



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

A. COVER PAGE
 2020-2021 Local Consolidated Application
 Due by July 1, 2020

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

Place an "X" by the applicable response.

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

To be Completed by School Division	
Applicant (Legal Name of Agency): Prince George County Public Schools	Division Number: 074 Coordinator of Consolidated Application: William Barnes
Mailing Address (Street, City or Town, Zip Code) P.O. Box 400 Prince George, VA 23875	Phone: 804-733-2700 Ext: 10113 Email: wbarnes@pgs.k12.vau.us

LOCAL EDUCATIONAL AGENCY CERTIFICATION

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

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

Assurances: The local educational agency assures that all federal programs included in this application will be administered and implemented in compliance with all applicable statutes, regulations, policies, and program plans under ESEA. **Additionally, the local educational agency agrees by signing below to implement the general and program specific assurances included in the application. The assurances and signed cover page are to be retained at the division level and, for the Title I, Part A, application (individual or consolidated form), a scanned PDF of the signed cover page must be emailed to ESSA@doe.virginia.gov**

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 _____.

 Superintendent's Signature
 Lisa L. Pennycuff

 Superintendent's Name

 Date

 Board Chairperson's Signature
 Chris Johnson

 Board Chairperson's Name

 Date

Application Submission, Approval, and LEA Expenditure of Funds: Applications for Federal Funds are due by July 1, 2020. Revisions and Amendments should be submitted in a timely manner. Please note, in order for the funds to be expendable by July 1, 2020, the electronic application must be received at the Virginia Department of Education by July 1, 2020, through the file submission process of the Online Management of Education Grant Awards (OMEGA) system.

PROGRAMS INCLUDED IN THE CONSOLIDATED APPLICATION

2019- 2020 Allocation	2019- 2020 Consolidated Yes or No	Eligible Programs			2020-2021 Consolidated Yes or No	2020-2021 Allocation Total
629,583.24		Title I, Part A, Improving Basic Programs			Yes	629,583.24
		a. Division Allocation	Subtotal	629,583.24		
0.00		Title I, Part C, Education of Migratory Children (Provide a. or b. subtotal)			No	0.00
		a. Division Allocation	Subtotal			
		b. Regional Program - Total of allocations for all divisions in the regional program	Subtotal			
0.00		Title I, Part D, Subpart 2, Neglected, Delinquent, or At-Risk - Basic			No	0.00
		a. Division Allocation	Subtotal			
132,099.88		Title II, Part A, Supporting Effective Instruction (Provide a. and b. subtotal)			Yes	132,099.88
		a. Division Allocation	Subtotal	132,099.88		
		b. Transferability Funds (funds transferred from Title II, Part A)	Subtotal	0.00		
9,263.48		Title III, Part A, Language Instruction for English Learners and Immigrant Students (Total of: only a; or only b.)			No	0.00
		a. EL Subgrant - Not part of a consortium	Subtotal			
		b. Immigrant Children and Youth Subgrant	Subtotal			
47,415.11		Title IV, Part A, Student Support and Academic Enrichment (Provide a. and b. subtotal)			No	0.00
		a. Division Allocation	Subtotal	47,415.11		
		b. Transferability Funds (funds transferred from Title IV, Part A)	Subtotal	47,415.11		
0.00		Title V, Part B, Subpart 2, Rural and Low-Income School Program			No	0.00
		a. Division Allocation	Subtotal			
					TOTAL	761,683.12

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](#)

Program from which funds will be transferred:		Select program(s) TO which funds will be transferred:			Amount
Title II, Part A	TO			Title I, Part A	
				Title I, Part C	
				Title I, Part D	
				Title III, Part A	
				Title IV, Part A	
				Title V, Part B	
Total					0.00
Program from which funds will be transferred:		Select program(s) TO which funds will be transferred:			Amount
Title IV, Part A	TO			Title I, Part A	
				Title I, Part C	
				Title I, Part D	
				X Title II, Part A	47,415.11
				Title III, Part A	
				Title V, Part B	
Total					47,415.11

B. LOCAL CONTACT BY PROGRAM AREA

Title I, Part A, Improving Basic Programs					
Name of Contact:	Willie L Elliott, Jr.			Title:	Director of Title I/Gifted/MYP
Mailing Address:	P. O. Box 400 Prince George, VA 23875				
Phone:	804-733-2700	Ext:	10119	Fax:	804-861-1288
E-mail:	welliott@pgs.k12.va.us				

Title I, Part C, Education of Migratory Children					
Name of Contact:				Title:	
Mailing Address:					
Phone:		Ext:		Fax:	
E-mail:					

Title I, Part D, Subpart 2, Neglected, Delinquent, or At-Risk					
Name of Contact:				Title:	
Mailing Address:					
Phone:		Ext:		Fax:	
E-mail:					

Title II, Part A, Supporting Effective Instruction					
Name of Contact:	Robin Germanos			Title:	Director of Elementary Education
Mailing Address:	P. O. Box 400 Prince George, VA 23875				
Phone:	804-733-2700	Ext:	10118	Fax:	804-861-1288
E-mail:	rgermanos@pgs.k12.va.us				

Title III, Part A, Language Instruction for English Learners and Immigrant Students					
Name of Contact:				Title:	
Mailing Address:					
Phone:		Ext:		Fax:	
E-mail:					

Title IV, Part A, Student Support and Academic Enrichment					
Name of Contact:				Title:	
Mailing Address:					
Phone:		Ext:		Fax:	
E-mail:					

Title V, Part B, Subpart 2, Rural and Low-Income School Program					
Name of Contact:				Title:	
Mailing Address:					
Phone:		Ext:		Fax:	
E-mail:					

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

C. PROGRAM OVERVIEW (3 PAGES)

In narrative format:

1. Describe, as applicable, how the instructional program or program of services will align with Virginia's accountability plan and support student achievement, including the following:
 - Supporting student mastery of K-12 college-and-career ready reading and mathematics standards, and attainment of proficiency or better on corresponding assessments;
 - For high schools with a graduating class, supporting student completion of graduation requirements in a timely fashion; and
 - Ensuring that students are taught by effective teachers meeting Virginia licensing and professional teaching requirements and providing meaningful professional development and support to promote effective instruction to increase student achievement.
2. Describe the targeted population(s). (Examples are: subgroups of students, homeless and migrant students, instructional and administrative staff, paraprofessionals, parents, etc.)
3. Explain how the instructional program or program of services supplements, not supplants, the core instructional program or services offered by the LEA to all students and/or all schools.
4. Provide a description of the needs assessment that was conducted to support the proposed activities.
5. For Title I, Part A
 - a. Include the delivery model(s) used and grade spans served; and
 - b. Explain how the division ensures that meaningful parent and family engagement activities are planned and implemented at each Title I school.

The Mission of Prince George County Public Schools, in partnership with parents and the community, is to provide a rigorous educational program in a safe environment that prepares all students for post-secondary education and the workforce and to be responsible, productive citizens in a global society. Based on level funding, the school division will receive \$629,593.24 in federal funds for Title I. During the 2019-2020 school year the Title I, Part A, program prepared for the transition from a Target Assist Program to a School Wide Program for all five elementary schools for the 2020-2021 school year. These funds are used to create programs and to provide services that are aligned with and supportive of student mastery of college-and-career-ready reading; that enables all students and sub-groups to meet the annual measurable objective targets in reading; to support the federal graduation indicators; and to provide meaningful professional development that supports effective instruction.

Prince George County Schools have adopted a Balanced Literacy Program as a framework for literacy. Research-based programs such as LLI, Wilson Foundations, Reading A-Z, Reading Renaissance, Thinking Maps, Early Intervention Reading, Successful Reader, CSI, and SOAR to Success are being implemented to increase student achievement in each sub-group identified in ESEA in reading and to increase the number of students who pass or show growth on the SOL in reading. Ongoing professional development activities to promote effective instruction include: data analysis, using technology in instruction, and developing teacher-made assessments in language arts.

Title I, Part A

In support of continuous improvement, Title I, Part A funds will be used to accelerate student's progress in reading across five elementary schools. As a schoolwide program, schools will operate with a combination of pull-outs and push-in services. Pretests, midyear, and post-tests are used to assess and monitor the progress of all students receiving Title I services to ensure that instruction is addressing student reading needs. The Richardson and Walther Next Step Guided Reading Assessment is used to identify and monitor progress of students for Tier 2 services. The Fountas and Pinnel Benchmark Assessment System is used to identify and monitor progress of all students.

In support of student mastery of college and career ready standards, Title I reading specialists in consultation with classroom teachers, work with selected students on reading skills and strategies emphasizing higher level thinking skills needed for both fiction and non-fiction and vocabulary development.

C. PROGRAM OVERVIEW (CONTINUED)

Instruction in the Title I program is based upon the implementation of research-based strategies and intervention materials. These include using the Tiered System of Supports to determine whether the student requires Tier 2 or Tier 3 services. Tier 2 interventions will include but not be limited to Houghton Mifflin's Soar to Success and Early Success program as well as Wilson Foundations & CSI. Tier 3 interventions will include but not be limited to the Fountas and Pinnel Leveled Literacy Intervention (LLI). Title I funds will be used to implement these programs, other research-based techniques, and to integrate technology devices to support the use of internet for instruction.

Beazley Enrollment-615, 54.3% Economically Disadvantaged, and 26.7% Military
Harrison Enrollment-547, 55.6% Economically Disadvantaged, and 57.8% Military
North Enrollment-746, 55.4% Economically Disadvantaged, and 26.3% Military
South Enrollment-476, 39.5% Economically Disadvantaged, and 39.5% Military
Walton Enrollment-544, 52.6% Economically Disadvantaged, and 27.8% Military

Title I, Part A funds will be provided to each school. Each school will provide, and maintain parent engagement materials and will serve as a resource for parents. Title I reading specialist will assist building principals with planning and implementing activities designed to foster parent and family engagement.

Annually, Title I teachers participate in staff development programs on data disaggregation and analysis, measuring academic growth and best practices and materials in the teaching of reading. The emphasis of the 2020-2021 services will remain on reading comprehension with a focus on non-fiction, vocabulary development and expanding the use of technology in supporting the instruction of reading. The focus of the Title I Program is to assist identified students in each ESEA sub-group to score pass/proficient on English, Reading SOL test.

Title I Part A funds will be available for eligible teachers and administrators to attend conferences where experts in the field provide the latest on reading and learning research.

Supplements, Not Supplants

The Title I reading instruction supplements elementary reading instruction with additional personnel (8 FTE teachers), additional assessments through the NEXT STEP Guided Reading Assessment and screening reports, additional small group or individual instruction, additional time using instructional technology to learn and additional parent workshops in the area of reading and instructional technology.

C. PROGRAM OVERVIEW (CONTINUED)**Title II, Part A**

The initial funds allocated to Prince George for Title II, Part A were designated to support the primary focus for this grant which was the implementation of class size reduction. To further assist with the attainment of proficiency in reading Title II, Part A funds will be used to hire two properly licensed and endorsed teachers to reduce class size in the early grades. Reducing class size will enable teachers to provide individualized assistance to students of all sub-group areas. Disaggregating and analyzing student achievement data in reading and measuring academic growth is a focus for increasing student achievement. School improvement meetings with principals will be used by the district in designing staff development programs. In addition, principals report on teacher SMART goals. These results will be used when planning staff development sessions.

