



MEMORANDUM

TO: Dr. John B. Gordon III, *Superintendent*

FROM: Dr. Okema S. Branch, *Chief Academic Officer* *OB*
Catherine N. Pichon, *Director of Elementary Leadership* *CNP*
Jennifer S. Conner, *Coordinator of Compensatory Programs* *JSC*

DATE: May 25, 2022

RE: Approval: 2022-23 Title IV, Part A, Student Support and Academic Enrichment Grant Application

Permission is requested to electronically submit the 2022-23 Title IV, Part A, Student Support and Academic Enrichment Grant Application. Per school board approval, your signature and the school board chair's signature are requested on page one. The 2022-23 Title IV, Part A, Student Support and Academic Enrichment Grant Application is due to the VDOE by July 1, 2022.

The Title IV, Part A budget is based on the 2021-22 allocation which is \$276,416.86 as recommended by the VDOE until final allocations are released.

The 2022-23 Title IV, Part A, Student Support and Academic Enrichment Grant Application includes the following major expenditures:

1. \$28,000.00 will be used to pay for 8th and 10th grade students to take the PSAT.
2. Funds in the amount of \$4,046.69 were set aside for Nansemond Suffolk Academy and Suffolk Christian Academy.
3. \$15,000 will be used for professional development for instructional staff in the areas of social emotional learning, mental health initiatives, bullying prevention, PBIS, and restorative practices.
4. Transferability forms will be completed to transfer the remainder of the funds to Title I and Title II once the grant is approved, as requested by the VDOE.

Additional changes to the 2022-23 Title IV, Part A, Student Support and Academic Enrichment Grant Application will occur in September 2022 when the final allocations are released.

slb

jcmemo#54

Attachment – 2022-23 Title IV, Part A, Student Support and Academic Enrichment Grant Application



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

Place an "X" by the applicable response.

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

A. COVER PAGE
Title IV, Part A, Student Support and Academic Enrichment Grants

2022-2023
Individual Program Application

Due by July 01, 2022
Elementary and Secondary Education Act of 1965 (ESEA), as amended by
the Every Student Succeeds Act of 2015 (ESSA), P.L. 114-95

To be Completed by School Division

Applicant (Legal Name of Agency):	Division Number:	Title IV, Part A, Coordinator:	
Suffolk City Public Schools	127	Jennifer Conner	
Mailing Address (Street, City or Town, Zip Code):	Phone:	757-925-6789	Ext: <input type="text"/>
100 N. Main St. Suffolk, VA 23434	Email:	<input type="text"/>	
	jenniferconner@spsk12.net		

LOCAL EDUCATIONAL AGENCY CERTIFICATION

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

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

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

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

on 06-09-2022

Superintendent's Signature

Dr. John B. Gordon, III
Superintendent's Name

6/9/2022
Date

Board Chairperson's Signature

Dr. Judith Brooks-Buck
Board Chairperson's Name

6/9/2022
Date

Application Submission, Approval, and LEA Expenditure of Funds: Applications for Federal Funds are due by July 01, 2022. Revisions and Amendments should be submitted in a timely manner.

Please note, in order for the funds to be expendable by July 01, 2022, the electronic application must be received at the Virginia Department of Education by July 01, 2022, through the file submission process of the Online Management of Education Grant Awards (OMEGA) system.

APPLICATION INFORMATION

2021-2022 Allocation	2021-2022 Consolidated Yes or No	Eligible Program	2022-2023 Allocation Total
276,416.86	No	Title IV, Part A, Student Support and Academic Enrichment Grant	276,416.86
		Transferability (funds transferred out of Title IVA)	218,000.00
		Total Allocation Available for Title IV, Part A	58,416.86

TRANSFERABILITY

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

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

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

2) Place an "X" next to the federal programs you are requesting funds to be transferred to.

B. Program from which funds will be transferred:	TO	Select program(s) TO which funds will be transferred:		Amount
Title IV, Part A		X	Title I, Part A	99,000.00
			Title I, Part C	
			Title I, Part D, Subpart 2	
		X	Title II, Part A	119,000.00
			Title III, Part A	
			Title V, Part B, Subpart 2	
				Total

B. PROGRAM OVERVIEW (5 PAGES)

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

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

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

- not less than 20 percent of funds to support well-rounded educational opportunities;
- not less than 20 percent of funds to safe and healthy students; and
- a portion of funds for activities to support the effective use of technology.

