

**Warning.**  
Enable macros  
if indicated

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

**Title II, Part A, Supporting Effective Instruction**

Due by: **July 01, 2021**  
**2021-2022**

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

School Division: Alexandria City Public Schools  
Division Number: 101

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

Print Application	
Check Mark	Print Application
<input type="checkbox"/>	<b>Print All Tabs Below</b>
<input type="checkbox"/>	Budget Check
<input type="checkbox"/>	Narrative
<input type="checkbox"/>	Budget Summary
<input type="checkbox"/>	Transferability
<input type="checkbox"/>	Teacher Quality
<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 (Narrative Tab)	
Program Overview (Narrative Tab)	
Measurable Objectives (Narrative Tab)	
Budget Summary	
Detailed Budget Breakdown (Budget Summary Tab)	
Transferability	
Detailed Budget Breakdown (Transferability Tab)	
Teacher Quality	
Private Schools	
Calculation of Set-Asides (Private Schools Tab)	
General Education Provisions Act (GEPA)	
Expenditure Descriptions	
General Assurances	
Program Specific Assurances	

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**Title II, Part A, Supporting Effective Instruction**

2021-2022

**Autocalculated Budget Check**

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

<b>School Division:</b>	Alexandria City Public Schools
<b>Division Number:</b>	101

Budget Summary Tab	
1000	Total Personnel Services
2000	Total Employee Benefits
3000	Total Purchased/Contracted Services
4000	Total Internal Services
5000	Total Other Charges
6000	Total Materials & Supplies
8000	Total Capital Outlay
	Does the Budget Summary Match the Total Allocation?
Detailed Budget Breakdown	
	Does the Detailed Budget Breakdown Match the Total Allocation?
Private School Set-Aside	
	Does the Private School Set-Aside Match the "Private Schools" 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?



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

**A. COVER PAGE**  
Title II, Part A, Supporting Effective Instruction

**2021-2022  
Individual Program Application**

**Due by July 01, 2021**

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

Place a "Checkmark" by the applicable response.

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

**To be Completed by School Division**

Applicant (Legal Name of Agency): Alexandria City Public Schools	Division Number: 101	Title II, Part A Coordinator: <b>Dr. Gerald R. Mann, Jr.</b>
Mailing Address (Street, City or Town, Zip Code): <b>1340 Braddock Place, Alexandria, 22314</b>	Phone: <b>703-619-8020</b>	Ext: <input type="text"/>
	Email: <b>gerald.mann@acps.k12.va.us</b>	

**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 II, 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 on .

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

Date

<input type="text"/>
Board Chairperson's Signature
<b>Megan L. Alderton</b>
Board Chairperson's Name
<input type="text"/>

Date

**Application Submission, Approval, and LEA Expenditure of Funds:** This application for Federal Funds is due by July 1, 2021. Revisions and Amendments should be submitted in a timely manner. Please note, in order for the funds to be expendable, the electronic application must be received at the Virginia Department of Education through the file submission process of the Online Management of Education Grant Awards (OMEGA) system.

**APPLICATION INFORMATION**

2020-2021 Allocation	2020-2021 Consolidated Yes or No	ELIGIBLE PROGRAM	2021-2022 Allocation Total
619,778.21	No	Title II, Part A, Supporting Effective Instruction	619,778.21
		Transferability (funds transferred out of Title IIA)	0.00
		<b>Total Allocation Available for Title II, Part A</b>	<b>619,778.21</b>

**TRANSFERABILITY**

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

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

A. Program from which funds will be transferred:	TO	Program TO which funds will be transferred:	Amount
Title IV, Part A		Title II, Part A, Supporting Effective Instruction	

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

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

	Transferability is intended, but official paperwork will be submitted when final allocations are released.		
	Transferability paperwork has been approved.	Date approved:	

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 (4 PAGES)**

The purpose of Title II, Part A, is to improve students' academic achievement by increasing the capacity of states, local educational agencies, schools, and local communities to—

1. increase student achievement consistent with the challenging State academic standards;
2. improve the quality and effectiveness of teachers, principals, and other school leaders;
3. increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and
4. provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

**Narrative Boxes**

Describe the process used for development of the Title II, Part A, plan and identification of priorities, by addressing each of the following:

