

# Issue Analysis Form



**Date:** March 13, 2018  
**Item:** School Grant Appropriation  
**Lead Department(s):** County & School Finance  
**Contact Person(s):** Betsy Drewry

## Description and Current Status

The Prince George County School Board approved at its February 12, 2018 meeting the appropriation of an additional Virginia Department of Education Title IV Bullying grant totaling \$18,509.09.

The requested appropriation increases are amounts above those included in the adopted FY2018 budget.

The appropriation will impact Fund 0510 – School Grant Fund  
Revenues – 0510-NEW REVENUE CODE - \$18,509.09  
Expenditures – 0510 – NEW EXPENDITURE CODE(S) - \$18,509.09

Attached is a memo from Rebecca Hicks, School Finance Director, outlining the grant along with supporting documentation.

<b>Does this require IDA action?</b>	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
<b>Does this require BZA action?</b>	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
<b>Does This require Planning Commission Action?</b>	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
<b>Does this require Board of Supervisors action?</b>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
<b>Does this require a public hearing?</b>	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
<b>If so, before what date?</b>	<input type="checkbox"/> Yes	<input type="checkbox"/> No

## Fiscal Impact Statement

Increases in appropriation of Federal (VDOE) grant revenues and expenditures for FY2017-18 for Prince George County Schools.

Federal Revenues & Expenditures Fund 0510 - \$18,509.09 increase  
**Total Increase in FY2017-18 Appropriation = \$18,509.09**

## County Impact

There is no increased local funding / match for these grants.

## Notes

Agenda No: \_\_\_\_\_

Date: February 12, 2018

Presenter: Becky Hicks

Approved: \_\_\_\_\_

Disapproved: \_\_\_\_\_

Tabled: \_\_\_\_\_

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TOPIC: Title IV, Part A, Student Support and Academic Enrichment Grant

RATIONALE: The Prince George County School Board has been approved to receive a grant award in the amount of \$18,509.09 from the Virginia Department of Education for a Title IV, Part A, Student Support and Academic Enrichment Grant. The grant will enable us to implement the Olweus Bullying Prevention Program in our secondary schools and provide access to training, materials and fees associated with implementation of the OBPP.

A copy of the grant application and related documents are attached for your review.

RECOMMENDATION: Adopt the attached grant resolution.

**Attachments:**

Grant Application  
OMEGA Confirmation of Grant Approval



\$ 18,509.09

Virginia Department of Education
Office of Program Administration and Accountability
P. O. Box 2120
Richmond, Virginia 23218-2120

Place an "X" by the applicable response.

Original

Revision :

Revision # 11/24/18

Date: 11/24/18

Explain

Amendment:

Amendment #

Date:

Explain

A. COVER PAGE

Title IV, Part A, Student Support and Academic Enrichments Grants
Due by November 1, 2017

2017-2018 Individual Program Application

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

Table with 3 columns: Applicant (Legal Name of Agency), Division Number, Title IV, Part A, Coordinator. Includes PRINCE GEORGE COUNTY PUBLIC SCHOOLS, Peter Fisher, and email pfisher@pgs.k12.va.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 located on the Department of Education's Web site at:

http://www.doe.virginia.gov/federal\_programs/eSEA/applications/index.shtml

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 Guidelines, Instructions, and Assurances" document. 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 11/20/17

Superintendent's Signature
Renee Williams
Superintendent's Name
11/20/17
Date

Board Chairperson's Signature
Kevin S. Foster
Board Chairperson's Name
11/20/17
Date

Application Submission, Approval, and LEA Expenditure of Funds: This applications for Federal Funds is due by November 1, 2017. Revisions and Amendments should be submitted in a timely manner. Please note, in order for the funds to be expendable, the electronic application must be received at the Virginia Department of Education through the file submission process of the Online Management of Education Grant Awards (OMEGA) system.

An award notification is issued by the Virginia Department of Education through OMEGA once an application is fully approved and the allocation is available.

SSWS

VIRGINIA DEPARTMENT OF EDUCATION



Online Management of Education Grant Awards (OMEGA)

- [OMEGA SUPPORT](#)
- [HELP](#)
- [PRINT](#)
- [LOGOUT](#)

Current User: Peter Fisher

Current Subrecipient: 00074 - PRINCE GEORGE CO PBLC SCHS

I want to... (Select One)  [SSWS Home](#) [OMEGA Home](#) [Logout](#)

### Application Request

#### Application Request Details

Application Files Project Group

Application Id is 30475

Year:	2017
Consolidated Application:	N
File Name:	074TitleIVptA17-18.xlsx
File Type:	application/vnd.openxmlformats-officedocument.spreadsheetml.sheet
Upload Date:	01/24/2018
File Size:	1 MB
Application Type:	Revision
	<a href="#">Click here to View</a>
	<a href="#">Click here to Download</a>
Project Group:	Consolidated Application