Special Rule: No more than 15 percent of funds allocated by the school division for activities to support the effective use of technology may be used "for purchasing technology infrastructure as described in subsection (a)(2)(B), which includes technology infrastructure purchased for the activities under subsection (a)(4)(A)." To clarify, LEAs or consortiums of LEAs may not spend more than 15 percent of funding in this content area on devices, equipment, software applications, platforms, digital instructional resources and/or other one-time IT purchases. (ESEA section 4109(b)).

Narrative Boxes

Box 1:	<p>Note: Local education agencies receiving an allocation in an amount less than \$30,000 are not required to complete Box 1.</p> <p>For local education agencies receiving allocations of \$30,000 or greater, provide a description of the needs assessment that was conducted to examine needs for improvement in the areas of—</p> <ol style="list-style-type: none"> A. access to, and opportunities for, a well-rounded education for all students; B. school conditions for student learning in order to create a healthy and safe school environment; and C. c. access to personalized learning experiences supported by technology and professional development for the effective use of data and technology. <p>The description of the needs assessment should include:</p> <ol style="list-style-type: none"> A. when the needs assessment was conducted; B. who participated in the assessment process and determining the division's priorities; C. what data was collected and analyzed; and D. how the identified schools receiving services were identified as meeting one of the following criteria listed under section 4106(e)(2)(A) provided on the Program Specific Assurances tab. <p>Divisions transferring funds to another federal program must complete a needs assessment for the three Title IV, Part A, categories and describe why funds are of greater need in the identified federal program funds will be transferred to.</p> <p>Suffolk Public Schools conducted a divisionwide needs assessment survey that was sent to various stakeholders during April 2022. Input was collected from instructional staff, building leaders, division leadership, and parents. Survey results were disaggregated, review, and discussed on May 18, 2022 by the following individuals: Dr. Okema Branch (Chief Academic Officer), Maria Lawson-Davenport (Director of Curriculum & Instruction), Catherine Pichon (Director of Elementary Leadership), Dr. Ronald Leigh (Director of Secondary Leadership), Jennifer Conner (Coordinator of Compensatory Services), Dr. Angela King (Supervisor of School Counselors), Dr. Joleen Neighbours (Supervisor of Fine & Performing Arts), Tanieka Ricks (Supervisor of Advanced Studies & World Languages), and Cynthia Devers (Supervisor of Social & Emotional Support). Other data points that were discussed and reviewed included updates with supporting data from 2021-22 objectives, division wide discipline data, SPS strategic goal #2 initiatives, Khan Academy linked accounts data, AP enrollment data, and survey results from the Title I and Title II needs assessment.</p> <p>Suffolk Public Schools has requested to transfer funds from Title IV-A to Title I-A and Title II-A. Survey results from needs assessments conducted for both of these grant programs indicate a need for additional supporting staff and instructional resources within the Title I schools as well as need for additional professional development opportunities that are focused on division initiatives (improving tier I instruction, professional learning ; communities, instructional leadership development, etc.).</p>
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B. PROGRAM OVERVIEW (CONTINUED)

Box 1 (continued):

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

Suffolk will promote student access to accelerated learning opportunities by paying for students to take the PSAT 8/9 exams for 8th grade students at the district's five middle schools and the PSAT/NMSQT exams for 10th grade students at the division's three high schools. Students who take the PSAT have access to free, personalized online practice for the SAT and access to certain college scholarships which will result in more students taking the assessment and potentially qualifying for scholarships.

Private schools will use funds for instructional software to supplement and enhance instruction in core content areas such as English, math, science, and social studies.

B. PROGRAM OVERVIEW (CONTINUED)

Box 2 (continued):

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

Title IV-A funds will support professional development and instructional materials in the areas of mental health initiatives, bullying prevention, PBIS, social emotional learning, restorative practices. Through the learned strategies/interventions, staff will further enhance an instructional environment that is conducive to learning and that promotes positivity, strengthens students social-emotional skills, and reduces behavioral concerns: Staff members will attend conferences, trainings, or receive information through consultants that will then be implemented within the classroom setting on a daily basis.

