Expenditures:

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

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

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

GENERAL ASSURANCES

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

The school division/grantee assures:

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

PROGRAM SPECIFIC ASSURANCES

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

- I. Prioritize the distribution of funds to schools served based on one or more of the following criteria—
 - A. Are among the schools with the greatest needs;
 - B. Have the highest percentages or numbers of children counted under Section 1124(c) (i.e., children counted for purposes of basic grants to LEAs under Title I, Part A of the ESEA);
 - C. Are identified for comprehensive support and improvement under Section 1111(c)(4)(D)(i) (i.e., are among the lowest-achieving schools);
 - D. Are implementing targeted support and improvement plans as described in Section 1111(d)(2) (i.e., have consistently underperforming student subgroups); or
 - E. Are identified as a persistently dangerous public elementary school or secondary school under Section 8532. (ESEA Section 4106(e)(2)(A));
- II. Divisions or consortia that receives \$30,000 or more will use—
 - A. Not less than 20 percent of funds to support one or more of the activities authorized under Section 4107 pertaining to well-rounded educational opportunities;
 - B. Not less than 20 percent of funds to support one or more activities authorized under Section 4108 pertaining to safe and healthy students; and
 - C. A portion of funds to support one or more activities authorized under Section 4109(a) pertaining to the effective use of technology, including an assurance that it will not use more than 15 percent of the remaining portion for purchasing technology infrastructure as described in Section 4109(b). (ESEA Section 4106(e)(2)(C)-(E));
- III. Reserve not more than 2 percent for the direct administrative costs of carrying out the division's responsibilities (ESEA Section 4105(c));
- IV. Comply with Section 8501-8504, regarding equitable participation of private school children and teachers (ESEA Section 4106(e)(2)(B)); and
- V. Complete an annual State report regarding how funds for the SSAE program are being used (ESEA Section 4106(e)(2)(F)).