#### Application History

Details Project Group

Application Type	File Name	Upload Date	View	Download
Original	074TitleIVptA17-18.xls	11/29/2017		
Revision	074TitleIVptA17-18.xlsx	01/24/2018		

#### Project Group(s) With Approval Complete

Details Application Files

ESEA - Title IV - Student Support and Academic Enrichment					
Status Tracking Number	Status	Status Date	Assigned By	Level	Comments
3933660	Created	11/29/2017		0	

			Peter Fisher		
3933661	Submitted	11/29/2017	Peter Fisher	0	
3957014	Approved	01/03/2018	Renee Williams	4	
3958233	Denied	01/05/2018	Dawn Dill	5	On page 1 of application, please add dates under Superintendent's name and Board Chair's name. Budget Summary does not equal total allocation, please revise. After revisions are complete, please resubmit.
3969864	Submitted	01/24/2018	Peter Fisher	0	on page 1 dates were added under Superintendent's name and Board Chair's name. Budget Summary was revised to equal total allocation.
3969878	Approved	01/24/2018	Renee Williams	4	
3970790	Approved	01/25/2018	Dawn Dill	5	
3974116	Approved	01/29/2018	Lynn Sodat	6	
3974117	Approval Completed	01/29/2018	Lynn Sodat		

**Project Group Status**

Details    Application Files

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**APPLICATION INFORMATION**

ELIGIBLE PROGRAM	2017 - 2018 Allocation Total
Title IV, Part A, Student Support and Academic Enrichments Grants	18,509.09
Transferability (funds transferred from Title IV, Part A)	
Transferability (funds transferred to Title IV, Part A from Title II, Part A)	
Total Allocation Available for Title IV, Part A	18,509.09

**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 checked="" type="checkbox"/>	1/10/18	On page 1 of application, dates were added under Superintendent's name and Board Chair's name. Budget Summary was revised to equal total allocation
	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:	
8.	Revision	<input type="checkbox"/>	Date:	
	Amendment	<input type="checkbox"/>	Date:	

**B. PROGRAM OVERVIEW ( 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 must provide only one of the area of academic achievement 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 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' allocation amount was less than \$30,000.

**B. PROGRAM OVERVIEW (CONTINUED)**

School Division: PRINCE GEORGE COUNTY PUBLIC SCHOOLS

Division Number:

074

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

[Empty box for describing fund usage]



**B. PROGRAM OVERVIEW (CONTINUED)**

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

Prince George County Public Schools is committed to ensuring that all students feel safe at school. Bullying behaviors occur in every school and community in the United States. When students are bullied at school, they are not engaged in the learning process. This leads to poor academic performance and social-emotional health.

PGCPS is committed to reducing bullying behaviors in school and school activities. Students who witness bullying can be anxious and worried that they may be the next target. PGCPS is aware that by reducing these behaviors, engagement and academic performance is improved for all students.

PGCPS will implement the Olweus program at the secondary level.

Each school will identify key stakeholders as members of the Bullying Prevention Planning Team that will launch the Olweus program. Each team will undergo the recommended training prior to the implementation of the Olweus program. After implementation has begun, on-going trainings will be available as needed to address specific needs that are identified.

Funds from the grant will support the implementation of the Olweus bullying prevention program. The grant funds will provide access to training, materials and fees associated with the implementation of the program school wide at each secondary school. Additionally, funds will be used to cover the cost of substitutes for teachers participating in the training.

Because PGCPS educates students who live on the Ft. Lee military base, The Community and Youth Guide (Olweus Program) will be an important tool to engage the Ft. Lee community to assist in improving the outcomes of all students enrolled at the implementation schools.

**B. PROGRAM OVERVIEW (CONTINUED)**

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

[Empty response box for describing fund usage]

**B. 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.

The Olweus Bullying Prevention Program has a built in research-based survey that is administered to all students. This questionnaire assesses different constructs of bullying, such as the nature, extent and actual locations of bullying problems in a school. This survey is designed to be administered annually to serve as a pre-test/post-test study to determine the effectiveness of the program.

In addition, each participating school will also be able to review discipline referral trends to use as a supplemental evaluation tool to evaluate the effectiveness of the program.

### C. COORDINATION OF SERVICES

Describe the partnerships within the division among the programs in this application and other federal, state and/or local programs in the delivery of services to the targeted population(s). Describe the collaboration of program staff, parents, and the community to provide services and activities that will contribute to the attainment of the measurable objectives in this application. Describe any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities.