Title II, Part A Impact

Due to COVID-19 there are no updated SOL or PALS results for the 2019-2020 school year. The 2017-2018 reading SOL results based on the 2018-2019 school accreditation detailed report for the elementary schools in Prince George follow: Walton 93.84, South 94.96, North 80.6, Beazley 92.9, and Harrison 85.3. The end of the year PALS data at North shows that 81% of the kindergarten students and 72% of first grade students met the required benchmark. 40% of North's first graders are reading below grade level. In February of 2020, the free and reduced lunch population for Prince George County School Division was 45.81%. The elementary rate was 49.08%. The rate for North Elementary is 51.35%. The primary focus of the grant will be at North Elementary School which scored the lowest in Reading overall for the division. North Elementary has the highest number of students and the highest overall free and reduced lunch rate of all our elementary schools. Our county has a new low income development that is located in North's district. The funds from the grant will help to hire two additional staff members. According to the 2019-2020 IPAL report, there were 21 teachers teaching with a Provisional License and 24 teachers who are teaching a subject in a field in which they are not properly endorsed. In FY 19-20, 21 of 71 teachers hired by Prince George Schools were issued a provisional license. In recognition of the commitment to hire fully licensed teachers, the Prince George School Board improved the salary scale and gave a \$1000 signing bonus. All new teachers are trained on the Tiered System of Supports in order to differentiate instruction to meet the needs of all students. New teachers are assigned mentors and are able to work with their grade level in Professional Learning Communities to enhance their overall effectiveness in instructional delivery.

D. 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.

The Director of Elementary, Secondary, Special Education, and Title I and Gifted Services administer funds from federal, state, and local sources, and coordinate and integrate programs at their monthly Director's Meeting. Discussions are held and ideas brainstormed to make the transition from Target Assist to Schoolwide. Title I specific coordination include the principals of the identified School Wide Elementary Schools to support needs of each school. Title I Reading Specialist, Reading Interventionist, and Math Interventionist continue to work in a collaborative manner with teachers on a small scale. This partnership seeks opportunities for joint support of initiatives in instruction, professional development, parent involvement, technology, and school safety. Cooperative initiatives planned include Title I teachers, reading interventionist, regular and special education teachers, and administrators participating in professional development activities funded by Title I, Part A, Title III, and local funds. Activities including New Teacher Academy, Thinking Maps, technology training, Renaissance Learning, use of instructional technology, Reading Eggs, IXL, mentoring, and disaggregating data to identify achievement gaps, measuring academic growth and developing SMART goals.

Program staffs, parents, and community members collaborate to provide services and activities. The Title I Division Advisory Committee (DAC) will continue to involve parents in developing parental involvement policies. The Title I Parent Advisory Committee (PAC) in each of the elementary schools works with the Title I teachers and administrators to plan parent workshops. In addition, to DAC and PAC, the Title I administration and Title I teachers will educate parents about available services and programs. In addition, the public library and T-TAC offer professional development activities.

Title II, Part A

Prince George School Division has a partnership with College of William and Mary, Grand Canyon University, University of Phoenix, and Old Dominion University wherein they provide a discount to Prince George staff who attend their courses. Staff would be able to take courses at College of William and Mary, GCU, ODU, University of Phoenix, or any other accredited University or College to be properly licensed or to add additional endorsements.

D. COORDINATION OF SERVICES (CONTINUED)

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E. MEASURABLE OBJECTIVES

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.

1. State up to ten measurable objectives that will guide the development of the program to be funded with the requested ESEA federal funds.
2. Describe the evidence-based research that supports the services and activities (programs, models, instructional methods, and techniques) that will be implemented to achieve each objective and that will be supported by the requested funds.
3. Migrant Programs: School divisions completing Title I, Part C, Education of Migratory Children, should include program specific Measurable Objectives in the narrative as outlined in the Title I, Part C, tab.

Measurable Objective 1:	Federal program(s) funds planned:	Title I, Part A; Title II, Part A
Each elementary school will reduce their failure rate on the English SOL by 2% for all reporting categories.		

Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:
All 5 elementary schools will have a Title I Reading Specialist to implement the reading program. Harrison will have 2 Reading Specialists. North will have 2 Reading Specialists. Beazley will have 2 Reading Specialists. Walton will have 1 Reading Specialist. South will have 1 Reading Specialist. Each elementary school has one Reading Interventionist. The Title I Reading Specialists and Reading Interventionists work together to plan professional development for staff and provide academic support in their schools. Materials and supplies will be purchased to support the Reading Specialists in the instruction of reading. Students with disabilities will participate in collaboratively taught English classes as identified in their IEP. Staff development will be held on the use of research-based instructional strategies. Materials will be purchased to support staff development activities for teachers and administrators.

Measurable Objective 2:	Federal program(s) funds planned:	Title I, Part A
Annually, Title I staff will participate in professional development programs that focus on instructional strategies and the use of data to guide instruction.		

Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:
Title I educators will be required to attend staff development sessions and implement the strategies learned. Materials will also be purchased to support instruction in comprehension, fluency, phonemic awareness, phonics, and vocabulary. Some resources include: Reading Reaissance, Soar to Success, Early Literacy, Wilson Foundations, A to Z, LLI, and materials to support the Balanced Literacy Model. Teachers will participate in division-wide and school-based staff development. Potential services and/or activities: Purchase materials needed to keep pace with the latest research in reading. Conduct workshops on analyzing data and how results impact delivery of instruction. Provide staff development to enhance teacher knowledge of instructional techniques for supporting students.

E. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 3:	Federal program(s) funds planned:	Title I, Part A
<p>All Title I parents will be notified of resources and activities throughout the school year to help assist their child with reading by the Title I Reading Specialists.</p>		

<p>Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:</p>
<p>The Title I Reading Specialists will assist families with resources for family engagement and the learning process. Teachers will be encouraged to seek out conferences that address parent and family engagement in their students learning. Materials will be purchased as needed for Parent Resource Centers at the school. Orientation will be provided during the fall of each year.</p>

Measurable Objective 4:	Federal program(s) funds planned:	Title II, Part A
<p>Annually, the teachers need to reduce the SOQ standard student/teacher ratio of 24:1 in grades K-3 will be employed.</p>		

<p>Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:</p>
<p>Through Title II, Part A funding, class size reduction teachers will be used to reduce the student/teacher ratio in grades K-3 below the required 24:1 in the SOQ. Reducing class size, particularly in K-3, is an educational strategy shown to increase learning and narrow the achievement gap in subgroups. The targeted CSR is less than 24:1 in each K-3 class in the division.</p>

E. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 5:	Federal program(s) funds planned:	

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

Measurable Objective 6:	Federal program(s) funds planned:	

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

E. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 7:	Federal program(s) funds planned:	

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

Measurable Objective 8:	Federal program(s) funds planned:	

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

E. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 9:	Federal program(s) funds planned:	

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

Measurable Objective 10:	Federal program(s) funds used:	

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

F. DETAIL BUDGET BREAKDOWN

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

The amounts by program and object code totals are to be entered on the Consolidated Budget Sheet under the appropriate area.

Do the totals equal the Consolidated Budget Summary sheet?

No -please review your entries.

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 I, Part A-Out of the 2020-2021 allocations are being used for the salaries of 8 Title I Reading Specialist. A portion of the Title I Reading Specialist salaries are being paid out of the 2019-2020 allocations.

Types of Staff Positions Administrative, Teacher, Paraprofessional, Reading Specialist, Home School Coordinator, Other (please specify)	Federal Program Funding Source	Category	FTEs	Total Cost
Value of professional development personnel-related services or stipends on behalf of private schools	Title II, Part A			
Title I Reading Specialists	Title I, Part A	Title I, Part A	8.00	428,132.58
Properly Licensed and Endorsed Teachers	Title II, Part A	Class size Reduction	2.00	114,004.33
Total:			10.00	542,136.91

DETAILED BUDGET DESCRIPTION OF OBJECT CODE 2000

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

Benefits for Title I, Part A will be paid out of the 20-21 allocation. A portion of benefits will be paid out of the 19-20 allocation.

Title II, Part A - PGCPs is paying all benefits (FICA, VRS GL, VRS, RHCC & Health) for the properly licensed and endorsed elementary teachers to reduce class size in the early grades.

Item Description	Federal Program Funding Source	Category	Total Cost
Private School Set-aside	Title II, Part A		
Title I FICA	Title I, Part A	Title I, Part A	35,630.64
Title I VRS-GL	Title I, Part A	Title I, Part A	6,241.18
Title I VRS	Title I, Part A	Title I, Part A	77,409.31
Title I RHCC	Title I, Part A	Title I, Part A	5,635.70
Title I Healthcare	Title I, Part A	Title I, Part A	62,947.00
Title II Benefits	Title II, Part A	Class size Reduction	18,095.55
Total for Object Code:			205,959.38

DETAILED BUDGET DESCRIPTION OF OBJECT CODE 3000

Justify expenditures by demonstrating a relationship between the proposed expenditure for activities described in the application. Please indicate how these funds will support any services and activities that are described in the application. The following items must be specified below for ESEA programs, if applicable: parental involvement, professional development for comprehensive and targeted schools, and division-level allowable set-asides.

Title I Part A - We plan to send the director and Title I service providers to workshops and conferences. The cost for conferences/workshops would be \$2000. The hotel, registration fees, and meals will be reimbursed out of this allocation. We will purchase a subscription for Learning A-Z.

Item Description	Federal Program Funding Source	Category	Total Cost
Private School Set-aside	Title II, Part A		
Title I, Part A Conference Registration fee, hotels, and meals	Title I, Part A	Title I, Part A	2,000.00
Learning A-Z Subscription	Title I, Part A	Title I, Part A	3,800.00
Total for Object Code:			5,800.00

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. The following items must be specified below for ESEA programs, if applicable: parental involvement, professional development for priority or focus schools, and division-level allowable set-asides.

Item Description	Federal Program Funding Source	Category	Total Cost
Total for Object Code:			0.00

DETAILED BUDGET DESCRIPTION FOR OBJECT CODE 5000

Provide a description for expenses related to object code 5000. The following items must be specified below for ESEA programs, if applicable: parental involvement, professional development for comprehensive and targeted schools, and division-level allowable set-asides.

Item Description	Federal Program Funding Source	Category	Total Cost
Private School Set-aside	Title II, Part A		
Total for Object Code:			0.00

DETAILED BUDGET DESCRIPTION FOR OBJECT CODE 8000

All capital outlay expenditures over \$5,000 per unit must be approved in advance by the Virginia Department of Education. If the school division has established a threshold of a lesser amount, items equal to that amount or greater must also receive prior approval by the Virginia Department of Education. Nonconsumable items must be listed in the application. Equipment quantities must be specified. The following items must be specified below for ESEA programs, if applicable: parental involvement, professional development for comprehensive and targeted schools, and division-level allowable set-asides.

Item Description	Federal Program Funding Source	Category	Quantity	Cost Per Item	Total Cost
Total for Object Code:					0.00

EXPENDITURE ACCOUNTS DESCRIPTIONS

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

OBJECT CODE DEFINITIONS:

(revised 5/16/17)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- Food Purchases – Food Purchases under this object code are restricted to food purchases related to travel reimbursement for meals only (see Travel below). If the sub-recipient’s internal travel policies conform to state travel regulations, reimbursement is allowable at per diem meals rates according to state travel regulations. If the sub-recipient’s internal travel policies require reimbursement for the cost of each meal, reimbursement is capped at the per diem rate for the meal listed according to the state travel regulations. Sub-recipients must elect either meals per diem or per meals costs as their internal travel policy.
- Telecommunications – Include expenditures for recurring telecommunications services for the use of on-line computer technology (e.g., telephone/telecommunications line charges). Telephone charges for line service for Internet connectivity and the Electronic Classroom program.
- Utilities – Payments for heat, electricity, water, and sewer services regardless of whether the service is provided by a private enterprise authority or an enterprise fund operated by a local government.
- Communications – Payments for postal, messenger, and telecommunications services, typically office voice telephone charges. (Telecommunication costs directly related to technology uses should be coded under 6000.) In addition, office telephone charges would be coded under this code.
- Insurance – Payments for insurance except those that relate to personal services (i.e., hospitalization, group life, worker’s compensation, unemployment)
- Leases and Rentals – Includes payments for leases that are not capitalized and rental of land, structures, and equipment. Do not include payments made under a lease-purchase agreement.
- Travel – includes payments for travel reimbursement for staff/administrative/consultant travel. These are travel costs that are being reimbursed directly to travelers. These costs may include lodging, mileage, meals, and incidentals as allowable according to state travel regulations or documented subrecipient internal travel policies. If the sub-recipient does not have documented internal travel policies, state travel regulations will prevail.
- Contributions to Other Entities – Includes payments to other governmental entities or community organizations that are not related to the direct purchase of a service on a fee basis (which is reported under object code 3000) or payments to joint operations (which are reflected under object code 7000).
- Public Assistance Payments – Payments to individuals for public assistance programs (general government use only).
- Miscellaneous Other Charges – Includes expenditures that support the program, including indirect costs and other costs.