1. **STAKEHOLDER ENGAGEMENT/NEEDS ASSESSMENT:** Describe the consultation and needs assessment process used in development of the program, including a description of the stakeholders involved in the process. (Section 2103(b)(3))

Alexandria City Public Schools (ACPS) has pledged to provide an equitable, high-quality education that is accessible and engaging to all students in a five-year strategic plan approved by the Alexandria City School Board on June 26, 2020. Equity For All 2025 is a bold and courageous roadmap that is timely and will position ACPS as a national leader in redefining PreK-12 education as a deliberately inclusive and supportive experience where all succeed. From now on, racial equity will be at the center of every decision that the school division will make. The plan's mission is to ensure success by inspiring students and addressing barriers to learning. The plan's vision is: Empowering all students to thrive in a diverse and ever-changing world. This Strategic Plan guided the needs assessment process for developing this application, including meeting with various stakeholder groups such as the Talented and Gifted Advisory Committee, the Special Education Advisory Committee, The Educational Design Team, the Thought Partners group, and principals meetings and teacher advisory group.

2. **USE OF DATA:** Describe results of prior activities and how the division will use data and ongoing consultation to continually update and improve activities supported with Title II, Part A, funds. (Section 2103(b)(2)(D)). Describe progress made toward meeting measurable objectives from 2020 application.

The major use of funds in the 2021-22 application was centered on providing all ACPS principals with professional coaching and leadership development from the American Institute for Research (AIR). This support for principals was an excellent use of funds as the pandemic raged, ACPS was able to provide additional support to its leaders during the height of the pandemic. Principals reported this was an excellent resource for them, and they expressed that these coaches assisted them with leadership challenges in schools during the school year. Executive Leadership Coaching Sessions included the following topics with principals Transition to Hybrid Learning – Reentry Plans:

- Coaches and principals monitor progress on SMART Goals and discuss milestones and challenges related to hybrid instruction.
- Principals and coaches discussed teacher/staff morale and messaging in preparation for hybrid instruction.
- Congruent Instruction
- Coaches and principals discuss strategies for congruent instruction and metrics of monitoring student growth.
- Principals and coaches assessed Goal Progress

ACPS fell short of reaching its goal of having 100% of staff properly licensed. However, ACPS saw an increase in the percentage of staff properly licensed from the previous year. Our percentage rate increased from 93% in 2019-20 to 96% in 2021-22. ACPS's leadership development and coaching with AIR helped principals develop plans to monitor instruction and put plans to help teachers transition from 100% virtual to concurrent instruction.

**B. PROGRAM OVERVIEW (CONTINUED)**

3. **TEACHER QUALITY:** Describe results of the 2020-2021 Instructional Personnel and Licensure (IPAL) report. Describe how the division ensures that students are taught by qualified and effective teachers meeting Virginia's licensing and professional teaching requirements. (Section 2001(2-3))

After examining the IPAL report, ACPS Title 1 schools have fewer teachers in the following categories than non-Title 1 schools- Instructional Personnel not licensed and Licensed instructional personnel not properly endorsed for assignment. The majority of our teachers with less than one year of experience are in our Title 1 schools. There were 86 teachers in our non-Title 1 schools versus 52 teachers in our Title 1 schools. Overall, the number of classrooms has decreased from last year with the number of instructional personnel not appropriately licensed in our Title 1 schools and overall for the school division.

4. **PRIORITIZING FUNDS:** Describe how the school division will prioritize funds to schools that are implementing comprehensive support and improvement activities and targeted support and improvement activities under section 1111(d) and have the highest percentage of children counted under section 1124(c). If there are no schools identified as comprehensive or targeted support schools, how does the division prioritize funding? (Section 2103(b)(2)(C))

ACPS currently has no school identified as comprehensive or targeted support schools. However, Jefferson-Houston PreK-8 IB School is an additional target support school. Jefferson-Houston is a Title 1 school and utilizes these funds to improve instruction and provide more resources to its students. ACPS has used its 2025 Strategic Plan: Equity for All to prioritize the use of the funding. The budget for Title Iia aligns with strategic priorities of principals as instructional leaders: balanced literacy, social, emotional, and academic learning (SEAL), family engagement, Multi-Tiered Systems of Support (MTSS), and early warning systems to support student's academic and behavioral needs, including causes of chronic absenteeism and multiple pathways to high school diploma and beyond.