Because PGCPs educates students who live on the Ft. Lee military base, The Community and Youth Guide (Olweus Program) will be an important tool to systemically engage the Ft. Lee community to assist in improving the outcomes of military students enrolled at the implementation schools. School liaison staff from Ft. Lee will be encouraged to participate in training specific to Community Youth Organizations (CYO) to provide consistent practices and strategies to prevent bullying, reduce incidents of bullying, and enrich peer relationships in out-of-school settings.

The Olweus Bullying Prevention Program include resources that encourage parental involvement from the planning stages. Parents need to hear that they are an integral part of school-wide efforts, classroom activities, and in individual bullying situations involving their child. Parent meetings and ongoing communication strengthen homeschool connections while building support for program implementation.

**D. MEASURABLE OBJECTIVES**

1. State up to six 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.

**Measurable Objective 1:**

By June 2018, the bullying prevention planning team at teach secondary school will participate in bullying prevention training, as evidenced by sign-in sheets.

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

The Olweus program ensures that administrators, faculty, and all other staff are adequately trained to understand the nature of bullying and its effects, how to respond if they observe bullying, and how to work with others at the school to help prevent bullying from occurring. Every adult should receive clear guidance about how to identify bullying and opportunities to role play intervening in bullying situations. Initially, the planning team will participate in six hours of training. Ongoing professional development will be provided. ([http://olweus.sites.clemson.edu/documents/The\\_OBPP-2015.pdf](http://olweus.sites.clemson.edu/documents/The_OBPP-2015.pdf))

**Measurable Objective 2:**

By September 2018, secondary teachers and counselors will participate in bully prevention training as evidenced by sign-in sheets.

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

The Olweus program and materials have been researched for more than 30 years. The empirical evidence suggests the validity of using this program and materials is strong and evidenced by the "Blueprint Promising Program" distinction by the Center for the Study and Prevention of Violence in Partnership with the Ann Casey Foundation.

**D. MEASURABLE OBJECTIVES (CONTINUED)**

Measurable Objective 3:

By September 2018, all parents and guardians will be provided with information about bullying prevention and awareness, as evidenced by materials posted on the school division website.

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

The Olweus program and materials have been researched for more than 30 years. The empirical evidence suggests the validity of using this program and materials is strong and evidenced by the "Blueprint Promising Program" distinction by the Center for the Study and Prevention of Violence in Partnership with the Ann Casey Foundation.

Measurable Objective 4:

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

**D. MEASURABLE OBJECTIVES (CONTINUED)**

Measurable Objective 5:

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

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Measurable Objective 6:

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

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**E. BUDGET SUMMARY**

OBJECT CODE	EXPENDITURE	A. Well-Rounded Education	B. Safe and Healthy Students	C. Technology	Does Budget Summary match Detail Budget?		
1000 - Personal Services	Administration				Yes		
	Teachers						
	Paraprofessionals						
	Other		1,662.30				
	Private School Set-Asides						
	<b>Total Personal Services</b>		0.00	1,662.30			0.00
2000 - Employee Benefits	Fixed Charges Administrative				Yes		
	Fixed Charges Instruction		137.70				
	Private School Set-Asides						
	<b>Total Employee Benefits</b>		0.00	137.70			0.00
3000 - Purchased/ Contracted Services	Supportive Services (Med., Dental)				Yes		
	Evaluation Services						
	Professional Development		9,000.00				
	Other		4,500.00				
	Private School Set-Asides						
	<b>Total Purchased/Contracted Services</b>		0.00	13,500.00			0.00
4000 - Internal Services	Pupil Transportation				Yes		
	Food Services						
	Other						
	<b>Total Internal Services</b>		0.00	0.00			0.00
5000 - Other Charges	Travel (Staff/Administrative)				Yes		
	Indirect Cost						
	Other						
	<b>Total Other Charges</b>		0.00	0.00			0.00
6000 - Materials and Supplies	Administrative				Yes		
	Instructional		3,209.09				
	<b>Total Materials and Supplies</b>		0.00	3,209.09			0.00
8000 - Capital Outlay	Equipment for Instruction				Yes		
	All Other Equipment						
	<b>Total Capital Outlay</b>		0.00	0.00			0.00
<b>TOTAL SUBGRANT BUDGET</b>		<b>0.00</b>	<b>18,509.09</b>	<b>0.00</b>	If allocation is \$30,000 or greater, does the allocation met minimum requirement for each area?		
Is the allocation \$30,000 or greater? If "yes", mandatory distribution of allocation applies.		No-grant is not subject to minimum requirements					
		Requirement Met	Requirement Met	Requirement Not Met- Redistribute Funds			
<b>TOTAL ALLOCATION</b>				<b>18,509.09</b>	Does Total Allocation equal sum of detailed budget?	Yes	

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



**F. DETAILED BUDGET BREAKDOWN**

Include a detailed breakdown of the budget categories for Object Codes 1000-6000 and 8000, as shown on page 12.