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

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

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

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

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

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

instructional purposes, operating system software (i.e., standalone software, not software that is pre-installed and included in hardware costs), application software, and on-line or downloadable software and content. Include expenditures for both additions and replacement.

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

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

8000 CAPITAL OUTLAY - Note: Indirect cost cannot be claimed against capital outlay and equipment. Outlays that result in the acquisition of or additions to fixed assets. Capital Outlay includes the purchase of fixed assets both replacement and/or additional.

Capital Outlay Replacement

- Technology – Hardware Replacements – Include capital outlay for replacement of hardware or classroom technology equipment. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below.)
- Technology – Infrastructure Replacements – Include capital outlay for replacement of technology infrastructure. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below.)
- Capital Outlay Additions – Include machinery, equipment, furniture, fixtures, communications equipment, motor vehicles, etc. that are capitalized.
- Technology – Hardware Additions – Include capital outlay for additional hardware or classroom technology equipment. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below.)
- Technology – Infrastructure Additions – Include capital outlay for additional technology infrastructure. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below.)

- Special Note - Classification of Hardware and Infrastructure Expenditures:

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

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

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

G. LOCAL EDUCATIONAL AGENCY BUDGET SUMMARY
AMOUNT BUDGETED

	Title I, Part A	Title I, Part C	Title I, Part D	Title II, Part A	Title III, Part A		Title IV, Part A				Title V, Part B
					EL	IV	Well-Rounded Education	Safe and Healthy Students	Technology	Sum	
Allocation from Page 2 of the "Coordinated Consolidated Info." Tab	629,583.24	0.00	0.00	132,099.88		0.00				0.00	0.00
OBJECT CODE - EXPENDITURE TYPE											
1000 - Personal Services											
Non Set-Aside	428,123.58	0.00	0.00								0.00
Set-Aside	0.00		0.00								0.00
Parent and Family Engagement Set-Aside	0.00										
Private School Set-Aside	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Administrative				0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Non-Administrative				114,004.33	0.00	0.00	0.00	0.00	0.00	0.00	
Total Personal Services	428,123.58	0.00	0.00	114,004.33	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2000 - Employee Benefits											
Non Set-Aside	187,863.83	0.00	0.00								0.00
Set-Aside	0.00		0.00								0.00
Parent and Family Engagement Set-Aside	0.00										
Private School Set-Aside	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Administrative				0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Non-Administrative				18,095.55	0.00	0.00	0.00	0.00	0.00	0.00	
Total Employee Benefits	187,863.83	0.00	0.00	18,095.55	0.00	0.00	0.00	0.00	0.00	0.00	0.00
3000 - Purchased/Contracted Services											
Non Set-Aside	5,800.00	0.00	0.00								0.00
Set-Aside	0.00		0.00								0.00
Parent and Family Engagement Set-Aside	0.00										
Private School Set-Aside	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Administrative				0.00			0.00	0.00	0.00	0.00	
Non-Administrative				0.00			0.00	0.00	0.00	0.00	
Contracted Services					0.00	0.00					
Total Purchased/Contracted Services	5,800.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
4000 - Internal Services											
Non Set-Aside	0.00	0.00	0.00								0.00
Set-Aside	0.00		0.00								0.00
Parent and Family Engagement Set-Aside	0.00										
Private School Set-Aside	0.00	0.00			0.00	0.00	0.00	0.00	0.00	0.00	
Non-Administrative											
Internal Services				0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Total Internal Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
5000 - Other Charges											
Non Set-Aside		0.00	0.00								0.00
Set-Aside			0.00								0.00
Parent and Family Engagement Set-Aside											
Private School Set-Aside	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Indirect Cost				0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Non-Administrative				0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Total Other Charges	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

6000 - Materials and Supplies													
Non Set-Aside	1,500.00	0.00	0.00										0.00
Set-Aside	0.00		0.00										0.00
Parent and Family Engagement Set-Aside	6,295.83												
Private School Set-Aside	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Administrative				0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Non-Administrative				0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Total Materials and Supplies	7,795.83	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
8000 - Capital Outlay													
Non Set-Aside	0.00	0.00	0.00										0.00
Set-Aside	0.00		0.00										0.00
Parent and Family Engagement Set-Aside	0.00												
Private School Set-Aside	0.00	0.00					0.00	0.00	0.00	0.00	0.00	0.00	
Non-Administrative				0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Total Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total Budget	629,583.24	0.00	0.00	132,099.88	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total Parent and Family Engagement Set-Aside	6,295.83	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Total Private School Set-Aside	0.00	0.00	N/A	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	N/A
Does the Total Budget Match the Allocation on the "Coordinated Consolidated Info." Tab?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

NOTES: (1) Object codes 7000 and 9000 are not used in application budgets or in requests for reimbursements for this federal grant.

(2) Administrative costs are limited to 2 percent or less of the EL subgrant award including indirect costs.

(3) 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.

(4) Expenses for parental involvement programs are to be incorporated into the appropriate object code(s) based on the category of the related charges.

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](#)

	Amount Budgeted											
	Title I, Part A		Title I, Part C		Title I, Part D		Title II, Part A	Title III, Part A		Title IV, Part A	Title V, Part B	
	Title II, Part A, Transferability Award S367A200044 Project Code APE61481	Title IV, Part A, Transferability Award S424A200048 Project Code APE60019	Title II, Part A, Transferability Award S367A200044 Project Code APE60014	Title IV, Part A, Transferability Award S424A200048 Project Code APE60020	Title II, Part A, Transferability Award S367A200044 Project Code APE60015	Title IV, Part A, Transferability Award S424A200048 Project Code APE60021	Title IV, Part A, Transferability Award S424A200048 Project Code APE60022	Title II, Part A, Transferability Award S367A200044 Project Code APE60016	Title IV, Part A, Transferability Award S424A200048 Project Code APE60023	Title II, Part A, Transferability Award S367A200044 Project Code APE60022	Title II, Part A, Transferability Award S367A200044 Project Code APE60018	Title IV, Part A, Transferability Award S424A200048 Project Code APE60024
Amount Transferred to Program	0.00	0.00	0.00	0.00	0.00	0.00	47,415.11	0.00	0.00	0.00	0.00	0.00
OBJECT CODE - EXPENDITURE TYPE												
1000 - Personal Services												
Non Set-Aside	0.00	0.00	0.00	0.00	0.00	0.00					0.00	0.00
Set-Aside	0.00	0.00			0.00	0.00					0.00	0.00
Parent and Family Engagement Set-Aside	0.00	0.00										
Private School Set-Aside	0.00	0.00	0.00	0.00			0.00	0.00	0.00	0.00		
Administrative							0.00	0.00	0.00	0.00		
Non-Administrative							0.00	0.00	0.00	0.00		
Total Personal Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2000 - Employee Benefits												
Non Set-Aside	0.00	0.00	0.00	0.00	0.00	0.00					0.00	0.00
Set-Aside	0.00	0.00			0.00	0.00					0.00	0.00
Parent and Family Engagement Set-Aside	0.00	0.00										
Private School Set-Aside	0.00	0.00	0.00	0.00			0.00	0.00	0.00	0.00		
Administrative							0.00	0.00	0.00	0.00		
Non-Administrative							0.00	0.00	0.00	0.00		
Total Employee Benefits	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
3000 - Purchased/Contracted Services												
Non Set-Aside	0.00	0.00	0.00	0.00	0.00	0.00					0.00	0.00
Set-Aside	0.00	0.00			0.00	0.00					0.00	0.00
Parent and Family Engagement Set-Aside	0.00	0.00										
Private School Set-Aside	0.00	0.00	0.00	0.00			0.00	0.00	0.00	0.00		
Administrative							0.00	0.00	0.00	0.00		
Non-Administrative							47,415.11			0.00		
Contracted Services								0.00	0.00			
Total Purchased/Contracted Services	0.00	0.00	0.00	0.00	0.00	0.00	47,415.11	0.00	0.00	0.00	0.00	0.00
4000 - Internal Services												
Non Set-Aside	0.00	0.00	0.00	0.00	0.00	0.00					0.00	0.00
Set-Aside	0.00	0.00			0.00	0.00					0.00	0.00
Parent and Family Engagement Set-Aside	0.00	0.00										
Private School Set-Aside	0.00	0.00	0.00	0.00				0.00	0.00	0.00		
Non-Administrative												
Internal Services							0.00	0.00	0.00	0.00		
Total Internal Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
5000 - Other Charges												
Non Set-Aside	0.00	0.00	0.00	0.00	0.00	0.00					0.00	0.00
Set-Aside	0.00	0.00			0.00	0.00					0.00	0.00
Parent and Family Engagement Set-Aside	0.00	0.00										
Private School Set-Aside	0.00	0.00	0.00	0.00			0.00	0.00	0.00	0.00		
Indirect Cost							0.00	0.00	0.00	0.00		
Non-Administrative							0.00	0.00	0.00	0.00		
Total Other Charges	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

6000 - Materials and Supplies													
Non Set-Aside	0.00	0.00	0.00	0.00	0.00	0.00						0.00	0.00
Set-Aside	0.00	0.00			0.00	0.00						0.00	0.00
Parent and Family Engagement Set-Aside	0.00	0.00											
Private School Set-Aside	0.00	0.00	0.00	0.00			0.00	0.00	0.00	0.00			
Administrative							0.00	0.00	0.00	0.00			
Non-Administrative							0.00	0.00	0.00	0.00			
Total Materials and Supplies	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
8000 - Capital Outlay													
Non Set-Aside	0.00	0.00	0.00	0.00	0.00	0.00						0.00	0.00
Set-Aside	0.00	0.00			0.00	0.00						0.00	0.00
Parent and Family Engagement Set-Aside	0.00	0.00											
Private School Set-Aside	0.00	0.00	0.00	0.00						0.00			
Non-Administrative							0.00	0.00	0.00	0.00			
Total Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total Budget	0.00	0.00	0.00	0.00	0.00	0.00	0.00	47,415.11	0.00	0.00	0.00	0.00	0.00
Total Parent and Family Engagement Set-Aside	0.00	0.00	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Total Private School Set-Aside	0.00	0.00	0.00	0.00	N/A	N/A	0.00	0.00	0.00	0.00	0.00	N/A	N/A
Does the Total Budget Match the Amount Transferred to the Program?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

DETAIL BUDGET BREAKDOWN

Prepare a detailed breakdown of the budget categories for Object Codes 1000-6000 and 8000.
 The amounts by program and object code totals are to be entered on the Consolidated Budget Sheet under the appropriate area.
 Do the totals equal the Consolidated Budget Summary sheet?

No -please review your entries.

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.**

Types of Staff Positions Administrative, Teacher, Paraprofessional, Reading Specialist, Home School Coordinator, Other (please specify)	Federal Program Funding Source	Category	FTEs	Total Cost
Value of professional development personnel-related services or stipends on behalf of private schools	Title II, Part A			
Total for Object Code:			0.00	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. Public school choice pupil transportation for Title I, Part A, if applicable, should be included here (if your division is paying this expense from other sources, indicate this in your narrative). The following items must be specified below for ESEA programs, if applicable: parental involvement, professional development for comprehensive and targeted schools, and division-level allowable set-asides.

Item Description	Federal Program Funding Source	Category	Total Cost
Total for Object Code:			0.00

DETAILED BUDGET DESCRIPTION FOR OBJECT CODE 6000

Provide a description for expenses related to object code 6000 Materials and Supplies. Include 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 should be reported in "materials and supplies." Indicate the quantity for each item. The following items must be specified below for ESEA programs, if applicable: parental involvement, professional development for comprehensive and targeted schools, and division-level allowable set-asides.