B. PROGRAM OVERVIEW (CONTINUED)

Box 3 (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).

Private schools will utilize funds to support technology integration across multiple content areas.

B. PROGRAM OVERVIEW (CONTINUED)

Box 4 (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.

The Coordinator of Compensatory Programs, Supervisor of Advanced Instruction & World Languages, Director of Curriculum & Instruction, Supervisor of English, Supervisor of Mathematics, and Supervisor of School Counselors will monitor the PSAT 8/9 and PSAT/NMSQT implementation. Each school will report scores and college readiness to students, and the content supervisors will assist with the implementation of the free Khan Academy test preparation materials in the English classrooms. In addition, district staff from teaching and learning, technology, gifted, and special education departments will meet to provide assistance with the development, implementation, and monitoring of the grant activities and programs. Teachers will participate in professional development activities to understand and help implement the personalized practice in their classrooms.

B. PROGRAM OVERVIEW (CONTINUED)

Box 6:	<p>PROFESSIONAL DEVELOPMENT: If funds are to be used for professional development, describe how they meet the statutory definition of professional development in Section 8101(42), which requires that professional development be: sustained; intensive; collaborative; job-embedded; data-driven; and classroom focused. Describe the alignment to overarching division strategic goals. (Section 2103(b)(3)(E)) (If funds are not used for professional development, indicate N/A.) Examples of professional development activities may include items from any object code, such as mentors, professional development/instructional coaches, contracted services, conferences, professional learning communities (PLC); leadership development and associated costs.</p> <p>Title IV-A funds will support professional development in the areas of mental health initiatives, bullying prevention, PBIS, social emotional learning, and restorative practices. Through the learned strategies/interventions, staff will further enhance an instructional environment that is conducive to learning and that promotes positivity, strengthens students social-emotional skills, and reduces behavioral concerns. Staff members will attend conferences, trainings, or receive information through consultants that will then be implemented within the classroom setting on a daily basis. This aligns with Suffolk Public Schools' Strategic Plan Goal #2: Ensure all students learn in a supportive, safe and nurturing environment as well as the following division initiatives for this goal: incorporate Positive Behavior Interventions and Supports in all schools; establish anti-bullying campaigns in all schools; provide ongoing mental health professional development for staff, students and parents/community; and establish teams in each school for restorative practices and threat assessment.</p>
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C. COORDINATION OF SERVICES

<p>Describe the partnerships within the division among the programs in this application and other federal, state and/or local programs in the delivery of services to the targeted population(s). Describe the collaboration of program staff, parents, and the community to provide services and activities that will contribute to the attainment of the measurable objectives in this application. Describe any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities.</p>
<p>The school division will work closely with the following departments to ensure that all students have access to the programs described above: student services, school counseling, teaching and learning supervisors and specialists, special education, gifted, technology, professional development, and testing and research. In addition, student services and the guidance departments will continue to partner with outside agencies in order to support students through mental health and social emotional support initiatives.</p>

D. MEASURABLE OBJECTIVES**Section 1**

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

Describe the division's progress towards meeting the measurable objectives. Evidence toward meeting the objective must be reported even if the objective is still in progress or the division was unable to collect all data needed to determine the final outcome. Address each measurable objective for which activities were implemented in the previous year.

Indicate the application year (ex: 2020-2021 or 2021-2022) for the measurable objective and include relevant data.

Measurable Objective 1:

2021-2022: Suffolk Public Schools will increase the number of students enrolled in accelerated programs at the secondary level, including Advance Placement, International Baccalaureate classes and dual enrollment classes. The percentage of students enrolled in AP courses that also take the AP exam will increase by 5% in the 2021-2022 school year in comparison to the 2020-2021 school year, as evidenced by the course enrollment list.

For the 2021-2022 school year, data indicates that 286 students enrolled in 415 Advanced Placement Courses. Sixty-seven percent (67%) (277 of the 415 enrollments) will be taking the AP exam. For the 2020-2021 school year, data indicates that 49% of the enrollments took the AP exam (262 out of 531 enrollments). This indicates an 18% increase.