**DETAILED BUDGET DESCRIPTION OF OBJECT CODE 1000**

If applicable, indicate the positions and FTEs supported with funds from this program.

Sustitute teachers for training - \$554.10 per school = \$1,662.30

Item Description	Supported Area/Activity	FTEs	Total Cost
Sustitute teachers for training	Safe and Healthy Students		1,662.30
Total for Object Code:		0.0	1,662.30

**DETAILED BUDGET DESCRIPTION OF OBJECT CODE 2000**

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

Benefit costs for substitutes needed for training-\$45.90 per school = 137.70

Item Description	Supported Area/Activity	Total Cost
Benefit costs for substitutes	Safe and Healthy Students	137.70
Total for Object Code:		137.70

**JUSTIFICATION FOR PROFESSIONAL DEVELOPMENT - OBJECT CODE 3000**

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

Two-day training from certified Olweus trainer(s) for three schools - \$1,500 per school = \$4,500.00  
 Required telephone consultation for each school site for three school - \$1,500 per school = \$4,500.00  
 Core program subscription -- \$1,500 per school = \$4,500.00

Item Description	Supported Area/Activity	Total Cost
Professional Development Training	Safe and Healthy Students	4,500.00
Consultation with Program Specialist	Safe and Healthy Students	4,500.00
Core Program Subscription	Safe and Healthy Students	4,500.00
	Safe and Healthy Students	
Total for Object Code:		13,500.00

**JUSTIFICATION FOR INTERNAL SERVICES - OBJECT CODE 4000**

If program funds are expended for internal services, describe these services below.

Item Description	Supported Area/Activity	Total Cost
Total for Object Code:		0.00

**JUSTIFICATION FOR TRAVEL COSTS - OBJECT CODE 5000**

Travel must be justified by demonstrating a relationship between the proposed travel and the needs of the program. Please indicate the estimated cost and the estimated number of people attending. If applicable, indicate indirect costs charged to this program. Indirect costs cannot be claimed against capital outlay and equipment.

Item Description	Supported Area/Activity	Total Cost
<b>Total for Object Code:</b>		<b>0.00</b>

**JUSTIFICATION FOR MATERIALS AND SUPPLIES - OBJECT CODE 6000**

Provide a description of materials, supplies, and all equipment less \$5,000 per unit. Indicate the estimated quantity of each item.

Supplemental material helps with teachers to intervene and run class meetings, the Class Meetings that Matter manual is the lesson plans laid out for the teacher for a whole school year, video for visual learners, cyber bullying curriculum and of course a community program as well.

Consumable office supplies will be purchased separately

Pricing for the supplemental material is \$800 per school when the core program is purchased. Each school would have their own package.

1 Middle school Package-Middle school

1 Middle school Package and 1 High school package-Junior high needs two packages because they are a 8-9 school

1 High school Package-High School

Item Description	Supported Area/Activity	Quantity	Total Cost
Supplemental Material	Safe and Healthy Students	4.00	3,200.00
Consumable office supplies	Safe and Healthy Students	1.00	9.09
Total for Object Code:		5.00	3,209.09

**JUSTIFICATION FOR CAPITAL OUTLAY - 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	Supported Area/Activity	Quantities	Total Cost
Total for Object Code:		0.00	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:**

- 1000 PERSONAL SERVICES** - 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. Also includes payments for time not worked, including sick leave, vacation, holidays, and other paid absences (jury duty, military pay, etc.), which are earned during the reporting period.
- 2000 EMPLOYEE BENEFITS** - Job related benefits provided employees are part of their total compensation. Fringe benefits include the employer's portion of FICA, pensions, insurance (life, health, disability income, etc.), and employee allowances.
- 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. Payment for rentals and utilities are not included in this account description. (You can only charge indirect on the first 25,000 of a contract). Allowable payments would be to individual or firms that are independent contractors and not employees of the grantee or subgrantee organization. The word honorarium is sometimes used to characterize such payments; the term "fee" is preferred. Online subscriptions and site licenses are included in this object code. Food purchases: working meals 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.
- 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** - Includes expenditures that support the program, including utilities (maintenance and operation of plant), staff/administrative/consultant travel, office phone charges, training, conference registrations and fees, leases/rental, indirect cost, and other. Food purchases: travel reimbursement for meals is included in this object code. Reimbursement is capped at the per diem rate for the meal listed according to the state travel regulations.