**B. PROGRAM OVERVIEW (CONTINUED)**

5.	<p><b>ALIGNMENT TO STANDARDS:</b> Describe how the program activities will align with Virginia's accountability plan, and how the activities are aligned to challenging State academic standards. Describe how the activities funded from Title II, Part A, are expected to increase student achievement. (Section 2103(b)(2)(A))</p> <p>The activities and practices ACPS has in place for teachers and administrators to meet the standards in teacher and principal evaluation systems. The actions outlined in this application are all focused on instructional leadership, teacher collaboration, and teacher planning. These activities will help APCS continue to reach the State Academic Standards. ACPS has developed a teaching and learning framework and evaluation handbook for teachers and administrators.</p>
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6.	<p><b>PROFESSIONAL GROWTH:</b> Describe the school division's system of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership. (Section 2103(b)(2)(B))</p> <p>Each year, ACPS collaborates with the City of Alexandria to welcome teachers each August. ACPS offers a three-day new teacher orientation with professional development provided all three days. Also, teachers have differentiated professional learning throughout the school year provided by our talent developer, instructional specialist, and their schools. ESSA-funded professional learning will sharpen our teacher's skills and help create more engaging instruction for students. The funds will continue to transform instructional practices in a collaborative and collegial environment that features regularly scheduled professional learning community meetings, which involved data-driven discussions, various modes of student engagement, and a commitment to learning among the teaching teams. The funds help create a structure in which principals work together on common problems of practice and improve their leadership methods as they pursue continuous improvement in a teaching and learning framework.</p>
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**B. PROGRAM OVERVIEW (CONTINUED)**

7. **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.

The ACPS Strategic Plan outlined the professional development areas for the division, which has been confirmed by our data, specifically MAP data. ACPS will focus professional development activities on early literacy; Project-Based Learning, instructional feedback, coaching conversations, and course work for individuals seeking certification.

8. **PROFESSIONAL DEVELOPMENT:** If funding is to be used for professional development activities, cite evidence base used for decision, including anticipated outcomes. Provide impact data on any prior implementation.. (Section 2103(b)(3)(E)) (If funds are not used for professional development, indicate N/A.) For new initiatives, cite research base to support the specific decisions and why it is believed that the activities will be successful with the targeted population(s).

A study from the University of Michigan and Michigan State University found 3rd-graders in Project-Based Learning (PBL) classrooms scored eight percentage points higher than students in traditional classrooms on a state science test. The academic achievements were made regardless of students' race, gender, socioeconomic status, or reading ability. The study included 2,371 3rd-grade students in 46 schools. The schools selected for the study included students from diverse backgrounds: 62% of the schools' students qualified for free or reduced-price lunch, and 58% were students of color. Another study conducted by researchers at the University of Southern California examined a project-based approach to Advanced Placement courses. The study found that students earning a credit-qualifying score on the AP test was eight percentage points higher in the project-based version of the course than traditional instruction. The gain was estimated to be 10-percentage points higher after teachers used the curriculum and related supports for two years. PBL is a significant initiative of ACPS's high school redesign and will become a vital portion of ACPS's teaching and learning framework in the future.

"A child who is a poor reader at the end of the first grade has an almost 90% chance of remaining a poor reader at the end of fourth grade and at least a 75% chance of being a poor reader as long as they are in school." (e.g., Francis et al., 1995, Juel 1998.)

9. **CLASS-SIZE REDUCTION:** If funding is to be used for class-size reduction, cite evidence base used for decision, including how the local context aligns with research-based practice. Provide impact data on any prior implementation, if applicable. How does the division ensure effectiveness of teachers hired to reduce class size? How will the impact of the smaller class sizes be measured? (Section 2103(b)(3)(D)) (If funds are not used for class-size reduction, indicate N/A.) Note: Title II, Part A funds may not be used to meet K-3 Standards of Quality (SOQ) requirements. Federal funds may only be used to reduce class sizes below the state-mandated class sizes.

N/A

**C. COORDINATION OF SERVICES (2 PAGES)**

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 partnerships with local universities, regional collaborations or other entities to improve teacher and principal quality through such efforts as high-quality professional development for teachers, principals and other school leaders; recruitment; mentoring, etc.

ACPS partners with the George Washington University, University of Virginia, George Mason University, Florida State University, Marymount University, Virginia Tech. University, Virginia State University to work on teacher quality and recruitment. Lastly, we work with TTAC, the Office of Special Education Programs (OSEP), the Middle Atlantic PBIS Network to work with our teachers on PBIS and other concerns.