Measurable Objective 2:

2021-22: By January 30, 2022, at least 70% of the Class of 2024 students (current 10th graders) will link their PSAT account to a free Khan Academy SAT prep course to obtain personalized practice based on their PSAT performance as evidenced by the course enrollment list.

Based on mid-year data (January 2022) provided by Khan Academy, 16% (76 students) of the Class of 2024 students (472 students w/ College Board accounts) have linked their PSAT account to a free Khan Academy SAT prep course.

Based on end of the year data (May 2022) provided by Khan Academy, 20% (106 students) of the Class of 2024 students (515 students w/ College Board accounts) have linked their PSAT account to a free Khan Academy SAT prep course.

Measurable Objective 3:

2021-2022: By June 2022, at least 75 instructional staff members will complete 16 hours of Restorative Practices training in order to then implement learned strategies within their instructional setting to reduce student behavioral concerns and promote a positive school climate and strengthen social emotional skills of their students.

Based on sign-in/attendance sheets as of May 30th 2022, 130 instructional staff received 16 hours of RP Training. Furthermore, ten additional paraprofessionals were able to receive 6 hours of RP training specifically for ISS monitors and Focus Center facilitators. Trained instructional staff have been able to implement the learned strategies within their instructional setting in order to reduce and deescalate student behavioral concerns/incidents

Measurable Objective 4:

D. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 5:

Measurable Objective 6:

Section 2

1. State up to six measurable objectives, each incorporating the four components, that will guide the development of the program to be funded with the requested ESEA federal funds.
2. Describe the evidence-based research that supports the services and activities (programs, models, instructional methods, and techniques) that will be implemented to achieve each objective and that will be supported by the requested funds.

What is a Measurable Objective?

A measurable objective has four components:

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

Measurable Objective 1:

By June 30, 2023, at least 60% of the Class of 2025 (current 10th graders) will link their PSAT account to a free Khan Academy SAT prep course to obtain personalized practice based on their PSAT performance as evidenced by the course enrollment list.

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

Title IV-A funds will support: PSAT fees for 8th & 10th grade students across the division. Students who take the PSAT will have access to free, individualized, online practice through the Khan Academy. Research shows that those who practice 20 hours on official SAT practice achieve an average 115 point gain on the SAT which is double the gain of students who do not use the free practice. Additionally, students who practice for as little as 6-8 hours can see an average of 90 point gain on the SAT. By providing this service to students, we will be able to provide them access to the best possible practice individualized to their demonstrated skill level.

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

By June 30, 2023 at least 75 staff members will attend professional development sessions in at least one of the following areas: mental health initiatives, bullying prevention, PBIS, social emotional learning, or restorative practices as evidenced by sign-in sheets, attendance list, or completion certificates.

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

Title IV-A funds will support: professional development and instructional materials in the areas of mental health initiatives, bullying prevention, PBIS, social emotional learning, restorative practices. Through the learned strategies/interventions, staff will further enhance an instructional environment that is conducive to learning and that promotes positivity, strengthens students social-emotional skills, and reduces behavioral concerns.

Measurable Objective 3:

By June 30, 2023, the number of discipline referrals divisionwide will decrease by 10% in the classroom setting/location as compared to the total number of discipline referrals for the 2021-2022 school year in the same setting/location as evidenced by discipline data reports through COGNOS.

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

Title IV-A funds will support: professional development and instructional materials in the areas of mental health initiatives, bullying prevention, PBIS, social emotional learning, restorative practices. Through the learned strategies/interventions, staff will further enhance an instructional environment that is conducive to learning and that promotes positivity, strengthens students social-emotional skills, and reduces behavioral concerns.