*Note: Indirect cost cannot be claimed against capital outlay and equipment.*

**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 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.**

**7000 PAYMENT TO JOINT OPERATIONS - For Annual School Report purposes only. (Not used in application budgets or request for reimbursements)**

**8000 CAPITAL OUTLAY - Outlays that result in the acquisition of or additions to capitalized assets. Capital Outlay does not include the purchase of equipment costing less than \$5,000 unless the LEA has set a lower capitalization threshold.**



School Division:

PRINCE GEORGE COUNTY PUBLIC SCHOOLS  
**G. TRANSFERABILITY**

Division Number:

074

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 [http://www.doe.virginia.gov/federal\\_programs/essa/forms/ea\\_funds\\_transfer\\_request.docx](http://www.doe.virginia.gov/federal_programs/essa/forms/ea_funds_transfer_request.docx).

Amount Transferred to Program OBJECT	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 Transferability	Title V, Part B Transferability
	Title II, Part A, Transferability	Title IV, Part A, Transferability	Title II, Part A, Transferability	Title IV, Part A, Transferability	Title II, Part A, Transferability	Title IV, Part A, Transferability	Title II, Part A, Transferability	Title IV, Part A, Transferability	Title II, Part A, Transferability	Title IV, Part A, Transferability		
1000 - Personal Services											0.00	
Administration												
Teachers												
Paraprofessionals												
Priority Schools, if applicable												
Focus Schools, if applicable												
Private School Set-Aside												
Parental Involvement												
Professional Development												
Value of professional development personnel-related services or stipends on behalf of private schools												
Other												
Total Personal Services												
2000 - Employee Benefits											0.00	
Fixed Charges (Administrative and Instruction)											0.00	
Fixed Charges (Priority Schools, if applicable)												
Fixed Charges (Focus Schools, if applicable)												
Private School Set-Aside												
Fixed Charges (Parental Involvement)											0.00	





<b>8000 - Capital Outlay</b>																				
Equipment for Instruction																				0.00
Buildings																				
Remodeling																				
Professional Development																				0.00
Parental Involvement																				
All Other Equipment																				0.00
<b>TOTAL BUDGET</b>																				<b>0.00</b>
Does Budget Match Amount Transferred to Program?																				Yes

**H. 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.

No barriers exist to the implementation of this grant. Prince George County Public Schools provides an array of services to an academically, culturally, and socio-economically diverse population of children and families that include LEP, low socio-economic status, and students with disabilities. The Prince George County School Board is strongly committed to equal access and treatment for all students, families, employees, and the general public. Prince George County School Board's policy of nondiscrimination guides and governs decision making at all levels. The Prince George County School Board does not discriminate on the basis of race, color, national origin, age, religion, political affiliation, handicapping conditions, or sex in its educational programs or employment.

In addition, The Bullying Prevention Planning Team will develop activities that will include any special access needs indicated by the student population or other identified areas within the school or community brought to the team by its diverse representation.

Any materials that are distributed will be culturally relevant and information materials will be produced in a way that can be understood and accessible to all potential participants, regardless of their unique challenges or backgrounds.



**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) \_\_\_\_\_

3. What is the public school division's projected K-12 enrollment for the 2017-2018 school year? \_\_\_\_\_

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

a. Proposed Budget	\$ 18,509.09
b. Amount of funds allocated for administration	\$ 0.00
c. Amount to use for set-aside calculations	\$ 18,509.09

5. 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 2017-2018 award year, as a result of consultation.
- In Column C, enter the K-12 enrollment of private schools participating in services for the 2017-2018 award year.
- Column D will automatically calculate the value of services for the 2017-2018 award year.
- In Column E, indicate the method of notification for each private school.

6. For the 2017-2018 award year, enter the estimated private school-set aside below (Cell J87) on the Budget Tab 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.

A	B	C	D	E
Private Schools	Participation Status for 2017-2018 award year? (Yes/No)	K-12 Enrollment	Estimated Value of Services from 2017-2018 allocation, per school (calculated field)	Method of Notification (for non-participating schools only)
			\$0.00	\$18,509.09
			0.00	
			0.00	
			0.00	
			0.00	
			0.00	

***Elementary and Secondary  
Education Act of 1965 (ESEA),  
as Amended by the  
Every Student Succeeds Act of 2015 (ESSA)  
P. L. 114-95***

**Title IV, Part A  
Student Support and Academic  
Enrichments Grants**

**Individual Application  
Guidelines ♦ Instructions ♦ Assurances**

**Application Submission Date:  
November 1, 2017**

**ESEA Grant Award Period:  
July 1, 2017 – September 30, 2018**

**Virginia Department of Education  
Division of Instruction  
Office of Program Administration and Accountability  
P. O. Box 2120  
Richmond, VA 23218-2120**

## Application Guidelines

### Purpose of Program and General Use of Funds

The purpose of this grant is to improve students' academic achievement by increasing the capacity of States, local educational agencies, schools, and local communities to:

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

### Application Submission and Approval Deadline

- The individual application submission date is by Wednesday, November 1, 2017; the application may be submitted prior to the due date.
- The division should make every effort to submit program applications by the due date.
- Failure to adhere to the submission deadline indicates that the division may not have a process in place to ensure that it implements only approved programs and services and that funds are allocated only on approved activities.