**C. COORDINATION OF SERVICES (CONTINUED)**

[Empty rectangular box for content]

D. MEASURABLE OBJECTIVES

1. State up to eight measurable objectives that will guide the development of the program to be funded with the requested ESEA federal funds. For examples of measurable objectives, see Guidance pp.6-7

What is a Measurable Objective?

A measurable objective has four components:

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

2. Describe the evidence-based research that support 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.

NOTE: For class-size reduction and professional development activities, cite at least one research study that supports the initiative for your division's context. Note that conferences, unless part of a larger strategic initiative, do not constitute high quality professional development.

Measurable Objective 1:

By June 2022, ACPS will increase the percentage of properly licensed teachers by 100%.

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

ACPS is partnering with the University of Virginia to provide coursework for individuals seeking certification as a teacher. The funds allocated will help lower the cost for participants in the "Grow a Teacher" program. It is expected that ACPS will see an increase by five participants in the "Grow a Teacher" program. Additionally, funding will be provided for tuition for teachers to obtain licensure and additional endorsements.

**D. MEASURABLE OBJECTIVES (CONTINUED)**

**Measurable Objective 2:**

By June 2022, 100% of K-2 teachers in schools participating in phonics training will demonstrate improved instructional efficacy as measured by a 5% increase in student achievement.

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

The efficacy of this explicit and systematic Tier 1 phonics instruction in supporting all students, including English Learners and Students with Disabilities, is critical to improving ACPS's PALs data. The teacher will have synchronous, asynchronous, and site-based professional development on phonics.

**Measurable Objective 3:**

By June of 2022, at least 30 staff (principals, assistant principals, coaches) participating in Mursion will demonstrate improved instructional feedback and coaching conversations by increasing 10% in the staff earning a coaching badge.

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

ACPS staff will participate in the Mursion session, where they will practice giving feedback or a coaching conversation with the avatar. These sessions will allow the participant to hone their skill and earn an ACPS coaching badge.

**D. MEASURABLE OBJECTIVES (CONTINUED)**

**Measurable Objective 4:**

By June of 2022, at least 30 staff (principals, assistant principals, coaches) participating in Project-Based Learning professional development will demonstrate their current reality as it relates to PBL and develop a compelling vision for PBL to communicate to their staff and school community, and create an action plan for initial PBL implementation.

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

The goal is to take leaders through a PBL Leadership Series consisting of workshops that are facilitated on-site to reflect, practice and support one another as members of a deeper learning community of practice. In Phase 1, there are seven separate workshops spanning 12 - 18 months, each with a different area of focus. In Phase 2, there are five workshops spanning an additional 12 - 18 months. Regular implementation calls that both celebrate PBL wins and address implementation challenges provide leaders with an extra layer of support during both phases.

**Measurable Objective 5:**

**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 6:

[Empty box for Measurable Objective 6]

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

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

Measurable Objective 7:

[Empty box for Measurable Objective 7]

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

[Empty box for evidence-based research services and activities for Objective 7]

**D. MEASURABLE OBJECTIVES (CONTINUED)**

Measurable Objective 8:

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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. BUDGET SUMMARY**