Measurable Objective 4:**Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:**

E. BUDGET SUMMARY

Title IV, Part A Budget for 2022-2023 Award: S424A220048 Project Code: APE60281						
		Allocation:			58,416.86	
OBJECT CODE	EXPENDITURE	A. WELL-ROUNDED	B. SAFE & HEALTHY	C. EFFECTIVE USE OF TECHNOLOGY	SUMMARY	DOES THE BUDGET SUMMARY MATCH THE DETAILED BUDGET BREAKDOWN?
1000 - Personnel Services	Administrative (reserve not more than 2 percent for the direct administrative costs of carrying out the division's responsibilities)					
	Non-Administrative					
	Private School Set-Aside					
	Total Personnel Services	0.00	0.00	0.00	0.00	Yes
2000 - Employee Benefits	Administrative (reserve not more than 2 percent for the direct administrative costs of carrying out the division's responsibilities)					
	Non-Administrative					
	Private School Set-Aside					
	Total Employee Benefits	0.00	0.00	0.00	0.00	Yes
3000 - Purchased/Contracted Services	Administrative (reserve not more than 2 percent for the direct administrative costs of carrying out the division's responsibilities)					
	Non-Administrative	28,000.00	15,000.00			
	Private School Set-Aside	889.34				
	Total Purchased/Contracted Services	28,889.34	15,000.00	0.00	43,889.34	Yes
4000 - Internal Services	Internal Services					
	Private School Set-Aside					
	Total Internal Services	0.00	0.00	0.00	0.00	Yes
	Indirect Costs					
5000 - Other Charges	Non-Administrative					
	Private School Set-Aside					
	Total Other Charges	0.00	0.00	0.00	0.00	Yes
	Administrative (reserve not more than 2 percent for the direct administrative costs of carrying out the division's responsibilities)					
6000 - Materials and Supplies	Non-Administrative		11,370.17	0.00		
	Private School Set-Aside			3,157.35		
	Total Materials and Supplies	0.00	11,370.17	3,157.35	14,527.52	Yes
	Non-Administrative					
8000 - Capital Outlay	Private School Set-Aside					
	Total Capital Outlay	0.00	0.00	0.00	0.00	Yes
TOTAL SUBGRANT BUDGET		28,889.34	26,370.17	3,157.35	58,416.86	**Reflects 15% max allowed for technology, equipment, devices, and software in Technology area.
TOTAL SET-ASIDE SUBGRANT BUDGET		0.00	0.00	0.00	0.00	Are the administrative charges less than or equal to 2% of the allocation?
TOTAL PRIVATE SCHOOL SET-ASIDE SUBGRANT BUDGET		889.34	0.00	3,157.35	4,046.69	Does the Private School Set-Aside Match the Value of Services on the Private School tab?
IS THE ALLOCATION \$30,000 OR GREATER? IF "YES," MANDATORY DISTRIBUTION OF ALLOCATION APPLIES.						

IF ALLOCATION IS \$30,000 OR GREATER, DOES THE ALLOCATION MEET MINIMUM REQUIREMENT FOR EACH AREA?	Requirement Met	Requirement Met	Requirement Met	Does the Budget Summary Match the Total Allocation?	Yes
<p>Notes: (1) Object codes 7000 and 9000 are not used in application budgets or in requests for reimbursements for this grant.</p> <p>(2) Indirect costs claims are subject to the availability of funds and statutory or administrative restrictions. Title III, Part A and Title IV, Part A, place a statutory limitation or cap on administrative costs. Because the cap applies to the combined claims for indirect costs and direct administrative costs, divisions may not be able to claim the entirety of their indirect costs. The amount unrecovered may not be shifted to another federal award.</p>					