Item Description	Federal Program Funding Source	Category	Quantity	Total Cost
Private School Set-aside	Title II, Part A			
Total for Object Code:				0.00

DETAILED BUDGET DESCRIPTION OF OBJECT CODE 8000

All capital outlay expenditures over \$5,000 per unit must be approved in advance by the Virginia Department of Education. If the school division has established a threshold of a lesser amount, items equal to that amount or greater must also receive prior approval by the Virginia Department of Education. Nonconsumable items must be listed in the application. Equipment quantities must be specified. The following items must be specified below for ESEA programs, if applicable: parental involvement, professional development for comprehensive and targeted schools, and division-level allowable set-asides.

Item Description	Federal Program Funding Source	Category	Quantity	Cost Per Item	Total Cost
Total for Object Code:					0.00

I. 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.

Title I offers services to LEP, low socio economic status, Special Education students, and other students who meet the criteria to be the most at risk. We provide equal access for all students and parents under the Schoolwide procedures. Parent and Family Engagement is supported by active Parent Advisory Committees at each elementary school and a District Advisory Committee at the district level. Our Title I Reading Specialists provide both group and individual support with Title I materials to support reading at home. We provide access to program information on the district website. We partner with LEP services to ensure that document translation is provided for the families we service.

Title II, Part A

The division ensures equitable access for teachers, principals, and staff to training, hiring, or other Title II activities.

J. SPECIFIC PROGRAM APPLICATION FORMS

1. TITLE I, PART A - IMPROVING BASIC PROGRAMS

a. Effective Transitions

Describe how the local educational agency will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable-

- i. through coordination with institutions of higher education, employers, and other local partners; and
- ii. through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

In an effort to facilitate effective transitions for our secondary students we provide the following:
 Annual Career Day at Moore Middle School, Clements Junior High, and Prince George High School
 Annual Elementary and Middle School Night to inform parents on K-12 courses offered, extracurricular opportunities, clubs, and Governor's Schools.
 Annual College Day at Prince George High School.
 Annual transition fair at Prince George High School for our special needs population.
 Dual enrollment vs AP Course Night at Prince George High School in preparation for these opportunities offered at Prince George High School.
 Rowanty Technical Center provides an annual information night and community open house.

b. Reduction of Exclusionary Discipline Practices

Describe how the local educational agency will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students, as defined in section 1111(c)(2).

The following are used to reduce the removal of students from the classroom:
 Discipline Data Analysis
 After School Detention
 Saturday School Detention
 Project Choice

c. Student Eligibility Criteria for Title I Targeted Assistance Schools

Describe the eligibility criteria by subject area that will be used to select students for participation in the Title I program in Targeted Assistance schools. Eligible children are children identified by the school as failing, or most at risk of failing, to meet the state's challenging student academic achievement standards on the basis of multiple, educationally related, objective criteria established by the school divisions with input from the schools. Children from Early Childhood through grade 2 shall be selected solely on the basis of such criteria as teacher judgment, interviews with parents, and developmentally appropriate measures. [ESEA, Title I, Part A, Section 1115].

d. Title I, Part A, New Schoolwide School Programs for 2020-2021

Plans for any new schoolwide programs must be submitted in advance of the application. Contact your Title I specialist in the Office of ESEA Programs for due date and additional information. For those schools that are already schoolwide, remember that you must do an annual review including a need assessment. Funds should be targeted in accordance with the academic needs of the students.

Name of School(s) Implementing New Schoolwide Programs for 2020-2021:		
L.L. Beazley Elementary David A. Harrison Elementary North Elementary South Elementary William A. Walton Elementary School wide plans have been submitted to DOE for approval.		

Name of school below 40% poverty for which the division applied for a schoolwide waiver:

South Elementary

Was the waiver granted by the SEA?	<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No
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e. Staff Information for Title I, Part A

Targeted Assistance Programs

Provide the number of full-time equivalent (FTE) staff funded through Title I, Part A, participating in targeted assistance programs by job category. For administrators and supervisors who serve both targeted assistance and schoolwide programs, report the FTE attributable to the targeted assistance duties only. See guidelines for full description of staff categories. *Staffing information in this section must be identical to the information listed on the 35% and Above or Below 35% Low-Income tab (whichever is applicable), in the TITLE I, PART A, ALLOCATION TO ELIGIBLE SCHOOLS section in Columns 8-11 for Targeted Assistance Program.*

Please include staff FTE and percentage qualified for the 2020–2021 school year.		
Staff Category	Staff FTE 2020–2021	Percentage Qualified 2020–2021
Teachers		
Paraprofessionals		
Other Paraprofessionals		
Clerical support staff		
Administrators (nonclerical)		

Schoolwide Programs

Provide the number of FTE paraprofessionals who serve in schoolwide program schools and the percentage of these paraprofessionals who are qualified in accordance with Section 1119 (c) and (d) of ESEA. This number includes ALL paraprofessionals, not only Title I funded paraprofessionals.

	Paraprofessionals FTE 2020–2021	Percentage Qualified 2020–2021
Paraprofessionals	43	100.00%

f. Improvement Plan Requirements

The LEA understands that schools designated as comprehensive support and targeted support and improvement schools will be required to use an improvement planning tool as determined by the Office of School Quality.

Describe how the local educational agency will identify and address, as required under State plans as described in section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

Building administrators will review the IPAL report to determine if there are teachers who are deficient in their licensure. Building administrators place students into classrooms heterogeniously. Using the current teacher evaluation protocols as a tool, administrators will meet with teachers needing assistance. This will determine the level of support teachers will require to include but not limited to peer support, additional observations, and a professional improvement plan if necessary. These tools are meant to provide valuable feedback to improve student achievement.

g. Title I, Part A, Maintenance of Effort

Average Per Pupil Expenditure from Non-Federal Funds:

(A) For FY Ending June 30, 2018 \$9,232.00 (B) For FY Ending June 30, 2019 \$9,198.00

h. Title I, Part A, Eligible Attendance Areas

SOURCES OF DATA FOR DETERMINING UNDUPLICATED NUMBER OF CHILDREN, AGES 5-17, FROM LOW-INCOME FAMILIES (Indicate ALL Sources with an "X")

<input checked="" type="checkbox"/> Free/Reduced Lunch/Household Applications	<input type="checkbox"/> CEP
<input type="checkbox"/> Temporary Assistance for Needy Families (TANF)	<input type="checkbox"/> Children Eligible for Medicaid
	<input type="checkbox"/> Most Recent U. S. Census Bureau Information

ELIGIBLE ATTENDANCE AREAS (Indicate with an "X")

Grade-Span Ranking - select the Grade Span(s) you are serving below

First Grade Span Rank Order Division Average

Second Grade Span, if applicable

PRIVATE SCHOOL MEMBERSHIP

Is your school division in the Bypass for Private Schools? Yes No

If your division is in the Bypass, do not enter the private school membership numbers.

If your school division is not in the bypass for private schools, does the division maintain documented efforts to obtain private school membership and the signed affirmation of consultation with private school officials?

Yes No No Private Schools

ELIGIBLE ATTENDANCE AREAS (Indicate requested information in columns.)
After completing the ELIGIBLE ATTENDANCE AREAS section, continue to the bottom of the sheet.

Total Number of Children Residing in Attendance Areas									
Name of Public School	Grade Span of School	Total School Membership	Low-Income Private School Membership	Low-Income Public School Membership	Total Low-Income	CEP School* (Yes/No)	CEP Multiplier Applied* (Yes/No)	Low-Income Count used to Allocate Title I Funds	Percentage of Low-Income
1	2	3	4	5	6	7	8	9	10
David A. Harrison Elementary	PK - 05	581	0	311	311	No	No	311	53.53%
L.L. Beazley Elementary	PK - 05	633	0	338	338	No	No	338	53.40%
North Elementary	PK - 05	777	0	399	399	No	No	399	51.35%
William A. Walton Elementary	PK - 05	571	0	280	280	No	No	280	49.04%
J.E.J. Moore Middle	06 - 08	1,516	0	728	728	No	No	728	48.02%
Prince George High	09 - 12	1,753	0	703	703	No	No	703	40.10%
South Elementary	PK - 05	503	0	192	192	No	No	192	38.17%
					0			0	#DIV/0!
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Yes

Grade Span Averages

Grade Spans	Grade Span Average
PK - PK	
PK - KG	
PK - 01	
PK - 02	
PK - 03	
PK - 04	
PK - 05	49.6%
PK - 06	
PK - 07	
PK - 08	
PK - 12	
KG - 01	
KG - 02	
KG - 03	
KG - 04	
KG - 05	
KG - 06	
KG - 07	
KG - 08	
KG - 12	
01 - 05	
01 - 07	
01 - 08	
02 - 04	
02 - 05	
02 - 06	
03 - 04	
03 - 05	
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03 - 07	
03 - 08	
04 - 05	
04 - 06	
04 - 07	
04 - 08	
05 - 06	
05 - 07	
05 - 08	
06 - 06	
06 - 07	
06 - 08	48.0%
06 - 12	
07 - 08	
07 - 09	
07 - 11	
07 - 12	
08 - 08	
08 - 09	
08 - 12	
09 - 10	
09 - 11	
09 - 12	40.1%
10 - 12	
11 - 12	

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 I, Part A. (ESEA Section 1117(a) and Title VIII Uniform Provisions, Part F, Subpart 1).

1. Are there private nonprofit schools which students residing within the Title I attendance zone attend?

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

No (If division participated in the bypass)

2. Place an "X" in the appropriate block(s) to indicate how private schools were notified of the availability of equitable services funded by Title I, 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. Number of Public School Low-Income Children in Title I Schools 1520

4. Number of Private School Low-Income Children Residing in Title I Attendance Zones 0

5. Percentage used to determine proportionate share for equitable services. 0.000000%

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

a. Total Title I, Part A Allocation	\$	629,583.24
b1. Proportionate share of Title I funds available to provide equitable services - 35% and Above Low-Income		#DIV/0!
b2. Proportionate share of Title I funds available to provide equitable services - Below 35% Low-Income		#DIV/0!
c1. Amount of funds for 1% for parent and family engagement (If LEA's Title I allocation exceeds \$500,000) - 35% and Above Low-Income	\$	-
c2. Amount of funds for 1% for parent and family engagement (If LEA's Title I allocation exceeds \$500,000) - Below 35% Low-Income		#DIV/0!
d. School Division Admin set-aside (Optional)		
e1. Total Private School Set-Aside for Non-Administration - 35% and Above Low-Income		#DIV/0!
e2. Total Private School Set-Aside for Non-Administration - Below 35% Low-Income		#DIV/0!
Has the required private school set-aside been met? - 35% and Above Low-Income		#DIV/0!
Has the required private school set-aside been met? - Below 35% Low-Income		#DIV/0!

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

a. Total Title I, Part A Transferability	\$	-
b1. Proportionate share of Title I funds available to provide equitable services - 35% and Above Low-Income		0
b2. Proportionate share of Title I funds available to provide equitable services - Below 35% Low-Income		#DIV/0!
c1. Amount of funds for 1% for parent and family engagement (If LEA's Title I allocation exceeds \$500,000) - 35% and Above Low-Income	\$	-
c2. Amount of funds for 1% for parent and family engagement (If LEA's Title I allocation exceeds \$500,000) - Below 35% Low-Income		#DIV/0!
d. School Division Admin set-aside (Optional)		
e1. Total Private School Set-Aside for Non-Administration - 35% and Above Low-Income	\$	-
e2. Total Private School Set-Aside for Non-Administration - Below 35% Low-Income		#DIV/0!
Has the required private school set-aside been met? - 35% and Above Low-Income		Yes
Has the required private school set-aside been met? - Below 35% Low-Income		#DIV/0!