		Title II, Part A Budget for 2021-2022 Award: S367A210044 Project Code: APE61480		
		Allocation:	619,778.21	
OBJECT CODE	EXPENDITURE	AMOUNT BUDGETED	FTEs	DOES THE BUDGET SUMMARY MATCH THE DETAILED BUDGET BREAKDOWN?
1000 - Personnel Services	Administrative	111,300.00	1.00	Yes
	Non-Administrative			
	Private School Set-Aside			
	<b>Total Personal Services</b>	<b>111,300.00</b>		
2000 - Employee Benefits	Administrative	39,000.00		Yes
	Non-Administrative			
	Private School Set-Aside			
	<b>Total Employee Benefits</b>	<b>39,000.00</b>		
3000 - Purchased/Contracted Services	Administrative			Yes
	Non-Administrative	366,987.51		
	Private School Set-Aside	50,490.70		
	<b>Total Purchased/Contracted Services</b>	<b>417,478.21</b>		
4000 - Internal Services	Internal Services			Yes
	<b>Total Internal Services</b>	<b>0.00</b>		
5000 - Other Charges	Administrative	22,000.00		Yes
	Non-Administrative	30,000.00		
	Private School Set-Aside			
	<b>Total Other Charges</b>	<b>52,000.00</b>		
6000 - Materials and Supplies	Administrative			Yes
	Non-Administrative			
	Private School Set-Aside			
	<b>Total Materials and Supplies</b>	<b>0.00</b>		
8000 - Capital Outlay	Non-Administrative			Yes
	<b>Total Capital Outlay</b>	<b>0.00</b>		
<b>TOTAL BUDGET</b>		<b>619,778.21</b>		
<b>DOES THE BUDGET SUMMARY MATCH THE TOTAL ALLOCATION?</b>		Yes		Difference 0.00
<b>TOTAL SET-ASIDE</b>		<b>172,300.00</b>		
<b>TOTAL PRIVATE SCHOOL SET-ASIDE</b>		<b>50,490.70</b>		
<b>DOES THE TOTAL PRIVATE SCHOOL SET-ASIDE MATCH THE "PRIVATE SCHOOLS" TAB?</b>		Yes		Difference 0.00

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

F. DETAIL BUDGET BREAKDOWN

Prepare a detailed breakdown of the budget categories for Object Codes 1000-6000 and 8000. 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.

Title II specialist, 1.0 FTE. The Title II specialist coordinates all ESEA-funded professional learning activities, tuition reimbursement, and Grow a Teacher. This Specialist is also responsible for coordinating Title II, Part A, Equitable Services with the private schools in the City of Alexandria.

Table with 5 columns: Item Description, Measurable Objective, Category, FTEs, Total Cost. Row 1: Value of professional development personnel-related services or stipends on behalf of private schools. Row 2: Title II Specialist, Title IIA Administration, 1.00, 111,300.00.

Total for Object Code: 1.00 111,300.00



**DETAILED BUDGET DESCRIPTION OF OBJECT CODE 3000**

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

**NOTE: All tuition-related expenses should be included in this object code.**

ACPS supports tuition assistance through the "Grow a Teacher" (UVA) program. This program helps bridge those professionals who work in ACPS to consider becoming a teacher. ACPS has also partnered with Kick-Up to assess professional learning around our PLCs, Coaching, and Equity. Mursion provides an avatar model of professional learning in the following sessions: Classroom management, feedback to teacher/parent/child/principal, and parent conferences. Lastly, PBL training vital to implementing the strategic plan as well. Leadership development for the school division is also essential for building the teacher-to-leader pipeline.

Item Description	Measurable Objective	Category	Total Cost
Private School Set-aside			50,490.70
Coursework (Tuition, Grow a Teacher, EL, TAG, leadership development and other certifications)		Recruitment/Retention	191,987.51
Professional Development (PBL, Mursion, Leadership development, Kick-up)		Professional Development	175,000.00
Total for Object Code:			417,478.21



**DETAILED BUDGET DESCRIPTION FOR OBJECT CODE 5000**

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. Indirect costs cannot be claimed against capital outlay and equipment.

ACPS plans to send a team of school and central office leaders to PBL. It costs approximately \$5000 per person to attend this program.

Item Description	Measurable Objective	Category	Total Cost
Private School Set-aside			
Indirect cost		Title IIA Administration	22,000.00
Project-Based Learning		Professional Development	30,000.00
<b>Total for Object Code:</b>			<b>52,000.00</b>

DETAILED BUDGET DESCRIPTION FOR 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.

Large empty rectangular area for providing detailed descriptions of expenses.

Item Description	Measurable Objective	Category	Quantity	Total Cost
Private School Set-aside				
Total for Object Code:				0.00





**G. BUDGET SUMMARY**

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](#)