### Submissions to the Department of Education

- Applications will be submitted using the web-based Online Management of Education Grant Awards (OMEGA) system. See instructions for the electronic application completion and submission process on page 3.
- The application cover page signed by the division superintendent and the local school board chairperson should be retained and filed at the division level, and should not be submitted to the Virginia Department of Education. **The application cover page must include the local officials' names and the signature dates to indicate compliance with application assurances.** Additional information on assurances is included in the "General Assurances and Program Specific Assurances" section on pages 9-11.

### Revisions and Amendments to Applications

- Revisions are changes that are necessary to the program application or budget *before* approval can be granted. Revisions to the application are made after the original submission only if the application is denied.
- Amendments are changes that are made to the program application or budget *after* the approval of the application. If the amendment involves only programmatic changes, a budget transfer request is not required. If the amendment involves programmatic and budget changes, a budget transfer must also be submitted.
- The division should make every effort to submit revisions and amendments in a timely manner.
- 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 are not accepted without an approved amended application reflecting budget changes.
- Revisions and amendments should be identified on the first page of the application in the upper-right-hand corner. Indicate whether a revision or an amendment is being submitted and include the date. Next, select the "Explain" link. A section will be displayed where details about the changes to the application should be provided. Please be specific. Provide the number and date of the revision or amendment.
- All changes, whether submitted in a revision or amendment, should be made to the original or most recently approved version of the application. The file should then be resubmitted using OMEGA in a similar manner as was used for the original submission of the application file.



Additional information on revisions or amendments submission is available in the OMEGA modules located at: [http://www.doe.virginia.gov/federal\\_programs/esea/applications/index.shtml](http://www.doe.virginia.gov/federal_programs/esea/applications/index.shtml).

#### **Release of Federal Funds and Grant Award Period**

- At the conclusion of the approval process, Title IV, Part A, funds are available to school divisions on a reimbursement basis. The grant award period is July 1, 2017, through September 30, 2018. Under the Tydings Amendment, school divisions have until September 30, 2019, to encumber 2017-2018 funds.
- Final reimbursements must be submitted to the Department by November 15, 2019. Reimbursements are submitted using the OMEGA system.

#### **General Assurances and Program Specific Assurances**

- Assurances represent policies, procedures, and activities that must be developed by the school division to carry out the provisions of the law. The “General Assurances and Program Specific Assurances” are located in Appendix A of this document and must be retained at the division level.
- **The superintendent’s/designee’s and board chairperson’s signatures on the application cover page certify that the local educational agency will implement the general and program specific assurances. The signed original of the application cover page must be retained at the division level.**

#### **Instructions for Electronic Completion and Submission of Application**

- The application has been created as a Microsoft Excel form. Users will be allowed to enter information only in areas of the application in which they see a white cell. (Blue cells have been added to the budget summary page to facilitate budgeting for private school services and calculations. These cells have also been enabled to allow users to enter figures.) The “Tab” key should be used to move from cell to cell. Do not use the “Enter” key to advance to the next cell.
- The completed application must be saved as an Excel document with the following name: “XXXTitleIVPtA17-18.xls” (the “XXX” should be replaced by the three-digit LEA/Payee Code for your particular division). For example, Accomack County’s Title IV, Part A, application should be saved as “001TitleIV PtA17-18.xls” in the electronic files on your computer. The file name cannot exceed 50 characters.
- The completed application should be uploaded to the OMEGA system by selecting the appropriate options to indicate the type of application (individual or consolidated) and then the appropriate federal program(s) in the application(s). Print copies will not be accepted.
- OMEGA can be accessed through the Virginia Department of Education’s (VDOE’s) Single Sign-on for Web System (SSWS) located at <https://p1pe.doe.virginia.gov/ssws/login.page.do>
- A log-in ID and password are necessary to access the system.
- Additional information and guidance regarding the submission of the application using OMEGA can be found in the [technical assistance document](#) and in the OMEGA modules at: [http://www.doe.virginia.gov/federal\\_programs/esea/applications/index.shtml](http://www.doe.virginia.gov/federal_programs/esea/applications/index.shtml). If additional technical support is needed, please e-mail [OMEGA.Support@doe.virginia.gov](mailto:OMEGA.Support@doe.virginia.gov) or call (804) 371-0993.
- All other correspondence should be directed to Dawn Dill, Title IV Specialist, at [Dawn.Dill@doe.virginia.gov](mailto:Dawn.Dill@doe.virginia.gov) or at (804) 786-9935; or Diane Jay, Associate Director, at [Diane.Jay@doe.virginia.gov](mailto:Diane.Jay@doe.virginia.gov) or (804) 225-2905.