8. Complete the chart below:

- In Column A, list all private schools which students residing within the Title I attendance zone attend.
- In Column C, enter the number of students in private schools participating in services for the 2019-2020 award year.
- In Column D, enter the description of services provided for participating children.
- In Column E, enter the amount of funds obligated to support eligible students.

A Private Schools	B Participation Status for 2020–2021 Award Year? (Yes/No)	C Number of Participating Children	D Description of Services
	No		
Total Identified Students		0	

9. Enter the private school services set-aside in the detailed budget description and Budget Summary.

k. Narrative: School Improvement

This section should only be completed if the school division has schools identified for Comprehensive Support and Improvement or Targeted Support and Improvement.

Comprehensive Support and Improvement

Describe how the local educational agency will carry out its responsibilities under Section 1111(d)(1).

--

Targeted or Additional Targeted Support and Improvement

Describe how the local educational agency will carry out its responsibilities under Section 1111(d)(2).

--

I. Skipped School Provision

If on the Allocation to Eligible Schools a school was "skipped" that was eligible for Title I under the Eligible Attendance area you selected, provide the name(s) of the school in the box below.

The criteria for the skipped school provision can be found in the guidelines, instructions, and assurances document on page 15.

Did the school(s) meet the criteria for skipped schools provision and the division allocates to the skipped schools the amount of funding the schools would have received were they served under Title I, Part A?

Place an "X" in the appropriate yes or no box.

Yes

No

If yes, explain how the provision was met in the section below. If no, explain why the school was skipped in the section below.

m. Title I, Part A, Neglected Children and Youth

All school divisions must complete this page.

Title I, Part D Coordinator

Willie L. Elliott Jr.

0

Total number of children and youth who are identified as neglected (year-to-date) for 2019-2020 based on the definition in Title I, Part D Section 1432(4)(A). (automatically populates)

School divisions that have facilities that report one or more neglected students in the most recently submitted Title I, Part D, October Count under the neglected column must complete this tab. Please refer to the Guidelines, Instructions, and Assurances for more information.

--

Check here if the local neglected facility has declined services. If this box is checked, the remaining items in this tab should be left blank.

A local educational agency shall reserve such funds as are necessary under this part to provide services comparable to those provided to children in schools funded under Title I, Part A, to serve

- (ii) children in local institutions for neglected children; and
- (iii) if appropriate, children in local institutions for delinquent children, and neglected or delinquent children in community day school programs. Section 1007(3)(A)

The funds set aside from a LEA's Title I, Part A allocation may be used:

- (1) to improve educational services for children and youth in local and state institutions for neglected or delinquent children and youth so that such children and youth have the opportunity to meet the same challenging state academic content standards and challenging State student academic achievement standards that all children in the state are expected to meet;
- (2) to provide such children and youth with the services needed to make a successful transition from institutionalization to further schooling or employment; and
- (3) to prevent at-risk youth from dropping out of school, and to provide dropouts, and children and youth returning from correctional facilities or institutions for neglected or delinquent children and youth, with a support system to ensure their continued education. Section 1401 (3)(A)

Provide the name of the participating local neglected facilities and the location of the educational services provided to the students.	
Neglected Facility Name	Location of Educational Services

1. Describe the needs of the neglected students served identified during the needs assessment process. Include a brief summary of the needs assessment process and how services are coordinated with the neglected facilities or programs.

--

2. Describe the activities that will be implemented to address the identified need(s). Include the following information for each activity listed:

- a. Describe the facility and/or population that will be served.
- b. Describe each specific activity that will be implemented based on data analysis of neglected/delinquent children in local institutions or at-risk programs.
- c. Describe how the funds will be distributed to benefit neglected children being served.

3. Describe how Title I, Part A, set-aside neglected funds are coordinated with the Title I, Part D, Subpart 2, subgrants, if the division also receives those funds, as well as coordination with other federal, state, and local programs serving at-risk children and youth.

4. Describe the process the LEA will use to evaluate the effectiveness of the activities implemented to address the described needs.

Guidance related to services for neglected and delinquent students can be found on Virginia’s Title I, Part D, website at http://www.doe.virginia.gov/federal_programs/esea/title1/part_d/index.shtml or by contacting Tiffany Frierson, Virginia’s Title I, Part D Coordinator at Tiffany.Frierson@doe.virginia.gov or 804-371-2682.

V. TITLE I, PART A, HOMELESS CHILDREN AND YOUTH

Any LEA receiving Title I, Part A funds must include in its local plan a description of how the plan is coordinated with the McKinney-Vento Act. The local plan must describe services provided to any homeless child. (ESEA sections 1112(a)(1)(B) and (b)(6)). Content for this page and the homeless reservation should be completed in conjunction with the local homeless education liaison. (See US Department of Education 2017 Education for Homeless Children and Youths Program Non-Regulatory Guidance Section M on pages 39-43 for further detail.)

Local Homeless Education Liaison: Robin Germanos

55

Total number of children and youth identified as homeless in the school division (year-to-date) for 2019-2020 based on the definition in Title IX, Part A, Section 725. (*Place mouse cursor over comment in cell A8 for definition.)

1. Describe the process used to identify students experiencing homelessness and how the needs of homeless children and youths are determined.

The Director of Elementary Education serves as the Homeless Liaison. Information regarding the rights of homeless students are distributed and discussed annually at the opening administrative staff meeting. Flyers and posters acquired from Project HOPE are displayed at each school. This information is also distributed to local agencies such as social services, health department, food bank and clothes bank.

Departments within the school division coordinate their services in order to identify and assist homeless students. The guidance department of each school notifies the school social worker and the homeless liaison when a student is suspected of being homeless. The school social worker investigates each reported case and makes recommendations as to the service the student will need. Each case is handled individually. Parents are consulted regarding school placement. Transportation is provided for these students. In some cases, transportation is arranged across school division lines if a parent requests that child remain in their school of origin.

2. Describe the method used for determining the amount reserved to serve students experiencing homelessness.
- a. List staff (names and positions) consulted to determine the reservation.
 - b. What needs were identified?
 - c. What costs are associated with those needs?
 - d. What other school division funds are budgeted specifically to meet the needs of students experiencing homeless?
 - e. How did the school division determine the Title I, Part A set-aside is sufficient to meet the needs of students experiencing homelessness?
 - f. What process will the school division use to reassess how it meets the needs of these students throughout the year?
 - g. How much of last year’s homeless set-aside was used to serve students experiencing homelessness?

The Homeless Liaison (Robin Germanos) meets with the Director of Title I (Willie Elliott) to discuss the academic needs of the identified homeless students. A McKinney Vento student for the alternative school required funding for a uniform. The was \$74.94. Every McKinney Vento student receives transporation and free and reduced lunch. The school social workers and guidance counselors work with the families to determine if additional funding is needed for supplies. Requests for funding are forwarded to the Homeless

3. Describe the services provided to students experiencing homelessness by the Title I, Part A program to support their enrollment, attendance, and success. Include a description of the services provided with funds reserved under Title I, Part A, Section 1113(c)(3)(A)-(C). Place cursor over this comment for the legislative text.

The Homeless Liaison (Robin Germanos) meets with the Director of Title I (Willie Elliott) to discuss the academic needs of the identified homeless students. A McKinney Vento student for the alternative school required funding for a uniform. The was \$74.94. Every McKinney Vento student receives transportation and free and reduced lunch. The school social workers and guidance counselors work with the families to determine if additional funding is needed for supplies. Requests for funding are forwarded to the Homeless Liaison for consideration. The Homeless Liaison works with the Director of Title I to reassess needs for additional funding throughout the year.

*If an LEA has not identified any students experiencing homelessness during the last three school years, no set aside is required if the following McKinney-Vento Education of Homeless Children and Youth Program (Title IX, Part A) requirements have been fulfilled:

- a. The LEA can document outreach and coordination activities with other entities and agencies to identify homeless children and youths [Section 722(g)(6)(i)]
- b. Public notice of the educational rights of homeless children and youths is disseminated in locations frequented by parents or guardians of such children and youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens in a manner and form understandable to the parents and guardians of homeless children and youths, and unaccompanied youths [Section 722(g)(6)(iv)]
- c. The LEA can document that school personnel receive professional development and support to assist in the identification and support of homeless children and youths [Section 722(g)(6)(ix)]

Guidance related to the local homeless education liaison, the definition of homelessness for educational purposes, identification strategies, professional development, and other services that can be provided through Title I, Part A, funding can be found on the Project HOPE-VA website: www.wm.edu/hope or by contacting Project HOPE-VA, Virginia's Education for Homeless Children and Youth Program: phone: 757-221-4002 or email: homlss@wm.edu.

o. Title I, Part A, Early Childhood Program (if applicable)

Number of Participating Students:			
Number of Eligible Students on Waiting List:			
Number of Participating Schools or Centers:			
Number of Title I funded Teachers:			
Number of Title I funded Paraprofessionals:			
Average Number of Pupils Per Class/Average Class Size:			
Number of Classrooms:			
Title I Early Childhood Budget (Personnel and Program):			
School Year Title I, Part A, Early Childhood First Established:	FY		
Length of the Program Day (type X to left of selection):	<input type="checkbox"/>	Half Day	<input type="checkbox"/> Full Day
Curriculum:	Primary Curriculum		
	Secondary Curriculum (if applicable)		
Test/Evaluation Design:	Primary Test		
	Secondary Test (if applicable)		
Other Early Childhood Programs with which Title I is collaborating:	<input type="checkbox"/>	Virginia Preschool Initiative	<input type="checkbox"/> Head Start
	<input type="checkbox"/>	Early Childhood Special Education	
	<input type="checkbox"/>	Others (specify)	
Students Must Be:	<input type="text"/>	by	<input type="text"/>
	Age		Date

Describe how the local educational agency will support, coordinate, and integrate services provided under this part with early childhood education programs at the local educational agency or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Prince George County Schools do not use Title I funds to support the Virginia Preschool Initiative Program. Prince George County Schools do not have a head start program. All rising kindergarten students will have a parent questionnaire filled out to help with placement. Each question receives a score based on the parent response. Placement cards are filled out by the Pre-K teacher to help with placement for the next school year. The Early Childhood and VPI teachers collaborate with kindergarten teachers to plan transition into kindergarten.

o. Title I, Part A, Early Childhood Program (if applicable) (continued)

Provide a list of all schools and/or centers in your school division that house Title I, Part A, Early Childhood programs. Indicate the eligible Title I school zone(s) served by the school or center. In addition, include the total number of all Title I, Part A, Early Childhood teachers who are housed in each of the schools.

List Schools and Early Childhood Centers with Title I, Part A, Early Childhood Programs				
School or Early Childhood Center Name	Principal Name and Address	Eligible Title I School Zone(s) Served	Number of Title I Funded Teachers	Number of Title I Funded Paraprofessionals

2a. TITLE I, PART C - EDUCATION OF MIGRATORY CHILDREN

a. Title I, Part C, Regional Program Agreement, 2020-2021

The lead school division will be responsible for completing the application and serving as the fiscal agent. One (1) application should be submitted per regional program, and one (1) certification should be submitted by each participating school division to the regional lead school division. Originals should be kept on file in the lead school division.

Lead Regional Program School Division

Name of Lead:		School Division Number:	074
School Division:			
Typed Name of Superintendent:			
Signature of Superintendent:		Date:	

Type name of contact for Title I, Part C, regional program if different than superintendent :

Title I, Part C, Contact:			
Title:			
Mailing Address:			
City, State, Zip:			
Telephone:		E-mail:	
			Fax:

LIST OF PARTICIPATING SCHOOL DIVISIONS

The following school divisions have applied to participate in this regional program. A Title I, Part C, participating regional program member certification form is attached for each of the school division members included on this list. The Title I, Part C, subgrant award corresponds to the 2020-2021 allocation.

Please check to assure that signed copies of participating regional program member certification pages for all member divisions are on file with the lead school division.