		<b>Title IV, Part A, Transferability</b> <b>Award S424A210048</b> <b>Project Code APE60022</b>			
		<b>0.00</b>			
OBJECT CODE	EXPENDITURE	AMOUNT TRANSFERRED INTO PROGRAM		DOES THE BUDGET SUMMARY MATCH THE DETAILED BUDGET BREAKDOWN?	
1000 - Personnel Services	Administrative				
	Non-Administrative				
	Private School Set-Aside				
	<b>Total Personal Services</b>	<b>0.00</b>			
2000 - Employee Benefits	Administrative				
	Non-Administrative				
	Private School Set-Aside				
	<b>Total Employee Benefits</b>	<b>0.00</b>			
3000 - Purchased/Contracted Services	Administrative				
	Non-Administrative				
	Private School Set-Aside				
	<b>Total Purchased/Contracted Services</b>	<b>0.00</b>			
4000 - Internal Services	Internal Services				
	<b>Total Internal Services</b>	<b>0.00</b>			
5000 - Other Charges	Indirect Cost				
	Non-Administrative				
	Private School Set-Aside				
	<b>Total Other Charges</b>	<b>0.00</b>			
6000 - Materials and Supplies	Administrative				
	Non-Administrative				
	Private School Set-Aside				
	<b>Total Materials and Supplies</b>	<b>0.00</b>			
8000 - Capital Outlay	Non-Administrative				
	<b>Total Capital Outlay</b>	<b>0.00</b>			
<b>TOTAL BUDGET</b>		<b>0.00</b>			
<b>TOTAL SET-ASIDE</b>		<b>0.00</b>			
<b>TOTAL PRIVATE SCHOOL SET-ASIDE</b>		<b>0.00</b>			
<b>DOES THE TRANSFERABILITY BUDGET SUMMARY MATCH THE TRANSFERABILITY ALLOCATION?</b>		Yes		<b>Difference</b>	<b>0.00</b>

H. DETAILED BUDGET BREAKDOWN

Prepare a detailed breakdown of the budget categories for Object Codes 1000-6000 and 8000. Choose the appropriate category for each expense in the dropdown list under "Funding Source."

Does the Transferability Detailed Budget Breakdown Match the Transferability 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.

Large empty rectangular area for providing a detailed description of positions supported with funds.

Item Description	Measurable Objective	Funding Source	FTEs	Total Cost
Value of professional development personnel-related services or stipends on				
Total for Object Code:			0.00	0.00

**DETAILED BUDGET DESCRIPTION OF OBJECT CODE 2000**

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

[Empty table area for detailed budget description]

Item Description	Measurable Objective	Funding Source	Total Cost
Private School Set-aside			
Total for Object Code:			0.00



**DETAILED BUDGET DESCRIPTION OF OBJECT CODE 4000**

Provide a description of charges from an Internal Service Fund to other functions/activities/elements of the local government for the use of intergovernmental services.

Item Description	Measurable Objective	Funding Source	Total Cost
<b>Total for Object Code:</b>			<b>0.00</b>



**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.

Item Description	Measurable Objective	Funding Source	Quantity	Total Cost
Private School Set-aside				
Total for Object Code:				0.00





**I. TEACHER QUALITY****Section A****TEACHER QUALITY**

Under USED's authority to ensure an orderly transition from ESEA to ESSA, states are no longer required to report highly qualified teacher (HQT) data. Instead, states may rely on licensure and other professional requirements for teachers. However, for program planning purposes for the 2021-2022 school year, the following information on teacher and paraprofessional quality from the 2020-2021 and 2019-2020 data collections may assist school divisions. These data may be obtained from the two most recent verified Instructional Personnel and Licensure Reports (IPAL), which provide division results on the licensure and endorsement status of instructional personnel.

[See Instructional Personnel and Licensure Report \(IPAL\), as outlined in Superintendent's Memorandum Number #245-19, October 11, 2019.](#)

**Teachers (all schools and all federal core content subjects)**

	<b>2020-2021</b>	<b>2019-2020</b>
Number of classes taught by properly licensed and endorsed teachers	3,755	3,528
Number of classes not taught by properly licensed and endorsed teachers	145	236
Total classes	3,900	3,764
Percent of classes taught by properly licensed and endorsed teachers	96.3%	93.7%

**Section B****EQUITABLE DISTRIBUTION OF QUALIFIED, EXPERIENCED AND EFFECTIVE TEACHERS**

In the next four blocks (Parts 1-4), please describe how the division assures that students in high poverty (Title I) and/or high minority schools are not taught by inexperienced, out-of-field, or ineffective teachers at a higher rate than students in other schools. To do this, divisions may wish to examine teacher licensure and endorsement data from the 2020-2021 school year or other available teacher quality data and teachers' experience levels at the highest poverty (Title I) and/or highest minority schools and indicate whether these percentages are similar in other non-Title I schools with lower poverty or minority percentages. Outline strategies used to ensure an equitable distribution, including mentoring programs to support new teachers and professional development activities to support teachers in working with diverse student populations. Examples may include such activities as professional development on cultural competency, supporting English learners or special education students, or working with students from poverty.