## **Instructions for Completing the Application**

### **A. Cover Page (Narrative Tab Pages 1-2)**

1. Complete the school division information section. Select the drop down box that appears in the "Applicant" (Legal Name of Agency) cell and locate your school division name. Select your school division name. This feature will automatically insert your school division name and number throughout the application.
2. The designated division representative will complete the Local Educational Agency Certification by securing all appropriate signatures and by indicating the date of the school board meeting.
3. The local school board must review and approve the application prior to submission to the Department of Education.
4. After completing step 1 above, in the far right column labeled "2017-2018 Allocation Total," enter your school division's allocation for Title IV, Part A, to be included in the 2017-2018 Individual Application.

### **B. Program Overview (Narrative Tab Pages 3-7)**

In narrative format:

1. For local education agencies receiving allocations of \$30,000 or more provide a description of the needs assessment that was conducted to support the proposed activities to be served in order to examine needs for improvement 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.
2. Describe, if applicable, how funds will be used for activities related to supporting well-rounded education.
3. Describe, if applicable, how funds will be used for activities related to supporting safe and healthy students.
4. Describe, if applicable, how funds will be used for activities related to supporting the effective use of technology.
5. Describe how the local education 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.

### **C. Coordination Of Services (Narrative Tab Page 8)**

Describe the partnership within your division between this program and other local, state or federal programs, or colleges and universities in the delivery of services to the targeted paraprofessionals, teachers or administrators that will support 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.

**D. Measurable Objectives (Narrative Tab Pages 9-11)**

1. In the tables on pages 9-11, state up to six measurable objectives that will guide the development of the program to be funded with the requested federal funds.
2. Describe the evidence-based 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. A definition and examples of measurable objectives are listed below.

**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
4. Time period for performance or assessment.

**Examples:**

1. By June 2018, 100 percent teachers at designated high-needs schools will participate in bullying prevention training, as evidenced by sign-in sheets.
2. By June 2018, all parents and guardians will be provided with information about child sexual abuse awareness and prevention, as evidenced by materials distributed calendar.

**E. Budget Summary (Budget Tab Page 12)**

1. In Columns A, B, and C, provide the summary budget for Title IV, Part A, by object codes. The private school set-aside for 2017-2018 should be entered after the overall estimated budget has been entered and the equitable service amount has been calculated on the private school set-aside page.
2. If the allocation is \$30,000 or greater, funds must be allocated as follows:
  - At least 20 percent of funds for activities to support well-rounded educational opportunities (ESEA section 4107);
  - At least 20 percent of funds for activities to support safe and healthy students (ESEA section 4108); and
  - A portion of funds for activities to support the effective use of technology (ESEA section 4109); no more than 15 percent of funds for activities to support the effective use of technology may be used for purchasing technology infrastructure, which includes devices, equipment, software applications, platforms, digital instructional resources and/or other one-time IT purchases.

**F. Detail Budget Breakdown (Budget Tab Pages 13-18)**

1. All items included in the budget must contribute to the measurable objectives stated in the application.
2. The applicable detail budget breakdown sheets must be completed. NOTE: For the equitable services set-aside calculation on the private school tab, administrative costs in object codes 1000,

2000, and 6000, and indirect costs in object code 5000, are not included in the amount used for the equitable services calculation.

3. The "Expenditure Accounts Description" (page 19) provides definitions for the object codes. Please review carefully before completing this section.

#### **G. Transferability Tab (Page 20)**

This section must be completed by divisions transferring funds under the ESSA transferability provision.

Under ESSA, divisions may transfer funds 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. There is no limit to the amount of funding that can be transferred from Title II, Part A, or Title IV, Part A. Please note that prior approval is required to transfer funds. The transfer request form is provided at [http://www.doe.virginia.gov/federal\\_programs/esea/forms/lea\\_funds\\_transfer\\_request.docx](http://www.doe.virginia.gov/federal_programs/esea/forms/lea_funds_transfer_request.docx).

Excluding Title I, Part D, and Title V, Part B, each program covered by the transferability is subject to the equitable services requirements under Title I or VIII, which may not be waived. Before a division may transfer funds from a program subject to equitable services requirements, it must engage in timely and meaningful consultation with appropriate private school officials. With respect to the transferred funds, the division must provide private school students and teachers equitable services under the program(s) to which, and from which, the funds are transferred, based on the total amount of funds available to each program after the transfer.