	Name of School Division	Division Number
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		

b. Program Overview

In narrative format:

1. Describe how the Migrant Education Program (MEP) identifies new and existing migrant students including birth to age 3, ages 3-5, grades K-12, and out-of-school youth. Include the most common qualifying activities and peak seasons for identification and recruitment.
2. Describe the instructional programs or program services to be developed with the requested federal funds based on the results of the division/regional comprehensive needs assessment. Include the process used by the MEP to identify migrant students with the greatest need as priority for services. Include the targeted population(s). (Examples are: ESEA subgroups of students, homeless and migrant students, instructional and administrative staff, paraprofessionals, parents, etc.)
3. Discuss how the division/regional MEP will contribute to the attainment of the ESEA goals below.
 - Supporting student mastery of K-12 college-and-career ready reading and mathematics standards, and attainment of proficiency or better on corresponding assessments;
 - For high schools with a graduating class, supporting student completion of graduation requirements in a timely fashion; and
 - Ensuring that students are taught by effective teachers meeting Virginia licensing and professional teaching requirements and providing meaningful professional development and support to promote effective instruction to increase student achievement.
4. Provide a description of the needs assessment that was conducted to support the proposed activities.

c. Coordination of Services

Describe the program services/activities that will be coordinated between the MEP and other federal, state, and local programs. Describe the collaboration of MEP staff, parents, and the community to provide services and activities that will contribute to the attainment of the measurable objectives in the application.

In your response, include pertinent information from any of the following that may be applicable:

1. Plans for assisting preschool children in the transition from early childhood programs, such as Title I preschool programs, Head Start, or state-funded preschool programs;
2. Coordination and integration of federal, state, and local services and programs, including programs supported under ESEA, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and job training;
3. Plans for coordinating and integrating federal program funds in the application used in conjunction with other federal, state, and local funds to support services to students, especially students in the targeted subgroups, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program; and
4. Provisions for the arranged transition of students classified as limited English proficient, disabled students, disadvantaged (educationally and economically), migratory students, homeless children and youth, neglected or delinquent youth, and youth who are at-risk of dropping out of school.

d. Measurable Objectives

School divisions completing Title I, Part C, Education of Migratory Children must address the following program specific Measurable Objectives within the narrative in the Coordinated Consolidated Info. Tab in Section E. Measurable Objectives.

1. By the end of the 2020-2021 school year and each year thereafter, proficiency in phonemic awareness skills in reading will increase by an average of 4 percent for migrant students targeted as below proficient in beginning reading skills as measured by state assessment results, teacher ratings and/or other assessments of student performance.
2. By the end of the 2020-2021 school year and each year thereafter, proficiency in writing will increase by an average of 4 percent for all migrant students as measured by state assessment results, teacher ratings and/or other assessments of student performance.
3. By the end of the 2020-2021 school year and each year thereafter, proficiency in reading vocabulary skills will increase by an average of 4 percent for migrant students targeted for reading instruction as measured by state assessment results, teacher ratings and/or other assessments of student performance.
4. By the end of the 2020-2021 school year and each year thereafter, proficiency in algebra readiness skills (patterns, functions, and algebra) will increase by an average of 3 percent for migrant students targeted for mathematics instruction as measured by state assessment results, teacher ratings and/or other assessments of student performance.
5. By the end of the 2020-2021 school year and each year thereafter, proficiency in number sense and computation will increase by an average of 3 percent for migrant students targeted for mathematics instruction as measured by state assessment results, teacher ratings and/or other assessments of student performance.
6. By the end of the 2020-2021 school year and each year thereafter, proficiency in the Virginia SOL process goals and standards (problem solving, communication, reasoning, connections, and representations) will increase by an average of 3 percent for migrant students targeted for mathematics instruction as measured by state assessment results or teacher ratings and/or other assessments of student performance.
7. By the end of the 2020-2021 school year and each year thereafter, proficiency in reading comprehension skills will increase by an average of 5 percent for secondary migrant students identified as less than proficient in reading as measured by state assessment results, teacher ratings and/or other assessments of student performance.
8. By the end of the 2020-2021 school year and each year thereafter, 75 percent of secondary migrant students and parents who participate in MEP sponsored family engagement activities targeting the importance of graduation will report increased understanding of the importance of school completion as measured by student and parent surveys.
9. By the end of the 2020-2021 school year and each year thereafter, 75 percent of staff who participate in trainings provided by the MEP program on how to assist migrant students with credit accrual and records transfer will report an increased ability to effectively assist students overcome these barriers to graduation as measured by staff surveys.
10. By the end of the 2020-2021 school year and each year thereafter, 100 percent of dropout students will receive information about educational services specific to their situation as measured by agendas and communication logs.

2b. MIGRANT CONSORTIUM INCENTIVE GRANTS

a. Application Information

PROGRAM		2020-2021 Allocation
Title I, Part C, Education of Migratory Children, Consortium Incentive Grant		0.00
a. Division Allocation	Subtotal	
b. Regional Program - Total of allocations for all divisions in the regional program	Subtotal	

b. Program Overview

In narrative format:

Describe the instructional programs or program services to be developed with the requested federal funds based on the results of the division/regional comprehensive needs assessment. Include the targeted population(s). (Examples are: ESEA subgroups of students, homeless and migrant students, instructional and administrative staff, paraprofessionals, parents, etc.)

c. Budget Summary

OBJECT CODE	EXPENDITURE	AMOUNT BUDGETED	Does the Budget Summary Match the Detailed Budget?
1000 - Personal Services	Non Set-Aside		
	Set-Aside		
	Private School Set-Aside		
	Total Personal Services	0.00	Yes
2000 - Employee Benefits	Non Set-Aside		
	Set-Aside		
	Private School Set-Aside		
	Total Employee Benefits	0.00	Yes
3000 - Purchased/ Contracted Services	Non Set-Aside		
	Set-Aside		
	Private School Set-Aside		
	Total Purchased/Contracted Services	0.00	Yes
4000 - Internal Services	Non Set-Aside		
	Set-Aside		
	Private School Set-Aside		
	Total Internal Services	0.00	Yes
5000 - Other Charges	Non Set-Aside		
	Set-Aside		
	Private School Set-Aside		
	Total Other Charges	0.00	Yes
6000 - Materials and Supplies	Non Set-Aside		
	Set-Aside		
	Private School Set-Aside		
	Total Materials and Supplies	0.00	Yes
8000 - Capital Outlay	Non Set-Aside		
	Set-Aside		
	Private School Set-Aside		
	Total Capital Outlay	0.00	Yes
TOTAL BUDGET		0.00	
Does the Total Budget Match the Total Allocation?		Yes	

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

Note: Expenses for parental involvement programs are to be incorporated into the appropriate object code(s) based on the category of the related charges.

DETAILED BUDGET BREAKDOWN

Include a detailed breakdown of the budget categories for Object Codes 1000-6000 and 8000, as shown on page 66.

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.

Item Description	FTEs	Total Cost
Total for Object Code:		0.00

DETAILED BUDGET DESCRIPTION OF OBJECT CODE 2000

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

Item Description	Total Cost
Total for Object Code:	0.00

DETAILED BUDGET DESCRIPTION OF OBJECT CODE 3000

Please indicate how these funds will support any services and activities that are described in the application. Services acquired from outside sources (i.e., private vendors, public authorities, or other governmental entities).

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

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.

Item Description	Total Cost
Total for Object Code:	0.00

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.

Item Description	Quantity	Total Cost
Total for Object Code:		0.00

DETAILED BUDGET DESCRIPTION FOR OBJECT CODE 8000

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

Item Description	Quantities	Total Cost
Total for Object Code:		0.00

3. TITLE I, PART D, SUBPART 2 - NEGLECTED, DELINQUENT, OR AT-RISK

a. Program Information

Section 1

Please place an "X" beside the manner in which services are delivered for the facility described below.

	Division provides services directly to the students.
	Division contracts with an outside organization or company to provide services to students.
	Other _____

Each delinquent facility is required to enter into an agreement with the school division to provide services to children and youth under Title I, Part D, Subpart 2, Section 1425, and must meet specific requirements. Please complete each section based on the needs of the students and the services provided by the facility and the school division.

Facility Name:		Contact Person:	
Address:		City/Zip Code:	
Phone (ext)		E-mail:	

Indicate type of facility: Residential Local Correctional Facility At-Risk Program

Identify students served: Delinquent Neglected At-Risk

1. Program Description - Describe the services that will be provided using Title I, Part D, Subpart 2 funds and how the services will support the academic program provided in the delinquent facility or at-risk program.

2. Formal Agreements – Describe the formal agreements regarding the program to be assisted between: a) the school division, and b) the local delinquent facilities, alternative school programs, and local correctional facilities serving children and youth at the above named facility. Formal agreements are not necessary for at-risk programs in the school division.

Section 1 (continued)

3. Coordination for a Comparable Educational Program – Describe how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

4. Transition Between Facilities – Describe how the school division will work with the local facility to facilitate the successful transition of children and youth both entering and exiting the facility including:

- a. students returning from correctional and delinquent facilities back to their home school, as well as transitioning from their home school or facility into correctional or delinquent facilities. Include as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth. Transition assistance can include coordination of services for the family, counseling, assistance in accessing drug and alcohol abuse prevention programs, tutoring, and family counseling;
- b. work with the child's or youth's family members and the local educational agency that most recently provided services to the child or youth (if applicable) to ensure that the relevant and appropriate academic records and plans regarding the continuation of educational services for such child or youth are shared jointly between the correctional facility and local educational agency upon the child's or youth's entry into the correctional facility, in order to facilitate the transition of such children and youth between the local educational agency and the correctional facility; and
- c. consulting with the local educational agency for a period jointly determined necessary by the correctional facility and local educational agency upon discharge from that facility, to coordinate educational services so as to minimize disruption to the child's or youth's achievement.

Section 1 (continued)

5. Student Characteristics – Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

6. Coordination with Social, Health, and Other Services - As appropriate, describe of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

7. Partnerships - As appropriate, describe any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, entrepreneurship education, and mentoring services for participating students.

8. Parent and Family Engagement - As appropriate, describe how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

Section 1 (continued)

9. Coordination with Federal, State, and Local Programs - Describe how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under Title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

10. Coordination with Juvenile Justice Programs - Describe how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

11. Work with Probation Officers - As appropriate, describe how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

12. Individualized Education Program - Where feasible, ensure that educational programs in the correctional facility, delinquent facility, or at-risk program are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act. If the child or youth is identified as in need of special education services while in the correctional facility, notify the local school of the child or youth of such need.

Section 1 (continued)

13. Alternative Placements - As appropriate, a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

14. Dropout Re-entry, School Completion, Employment – Describe the support programs provided that encourage children and youth who have dropped out of school to reenter school and attain a regular high school diploma once their term at the facility has been completed, or provide such children and youth with the skills necessary to gain employment or seek a regular high school diploma or its recognized equivalent.

15. Qualified Staff – Describe the qualifications of the staff and the training that is provided to ensure that the teachers and other staff are able to work effectively with children and youth in the facility including students with disabilities taking into consideration the unique needs of such children and youth.

16. Technology Coordination – Describe how technology is used to assist in coordinating educational programs between the facility and the community school.

Section 1 (continued)

17. Program Evaluation – Provide a description of how data are being used to evaluate the program being supported with Title I, Part D, funds; including

- a. how the Consolidated State Performance Report (CSPR) and other data are being used to guide instruction, track grade promotion, and high school graduation completion;
- b. the steps taken to ensure data quality; and
- c. how the data is being used to track performance and make program improvements.

Section 2

Please place an "X" beside the manner in which services are delivered.

- Division provides services directly to the students.
- Division contracts with an outside organization or company to provide services to students.
- Other _____

Each delinquent facility is required to enter into an agreement with the school division to provide services to children and youth under Title I, Part D, Subpart 2, Section 1425, must meet specific requirements. Please complete each section based on the needs of the students and the services provided by the facility and the school division.

Please list this section as "not applicable" only if there no other facilities or programs that will receive services.