**EQUITABLE DISTRIBUTION OF QUALIFIED, EXPERIENCED AND EFFECTIVE TEACHERS (CONTINUED)**

Part 1	From data analysis, outline any identified gaps between Title I and non-Title I schools related to licensure/endorsements; experience; and effectiveness of teachers.
<p>After examining the IPAL report, ACPS Title 1 schools have fewer teachers in the following categories than non-Title 1 schools- Instructional Personnel not licensed and Licensed instructional personnel not properly endorsed for assignment. The majority of our teachers with less than one year of experience are in our Title 1 schools. There were 86 teachers in our non-Title 1 schools versus 52 teachers in our Title 1 schools. Overall, the number of classrooms has decreased from last year with the number of instructional personnel not appropriately licensed in our Title 1 schools and overall for the school division.</p>	
Part 2	Describe strategies to address identified licensure/endorsement issues. (e.g., Praxis, coursework, residencies, etc.)
<p>ACPS has worked extremely hard to attract excellent educators to the classroom. This past year four teachers graduated from the "Grow a Teacher" program. We have ten students in the "Grow a Teacher" cohort and just approved another eight applicants. ACPS also has a tuition assistance program that provides \$800 per 3-hour courses, with no more than two courses per school year. (\$1600) Also, ACPS supports 50-75% tuition for cohorts in EL at the University of Virginia, Talented and Gifted at William &amp; Mary, and Leadership at George Mason University. There have also been financial support provided for Praxis courses and residencies at the secondary level.</p>	
Part 3	Describe strategies to support inexperienced teachers. (e.g., mentoring; coaching; targeted professional development, etc.)
<p>ACPS has been training mentor coordinators each summer at Virginia Commonwealth University under the Santa Cruz Mentoring model. There have been 200+ mentors trained under this model. Teachers struggling with classroom management were provided guided coach sessions using our Mursion program. These sessions were extremely valuable as teachers interacted with avatars and were provided feedback on various options they could use to interact with students.</p>	
Part 4	Describe strategies to improve effectiveness of teachers, particularly related to poverty, diversity, cultural competency, English Learners, exceptional learners, etc.)
<p>EL services provide a Dual Language program and GLAD training for our teachers. The EL department has also offered Kagan training for all teachers to encourage student engagement. Recently, ACPS focused on fully funding those teachers who would get their dual certification in Literacy and EL qualifications. This is being funded with Title III and Operating funds. There have been a plethora of courses offered on cultural competency by our Department of Students Services and Equity.</p>	

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 II, 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 II, Part A. (Copies of the notification must be kept on file for monitoring purposes).

Regular Mail

Certified Mail

Telephone Calls

Meetings

Visits to the Private School

Other (Please specify) \_\_\_\_\_

3. Determining Set-Asides from Title IIA Budget (These fields will calculate automatically once enrollment figures have been entered).

a. Proposed Budget	619,778.21
b. Amount of funds allocated for administration	172,300.00
<b>c. Amount to use for set-aside calculations</b>	<b>447,478.21</b>

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

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

CALCULATION OF SET-ASIDES

5. What is the PUBLIC SCHOOL DIVISION'S projected K-12 enrollment for the 2021-2022 school year?

16,307

6. Complete the chart below:

- In Column A, list all eligible private schools in the geographic boundaries of the school division.
- In column B, indicate the participation status of the listed private school(s) for the 2021-2022 award year, as a result of consultation.
- In column C, enter the K-12 enrollment of private schools participating in services for the 2021-2022 award year.
- Columns D and E will automatically calculate the value of services for the 2021-2022 award year.
- In Column F, indicate the method of notification for each private school.

7. For the 2021-2022 award year, enter the estimated private school-set aside (Cell H74) onto the Summary Budget Tab under the 'Budget for 2021-2022' column in the appropriate object codes on the 'Private School Set-Aside' lines. On the Budget Detail pages, list the amounts in the appropriate object codes in the 'Private School Set-Aside for 2021-2022' lines.