G. TRANSFERABILITY

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

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

		Title II, Part A, Transferability Award S367A220044 Project Code APE60017		
		0.00		
OBJECT CODE	EXPENDITURE	AMOUNT TRANSFERRED INTO PROGRAM	DOES THE BUDGET SUMMARY MATCH THE DETAILED BUDGET BREAKDOWN?	
1000 - Personnel Services	Administrative (reserve not more than 2 percent for the direct administrative costs of carrying out the division's responsibilities)			
	Non-Administrative			
	Private School Set-Aside			
	Total Personnel Services	0.00		Yes
2000 - Employee Benefits	Administrative (reserve not more than 2 percent for the direct administrative costs of carrying out the division's responsibilities)			
	Non-Administrative			
	Private School Set-Aside			
	Total Employee Benefits	0.00		Yes
3000 - Purchased/Contracted Services	Administrative (reserve not more than 2 percent for the direct administrative costs of carrying out the division's responsibilities)			
	Non-Administrative			
	Private School Set-Aside			
	Total Purchased/Contracted Services	0.00		Yes
4000 - Internal Services	Internal Services			
	Private School Set-Aside			
	Total Internal Services	0.00		Yes
5000 - Other Charges	Indirect Costs			
	Non-Administrative			
	Private School Set-Aside			
	Total Other Charges	0.00		Yes
6000 - Materials and Supplies	Administrative (reserve not more than 2 percent for the direct administrative costs of carrying out the division's responsibilities)			
	Non-Administrative			
	Private School Set-Aside			
	Total Materials and Supplies	0.00		Yes
8000 - Capital Outlay	Non-Administrative			
	Private School Set-Aside			
	Total Capital Outlay	0.00		Yes
TOTAL BUDGET		0.00		
TOTAL SET-ASIDE BUDGET		0.00	Are the administrative charges less than or equal to 2% of the allocation?	Yes
TOTAL PRIVATE SCHOOL SET-ASIDE BUDGET		0.00	Does the Private School Set-Aside Match the Value of Services on the Private School tab?	No - Please review your entries.
DOES THE TRANSFERABILITY BUDGET SUMMARY MATCH THE TRANSFERABILITY ALLOCATION?		Yes		

I. PRIVATE SCHOOL PARTICIPATION

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

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

☒

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

☐

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

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

☒

Regular Mail

☐

Certified Mail

☐

Telephone Calls

☒

Meetings

☐

Visits to the Private School

☒

Other (Please specify) Email

3. What is the public school division's projected K-12 enrollment for the 2022-2023 school year?

14,000

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

a. Proposed Budget	\$58,416.86
b. Amount of funds allocated for administration	\$0.00
c. Amount to use for set-aside calculations	\$58,416.86

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

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

CALCULATION OF SET-ASIDES (CONTINUED)

9.	Provide a description of how Title IV, Part A, funds will be used to support services, activities, and other expenditures for the private schools, if applicable.
OC 3000- Suffolk Christian Academy (Well Rounded)	Suffolk Christian Academy will use funds for instructional software to supplement instruction in core content areas such as English, math, science, and social studies.
OC 6000- Nansemond Suffolk Academy (Effective Use of Technology)	Nansemond Suffolk Academy will use funds to support technology integration.

J. 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.

Suffolk Public Schools does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The division has taken the following steps to ensure equitable access to and participation in grant funded programs for students, teachers, and other program beneficiaries with special needs as required by GEPA.

1. The division has designated an administrator in the Student Services Department to handle inquiries and address student, parent and employee related concerns.
2. Information explaining the federal programs that students and staff have access to is included in Suffolk Public Schools' staff and student handbooks, and is updated annually.
3. All schools share information regarding school programs with students and parents in a language they can comprehend.
4. All facilities are handicap accessible.
5. Teachers and administrators are informed of the availability of Title I and Title II services for their students including special education and English learners.
6. Title I schools conduct an annual meeting that is open to all parents to explain the services available for their students through the Title I program.
7. Title I schools receive a Title I Handbook that explains the services provided through Title I and the procedures for accessing these services and funding.
8. Parents are included in each school's improvement planning process, which includes a review of the Title I and Title II services provided for the students and employees.
9. Monthly parent and family engagement activities are held at each Schoolwide Title I school for all students, parents, and the community at the respective schools.
10. Division-wide parental and family engagement programs are open and available to all parents, students and staff.
11. The division ensures equitable access for teachers, principals, and staff to training, hiring or other Title II-A related activities through the Division's website, by email, posted announcements on the school's bulletin boards and marquees, the division's Professional Development Blog, and the staff portal.
12. Detailed information can be obtained from Suffolk Public Schools' Parent Resource Center or from Title I schools.
13. Title I Schools have a Parent Advisory Committee which meets with school administrators and Title I staff in order to improve and gather parent input at the school level.

EXPENDITURE ACCOUNT DESCRIPTIONS

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

OBJECT CODE DEFINITIONS:

(revised 4/8/21)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Capital Outlay Replacement

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

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

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

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

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

Special Note - Classification of Hardware and Infrastructure Expenditures:

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

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

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

GENERAL ASSURANCES

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

The school division/grantee assures:

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