NOT APPLICABLE

Facility Name:		Contact Person:	
Address:		City/Zip Code:	
Phone (ext)		E-mail:	

- Indicate type of facility: Residential Local Correctional Facility At-Risk Program
- Identify students served: Delinquent Neglected At-Risk

Section 2 (continued)

1. Program Description - Describe the services that will be provided using Title I, Part D, Subpart 2 funds and how the services will support the academic program provided in the delinquent facility or at-risk program.

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2. Formal Agreements – Describe the formal agreements regarding the program to be assisted between: a) the school division, and b) the local delinquent facilities, alternative school programs, and local correctional facilities serving children and youth at the above named facility. Formal agreements are not necessary for at-risk programs in the school division.

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3. Coordination for a Comparable Educational Program – Describe how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

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Section 2 (continued)

4. Transition Between Facilities – Describe how the school division will work with the local facility to facilitate the successful transition of children and youth both entering and exiting the facility including:

- a. students returning from correctional and delinquent facilities back to their home school, as well as transitioning from their home school or facility into correctional or delinquent facilities. Include as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth. Transition assistance can include coordination of services for the family, counseling, assistance in accessing drug and alcohol abuse prevention programs, tutoring, and family counseling;
- b. work with the child’s or youth’s family members and the local educational agency that most recently provided services to the child or youth (if applicable) to ensure that the relevant and appropriate academic records and plans regarding the continuation of educational services for such child or youth are shared jointly between the correctional facility and local educational agency upon the child’s or youth’s entry into the correctional facility, in order to facilitate the transition of such children and youth between the local educational agency and the correctional facility; and
- c. consulting with the local educational agency for a period jointly determined necessary by the correctional facility and local educational agency upon discharge from that facility, to coordinate educational services so as to minimize disruption to the child’s or youth’s achievement.

5. Student Characteristics – Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

6. Coordination with Social, Health, and Other Services - As appropriate, describe of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

Section 2 (continued)

7. Partnerships - As appropriate, describe any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, entrepreneurship education, and mentoring services for participating students.

8. Parent and Family Engagement - As appropriate, describe how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

9. Coordination with Federal, State, and Local Programs - Describe how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under Title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

10. Coordination with Juvenile Justice Programs - Describe how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

Section 2 (continued)

11. Work with Probation Officers - As appropriate, describe how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

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12. Individualized Education Program - Where feasible, ensure that educational programs in the correctional facility, delinquent facility, or at-risk program are coordinated with the student’s home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act. If the child or youth is identified as in need of special education services while in the correctional facility, notify the local school of the child or youth of such need.

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13. Alternative Placements - As appropriate, a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

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14. Dropout Re-entry, School Completion, Employment – Describe the support programs provided that encourage children and youth who have dropped out of school to reenter school and attain a regular high school diploma once their term at the facility has been completed, or provide such children and youth with the skills necessary to gain employment or seek a regular high school diploma or its recognized equivalent.

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Section 2 (continued)

15. Qualified Staff – Describe the qualifications of the staff and the training that is provided to ensure that the teachers and other staff are able to work effectively with children and youth in the facility including students with disabilities taking into consideration the unique needs of such children and youth.

16. Technology Coordination – Describe how technology is used to assist in coordinating educational programs between the facility and the community school.

17. Program Evaluation – Provide a description of how data are being used to evaluate the program being supported with Title I, Part D, funds; including

- a. how the Consolidated State Performance Report (CSPR) and other data are being used to guide instruction, track grade promotion, and high school graduation completion;
- b. the steps taken to ensure data quality; and
- c. how the data is being used to track performance and make program improvements.

Section 3

Please place an "X" beside the manner in which services are delivered.

<input type="checkbox"/>	Division provides services directly to the students.
<input type="checkbox"/>	Division contracts with an outside organization or company to provide services to students.
<input type="checkbox"/>	Other _____

Each delinquent facility is required to enter into an agreement with the school division to provide services to children and youth under Title I, Part D, Subpart 2, Section 1425, must meet specific requirements. Please complete each section based on the needs of the students and the services provided by the facility and the school division.

Please list this section as "not applicable" only if there no other facilities or programs that will receive services.

NOT APPLICABLE

Facility Name:		Contact Person:	
Address:		City/Zip Code:	
Phone (ext)		E-mail:	

Indicate type of facility: Residential Local Correctional Facility At-Risk Program

Identify students served: Delinquent Neglected At-Risk

1. Program Description - Describe the services that will be provided using Title I, Part D, Subpart 2 funds and how the services will support the academic program provided in the delinquent facility or at-risk program.

Section 3 (continued)

2. Formal Agreements – Describe the formal agreements regarding the program to be assisted between: a) the school division, and b) the local delinquent facilities, alternative school programs, and local correctional facilities serving children and youth at the above named facility. Formal agreements are not necessary for at-risk programs in the school division.

3. Coordination for a Comparable Educational Program – Describe how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

4. Transition Between Facilities – Describe how the school division will work with the local facility to facilitate the successful transition of children and youth both entering and exiting the facility including:

- a. students returning from correctional and delinquent facilities back to their home school, as well as transitioning from their home school or facility into correctional or delinquent facilities. Include as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth. Transition assistance can include coordination of services for the family, counseling, assistance in accessing drug and alcohol abuse prevention programs, tutoring, and family counseling;
- b. work with the child's or youth's family members and the local educational agency that most recently provided services to the child or youth (if applicable) to ensure that the relevant and appropriate academic records and plans regarding the continuation of educational services for such child or youth are shared jointly between the correctional facility and local educational agency upon the child's or youth's entry into the correctional facility, in order to facilitate the transition of such children and youth between the local educational agency and the correctional facility; and
- c. consulting with the local educational agency for a period jointly determined necessary by the correctional facility and local educational agency upon discharge from that facility, to coordinate educational services so as to minimize disruption to the child's or youth's achievement.

Section 3 (continued)

5. Student Characteristics – Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

6. Coordination with Social, Health, and Other Services - As appropriate, describe of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

7. Partnerships - As appropriate, describe any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, entrepreneurship education, and mentoring services for participating students.

8. Parent and Family Engagement - As appropriate, describe how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

Section 3 (continued)

9. Coordination with Federal, State, and Local Programs - Describe how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under Title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

10. Coordination with Juvenile Justice Programs - Describe how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

11. Work with Probation Officers - As appropriate, describe how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

12. Individualized Education Program - Where feasible, ensure that educational programs in the correctional facility, delinquent facility, or at-risk program are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act. If the child or youth is identified as in need of special education services while in the correctional facility, notify the local school of the child or youth of such need.

Section 3 (continued)

13. Alternative Placements - As appropriate, a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

14. Dropout Re-entry, School Completion, Employment – Describe the support programs provided that encourage children and youth who have dropped out of school to reenter school and attain a regular high school diploma once their term at the facility has been completed, or provide such children and youth with the skills necessary to gain employment or seek a regular high school diploma or its recognized equivalent.

15. Qualified Staff – Describe the qualifications of the staff and the training that is provided to ensure that the teachers and other staff are able to work effectively with children and youth in the facility including students with disabilities taking into consideration the unique needs of such children and youth.

16. Technology Coordination – Describe how technology is used to assist in coordinating educational programs between the facility and the community school.

Section 3 (continued)

17. Program Evaluation – Provide a description of how data are being used to evaluate the program being supported with Title I, Part D, funds; including

- a. how the Consolidated State Performance Report (CSPR) and other data are being used to guide instruction, track grade promotion, and high school graduation completion;
- b. the steps taken to ensure data quality; and
- c. how the data is being used to track performance and make program improvements.

4. TITLE II, PART A, TEACHER QUALITY

a. Teacher Quality

Section A

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 2020-2021 school year, the following information on teacher and paraprofessional quality from the 2019-2020 data collection may assist school divisions. These data may be obtained from the most recent verified Instructional Personnel and Licensure Report (IPAL), which provides division results on the licensure and endorsement status of instructional personnel for the 2019-2020 school year.

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)

Number of classes taught by properly licensed and endorsed teachers	<u>1,640</u>
Number of classes not taught by properly licensed and endorsed teachers	<u>105</u>
Total classes	<u>1,745</u>
Percent of classes taught by properly licensed and endorsed teachers	<u>93.98%</u>

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 2019-2020 school year or other available teacher quality data and teachers' experience levels at the highest poverty (Title I) and/or highest minority schools at each grade span 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.

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.

Part 2: Describe strategies to address identified licensure/endorsement issues. (e.g., Praxis, coursework, residencies, etc.)

Part 3: Describe strategies to support inexperienced teachers. (e.g., mentoring; coaching; targeted professional development, etc.)

Part 4: Describe strategies to improve effectiveness of teachers, particularly related to poverty, diversity, cultural competency, English Learners, exceptional learners, etc.)

b. 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	\$132,099.88
b. Amount of funds allocated for administration	\$0.00
c. Amount to use for set-aside calculations	\$132,099.88

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	\$47,415.11
b. Amount of funds allocated for administration	\$0.00
c. Amount to use for set-aside calculations	\$47,415.11

Calculation of Set-Asides

5. What is the **PUBLIC SCHOOL DIVISION'S** projected K-12 enrollment for the 2020-2021 school year? _____

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 2020-2021 award year, as a result of consultation.
 - In column C, enter the K-12 enrollment of private schools participating in services for the 2020-2021 award year.
 - Columns D and E will automatically calculate the value of services for the 2020-2021 award year.
 - In Column F, indicate the method of notification for each private school.

7. For the 2020-2021 award year, enter the estimated private school-set aside (Cell I133) onto the Summary Budget Tab under the "Budget for 2020-2021" 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 2020-2021" lines.

Value of Services for Participating Private Schools – from Title IIA 2020-2021 Budget	Value of Additional Services for Participating Private Schools - from 2020-2021 TRANSFERABILITY	Total Value of Services for Public Schools from 2020-2021 Budget	Total Value of Additional Services for Public Schools from 2020-2021 TRANSFERABILITY
\$0.00	\$0.00	\$132,099.88	\$47,415.11

A	B	C	D	E	F	G
Name of Each Private School	Participation Status for 2020-2021 Award Year? (Yes/No)	K-12 Enrollment	Estimated Value of Services from 2020-2021 Title IIA budget, per school (calculated field)	Estimated Value of Additional Services from 2020-2021 Transferability Funds (calculated field)	Method of Notification (for Non-Participating Schools Only)	Notes
			\$0.00	\$0.00		
			\$0.00	\$0.00		
			\$0.00	\$0.00		
			\$0.00	\$0.00		
			\$0.00	\$0.00		
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			\$0.00	\$0.00		
			\$0.00	\$0.00		
			\$0.00	\$0.00		
Per Pupil Expenditure (calculated field):	0.00	Total Private School Set-Asides	\$0.00	\$0.00		
Per Pupil Expenditure for Transferability funds (calculated field):	0.00		Use this Figure for Private School Set-Asides in the 2020-2021 Budget	Use this Figure for Private School Set-Asides in the 2020-2021 Transferability		

5. TITLE III, PART A, LANGUAGE INSTRUCTION FOR ENGLISH LEARNERS AND IMMIGRANT STUDENTS

Federal Civil Rights Requirements

Divisions must provide programs and services for the education of English Learners (ELs) under Title VI of the Civil Rights Act of 1964, the Equal Educational Opportunities Act of 1974 (EEOA), Lau v Nichols (1974), Castañeda v Pickard (1981) and other civil rights laws and federal statutes and guidance. Federal funds, including Title III, cannot be used to meet the federal requirements for ELs. Under the Castañeda standards, programs and services for ELs should: 1) be based on effective education theory and/or research recognized by legitimate experts in the field; 2) be implemented with fidelity and adequate resources to ensure a realistic chance of success within a reasonable timeframe; and 3) lead to improved academic outcomes within this reasonable timeframe.

Description of an Effective LIEP Supported by Local and/or State Funds: The division must implement an effective language instruction educational program (LIEP) in order to meet the needs of ELs and demonstrate success in increasing their English language proficiency and student academic achievement.