<b>Value of Services for Participating Private Schools from the Title IIA 2021-2022 Budget</b>	<b>Value of Additional Services for Participating Private Schools from the 2021-2022 TRANSFERABILITY Budget</b>	<b>Total value of services for Public Schools from the 2021-2022 Budget</b>	<b>Total Value of Additional Services for Public Schools from the 2021-2022 TRANSFERABILITY Budget</b>
50,490.70	0.00	396,987.51	0.00

A	B	C	D	E	F	G
Name of Each Private School	Participation Status for 2021-2022 Award Year? (Yes/No)	K-12 Enrollment	Estimated Value of Services from 2021-2022 Title IIA budget, per school (calculated field)	Estimated Value of Additional Services from 2021-2022 Transferability Funds (calculated field)	Method of Notification (for Non-Participating Schools Only)	Notes
Grace Episcopal School	Yes	98	2,385.77	0.00		
Commonwealth Academy	No		0.00	0.00	Emailed letter	
Alexandria Country Day School	No		0.00	0.00	Emailed letter	
St. Stephen/St. Agnes	No		0.00	0.00	Emailed letter	
Basilica of St. Mary School	Yes	719	17,503.77	0.00		
Bishop Ireton	Yes	795	19,353.96	0.00		
Blessed Sacrement	Yes	257	6,256.56	0.00		
St. Rita School	Yes	205	4,990.64	0.00		
Episcopal High School	No		0.00	0.00	Emailed letter	
Alexandria Friends School	No		0.00	0.00	Emailed letter	
			0.00	0.00		
			0.00	0.00		
			0.00	0.00		
			0.00	0.00		
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			0.00	0.00		
			0.00	0.00		
<b>Total Private School Set-Asides</b>			<b>50,490.70</b>	<b>0.00</b>		
			<b>Use this Figure for Private School Set-Asides in the 2021-2022 Budget</b>	<b>Use this Figure for Private School Set-Asides in the 2021-2022 Transferability Budget</b>		

**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 Equity for All: 2025) undergird the school division's commitment to ensuring equitable access to and participation in all instructional programs for all students, teachers, and other beneficiaries - including those programs supported by federal funds. Equity for All pledges Alexandria City Public Schools will provide an equitable, high-quality education that is accessible and engaging to all students. The plan's mission: 'to ensure success by inspiring students and addressing barriers to learning, is supported by five core values, including one that charges ACPS specifically with being equity-focused in all we do, actively working to remove barriers to educational access.

The strategic plan is supported by a host of school board policies (AC, AD, AE, JB, JBA, JECA) designed to further outline and elaborate on the school division's commitment to all beneficiaries of the division's programming, regardless of difference or perceived difference. In particular, Policy AC: Non-Discrimination states: 'The Alexandria City School Board is committed to nondiscrimination with regard to age, race, color, national origin, ancestry, disability, religion, gender, gender identity, gender expression, sex, sexual orientation, genetic information, marital status, pregnancy, childbirth or related medical conditions, status as a parent, political affiliation, status as a veteran or any other characteristic protected by law. This commitment prevails in all of its policies and practices concerning staff, students, educational programs and services, and individuals and entities 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 physical, mental, emotional, and social growth rates and vary in their needs and abilities, learning opportunities are provided that are consistent with personal development and potential. Programs 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 percentage of payroll dollars
- 2) Allocation by Head Count
- 3) Direct to Program or Activity

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

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

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

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

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

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

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

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

**Food Purchases** – Food purchased from the food services department of a school division or 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).

**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
    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
    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
    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****The school division/grantee assures:**

- I. Professional development activities provided through this program are coordinated with professional development activities provided through other federal, state, and local programs;
- II. It will comply with Section 8501 (regarding participation by private school children and teachers);
- III. The plan is based on consultation with a variety of stakeholders, including teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of this title;
- IV. Activities and programs will address the needs of all students, including children with disabilities, English learners, and gifted and talented students;
- V. The funds are expended according to Title II, Part A guidelines for teachers, administrators, other school leaders, and paraprofessional staff only. These guidelines can be found within the guidance document: ESSA Title II, Part A Guidance – Supporting Educators;
- VI. Professional development activities are for teachers, administrators, paraprofessionals, and other school leaders to ensure “high quality” instruction and leadership. These activities should be based on evidence-based research and should adhere to the requirements of high quality professional development; and
- VII. Students in high-poverty or high-minority Title I schools will not be taught by inexperienced, out-of-field, or ineffective teachers at a higher rate than students in other schools.