Narrative Boxes:

Box 1: Using Local and/or State Funds: Describe how instruction is delivered to ELs at varying proficiency levels and grade span levels to develop their English language skills and increase their ability to meet challenging State academic standards. Include specialized programs for newcomer ELs, “opt-out” ELs, dually-identified ELs, ELs at higher proficiency levels, long-term ELs, if applicable.

Box 2: Using Local and/or State Funds: Describe the division’s plan to provide effective professional development that specifically relates to the identification and teaching of ELs as identified in Box 1.

Implementation of an Effective LIEP Supported by Local and/or State Funds: The division must carry out a comprehensive analysis of the EL population within the division in order to 1) design programs and services that will meet the needs of students; and 2) to determine the necessary resources for an effective implementation of the LIEP.

Box 3: Provide the following information regarding the division-wide EL population for SY 2018-2019.

The number of ELs division-wide (Level 1-4.3)	
The percentage of ELs who reached proficiency (4.4+ on the ACCESS for ELLs assessment)	
The percentage of ELs who made progress toward reaching proficiency	
The number of endorsed ESL teachers directly serving ELs	

Box 4: Identify the amount of targeted language instruction for ELs the division determines appropriate at each proficiency level and/or grade span level.

Evaluation of the Effectiveness of the LIEP Supported by Local and/or State Funds: The division must evaluate the LIEP to determine its effectiveness in helping ELs make progress toward achieving English proficiency, exit the LIEP, and meet challenging State academic standards within a reasonable timeframe.

Box 5: Describe the division’s procedures to evaluate programs and services for ELs. Include the following information:

- A timeline for evaluation;
- The titles of stakeholders involved in the evaluation process; and
- The data collected by the division to determine the effectiveness of the LIEP. Data elements may include EL academic achievement indicators by grade span or content area, specific LIEP secondary courses, student or parent surveys, EL graduation rates, ELs with disabilities, Long Term ELs, formerly ELs (4.4+ on the ACCESS for ELLs assessment).

Box 6: If applicable describe the LIEP modifications to be introduced to address specific concerns identified in the evaluation process.

Outreach to Limited English Proficient (LEP) Parents, Families, and Community Organizations: The division must communicate meaningfully with LEP parents, families, and community organizations, and must notify LEP parents in a timely fashion in a language they can understand about programs, services, or activities that are made available to the general student population.

Box 7: Using Local and/or State Funds: Describe how the division provides outreach to LEP parents and families in a language they can understand to allow them the opportunity to participate in their student’s education.

Box 8: Coordination of Service. Describe the partnership between this program community, organizations, and other local, state and/or federal programs within the division. Possible services could include: community partnerships, specialized programs, such as the gifted program, college and career readiness, special education, preschool, Title I, Title II, and Title IV.

Application ESSA Compliance Components using Title III Funds

Sec. 3115(g) Supplement Not Supplant: Federal funds made available under this subgrant shall be used so as to supplement the level of Federal, State and local funds that, in the absence of such availability, would have been expended for programs for English learners and immigrant children and youth and in no case to supplant such Federal, state and local public funds.

Sec. 3115(c)(1-3) Required Subgrantee Activities using **Title III Funds**

Box 9: Describe how the LEA will use **Title III funds** to provide **supplemental support** to help ELs increase EL proficiency and meet the challenging State academic standards. This may include providing resources, materials, personnel, curriculum enhancement, coordination with other programs and creative initiatives to support an effective LIEP.

Box 10. Describe how the LEA will use **Title III funds** to provide **supplemental support** for effective professional development (PD) to support: 1) classroom teachers, 2) principals, 3) support staff, 4) administrators, and 5) others.

Box 11. Describe how the LEA will use **Title III funds** to provide **supplemental support** to parent, family and community engagement activities. You may identify strategies used in coordination with other related programs, such as Title I, Part A, college and career readiness, and preschool programs.

Immigrant Children and Youth (IY) Funds Under Title III

Complete if IY funds are allocated

Purpose of Immigrant Children and Youth (IY) Funds

Under Section 3114 of the ESEA, Immigrant Children and Youth (IY) funds may be used for supplemental services to improve the academic achievement of IY students including activities that increase the knowledge and skills of teachers who serve IY students. All services provided to IY students using IY funds must supplement, and not supplant, the services that must be provided to IY students under Title VI of the Civil Rights Act of 1964 (Title VI), the Equal Educational Opportunities Act of 1974 (EEOA), and other requirements, including those under State or local laws. Immigrant Children and Youth (IY) funds must solely be expended on programs and services for immigrant students or their families.

Description of Program and Services for Immigrant Students

Describe how the division will use Immigrant Children and Youth (IY) funds to provide enhanced instructional opportunities specifically for immigrant students or their families:

Describe how the division will evaluate the success of the enhanced instructional opportunities targeting immigrant students or their families:

a. Title III Program Details

Possible Subgrant Activities

Sec. 3116(d)(1-9) – Possible Subgrantee Activities: Place an X next to the activities below if you will use Title III funds in 2020-2021 to provide these activities.

Box A.

Possible Activities Serving ELs in LEAs Receiving Title III Funds	Place an X to show how funds will be used this year (2020-2021)
Supporting the development and implementation of LIEPs	
Enhancing existing LIEPs and programs for restructuring and reforming schools with EL populations	
Supporting implementation of school wide programs	
Professional development to teachers and other personnel serving ELs	
Parent, family and community engagement activities	
Supporting the development and implementation of pre-school programs	
Improving LIEPs by upgrading curricula, instructional materials, software and assessment procedures	
Improving instruction of ELs with disabilities	
Providing tutorials, career and technical education	
Offering programs to help ELs achieve success in post-secondary education	
Other (if other is marked with an X - Please describe the activity conducted)	

b. Measurable Objectives

Section 1

Section 4104(a)(2) of ESSA requires that States report the degree to which divisions have made progress toward meeting the objectives and outcomes in their approved applications.

Describe the division's progress towards meeting the measurable objectives. Address each measurable objective for which activities were implemented in the previous year. Indicate the application year for the measurable objective and include relevant data.

Measurable Objective 1:

Measurable Objective 2:

Measurable Objective 3:

Measurable Objective 4:

Measurable Objective 5:

c. 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 III, Part A. (ESEA Title VIII Uniform Provisions, Part F, Subpart 1).

1. Are there eligible private schools in the 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 were notified of the availability of equitable services funded by Title III, 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. How many English Learners Level 1-4.3 received services in the public school division for the 2019-2020 school year?

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

a. Title III Budget	\$0.00
b. Proportionate Share	#DIV/0!
c. Additional set-aside for equitable services (if necessary)	
d. Amount to use for set-aside calculations	#DIV/0!

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

a. Title III Budget	\$0.00
b. Proportionate Share	#DIV/0!

6. For the 2020-2021 Budget award year, enter the estimated private school-set aside onto the Consolidated Budget Summary tab under the "Budget for 2020-2021 Budget" 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 2020-2021 Budget" lines.

7. Complete the chart below:

- In Column A, list all eligible private schools in the school division.
- In column B, indicate the participation status of the listed private school(s) for the 2020-2021 Budget award year, as a result of consultation.
- In Column C, enter number of English learner students in private schools participating in services for the 2020-2021 Budget award year.
- In Column D, enter the description of services provided for participating children.
- Columns E and F will automatically calculate the value of services for the 2020-2021 Budget award year.

6. TITLE IV, PART A, STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANT

a. Program Overview

The purpose of this subpart is to improve students' academic achievement by increasing the capacity of states, local educational agencies, schools, and local communities to—

- (1) provide all students with access to a well-rounded education;
- (2) improve school conditions for student learning; and
- (3) improve the use of technology in order to improve the academic achievement and digital literacy of all students.

Any local educational agency receiving an allocation in an amount less than \$30,000 may designate funds to any of these areas above. Any LEA receiving an allocation of \$30,000 or greater must designate funds as follows:

- not less than 20 percent of funds to support well-rounded educational opportunities;
- not less than 20 percent of funds to safe and healthy students; and
- a portion of funds to support effective use of technology; not more than 15 percent of this portion can be used for purchasing technology infrastructure.

Narrative Boxes

Box 1: For local education agencies receiving allocations of \$30,000 or greater, provide a description of the needs assessment that was conducted to examine needs for improvement in the areas of—

- (A) access to, and opportunities for, a well-rounded education for all students;
- (B) school conditions for student learning in order to create a healthy and safe school environment; and
- (C) access to personalized learning experiences supported by technology and professional development for the effective use of data and technology.

Note: Local education agencies receiving an allocation in an amount less than \$30,000 are not required to complete Box 1.

Prince George County Public Schools plans on transferring \$ received in the Title IV, Part A allocation to Title II, Part A. The funds will be used to support coursework for staff members to become properly licensed and endorsed, professional development to increase content knowledge and effectiveness, reimburse fees for tests needed for faculty and staff to be properly licensed and endorsed, support teachers seeking a license in administration and supervision, and salaries to hire qualified and effective teachers and reduce class size.

a. Program Overview (continued)

Box 1 (continued).

Box 2. Describe, if applicable, how funds will be used for activities related to supporting **well-rounded education**

a. Program Overview (continued)

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

[Empty box for describing fund usage for safe and healthy students]

a. Program Overview (continued)

Box 4: Describe, if applicable, how funds will be used for activities related to supporting the **effective use of technology**

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

a. Program Overview (continued)

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

b. Measurable Objectives

Section 1

Section 4104(a)(2) of ESSA requires that States report the degree to which divisions have made progress toward meeting the objectives and outcomes in their approved applications.

Describe the division's progress towards meeting the measurable objectives. Address each measurable objective for which activities were implemented in the previous year. Indicate the application year for the measurable objective and include relevant data.

Measurable Objective 1:
Measurable Objective 2:
Measurable Objective 3:
Measurable Objective 4:
Measurable Objective 5:
Measurable Objective 6:

c. 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

Email

Visits to the Private School

Other (Please specify) _____

3. What is the public school division's projected K-12 enrollment for the **2020-2021** school year? _____

4. Determining Set-Asides (These fields will calculate automatically once 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

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

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

6. Complete the chart below:

- In Column A, list all eligible private schools in the geographic boundaries of the school division.
- In Column B, indicate the participation status of the listed private school(s) for the **2020-2021 award year**, as a result of consultation.
- In Column C, enter the K-12 enrollment of private schools participating in services for the **2020-2021 award year**.
- Column D will automatically calculate the value of services for the **2020-2021 award year**.
- In Column E, indicate the method of notification for each private school.

7. For the **2020-2021 award year**, enter the value of services amount in cell F129 on the budget tab in the budget summary on the "Private School Set-Aside" lines. On the Budget Detail pages, list as "Private School Set-Aside" under the appropriate object codes.

8. Enter the value of additional services amount in cell I125 on the transferability tab in the appropriate object codes. On the budget detail section on the same tab, list as "Private School Set-Aside" under the appropriate object codes.

7. TITLE V, PART B, SUBPART 2, RURAL AND LOW-INCOME SCHOOLS**a. Use of Funds**

These funds may be used for one or more of the categories listed below. Please indicate the areas by placing an "X" in the corresponding box. These categories must align with the measurable objectives indicated in the application and must support the goals of ESEA, as amended by the *Every Student Succeeds Act of 2015* (ESSA).

Please check all categories that apply.

- | | |
|--|--|
| | 1. Activities authorized under Title I, Part A, Improving Basic Programs Operated by Local Educational Agencies. |
| | 2. Activities authorized under Title II, Part A, Supporting Effective Instruction |
| | 3. Activities authorized under Title III, Language Instruction for English Learners and Immigrant Students. |
| | 4. Activities authorized under Title IV, Part A, Student Support and Academic Enrichment Grants. |
| | 5. Parental involvement activities. |

b. Enhanced Student Achievement or Division Improvement Activities Being Implemented

Describe how funds under this subpart will be used in conjunction with other federal funds in order to enhance student achievement or school improvement efforts.

[Empty response area for describing how funds will be used to enhance student achievement or school improvement efforts.]