To complete the transferability tab, enter the amount being transferred into the applicable program on line 13. Enter the amount budgeted in each object code on lines 16 through 81. A red "Yes" will appear on line 84, "Does Budget Match Amount Transferred to Program?" if entered correctly. Provide an explanation of the uses of transferability funds in the program narrative.

#### **H. General Education Provisions Act (GEPA) Section 427 (GEPA Tab Page 21)**

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.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the federal funds awarded to it eliminate barriers it identifies.

In the space provided, describe the steps the division will take to ensure equitable access to, and participation in, grant-funded program 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. You may consider the following examples in your description:

- Ensuring that events are held in accessible facilities; ensuring that materials are appropriate and accessible to all participants
- Translating documents into other languages as needed
- Conducting outreach or other activities to address gender or race inequities in mathematics, science, or other programs
- Efforts to involve diverse stakeholders in program planning and implementation

**I. Private School Participation Worksheet (Private School Tab Page 21)**

- All divisions must complete this section, indicating all eligible private schools located within the geographic boundaries of the school division. Eligible private schools must be contacted annually and provided with the opportunity to engage in meaningful consultation regarding Title IV, Part A, equitable services.
- Step 1: Check either “Yes” or “No” to indicate whether there are any private schools located within the boundaries of the school division. If the answer is “No” then it is not necessary to complete the remainder of the page.
- Step 2: Indicate the methods used to notify the private schools of the availability of services.
- Step 3: Enter the school division’s K-12 enrollment.
- Step 4: The amount of the set-aside for private school services will be calculated automatically by subtracting administrative expenses from the overall Title IV, Part A, budget.
- Step 5:
  - In Column A, list all eligible private schools in the geographic boundaries of the school division.
  - In column B, select either “Yes” or “No” to indicate the participation status of the listed private school(s) for the 2017-2018 award year, as a result of consultation.
  - In column C, enter the K-12 enrollment of private schools participating in services for the 2017-2018 award year.
  - Column D will automatically calculate the value of services for the 2017-2018 award year.
  - In Column E, indicate the method of notification for each private school.
- Once the funding source and the enrollment figures for the public and private schools have been entered, the Estimated Value of Services will be calculated automatically.
- Step 6: Enter the total Estimated Value of Services Amount on the Budget tab as “Private School Set-Aside” in the appropriate object codes.
- Step 7: On the Detail Budget Breakdown pages, list as “Private School Set-Aside” under the appropriate object codes.
- Public school division personnel should coordinate with private schools to determine the manner in which equitable services will be provided.

**Local Uses of Funds**

<b>Overview of Examples of Allowable Uses of Funds – from USED Non-Regulatory Guidance:</b> <a href="https://www2.ed.gov/policy/elsec/leg/essa/essassaegrantguid10212016.pdf">https://www2.ed.gov/policy/elsec/leg/essa/essassaegrantguid10212016.pdf</a>		
<b>Well-Rounded Educational Opportunities</b> <i>(ESEA section 4107)</i>	<b>Safe and Healthy Students</b> <i>(ESEA section 4108)</i>	<b>Effective Use of Technology</b> <i>(ESEA section 4109)</i>
<ul style="list-style-type: none"> <li>• Improving access to foreign language instruction, arts, and music education</li> <li>• Supporting college and career counseling, including providing information on opportunities for financial aid through the early FAFSA</li> <li>• Providing programming to improve instruction and student engagement in science, technology, engineering and mathematics (STEM), including computer science, and increasing access to these subjects for underrepresented groups</li> <li>• Promoting access to accelerated learning opportunities including Advanced Placement (AP) and International Baccalaureate (IB) programs, dual or concurrents enrollment programs and early college high schools</li> <li>• Strengthening instruction in American history, civics, economics, geography, government education, and environmental education</li> </ul>	<ul style="list-style-type: none"> <li>• Promoting community and parent involvement in schools</li> <li>• Providing school-based mental health services and counseling</li> <li>• Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline</li> <li>• Establishing or improving dropout prevention</li> <li>• Supporting re-entry programs and transition services for justice-involved youth</li> <li>• Implementing programs that support a healthy, active lifestyle (nutritional and physical education)</li> <li>• Implementing systems and practices to prevent bullying and harassment</li> <li>• Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse</li> <li>• Establishing community partnerships</li> </ul>	<ul style="list-style-type: none"> <li>• Supporting high-quality professional development for educators, school leaders, and administrators to personalize learning and improve academic achievement</li> <li>• Building technological capacity and infrastructure</li> <li>• Carrying out innovative blended learning projects</li> <li>• Providing students in rural, remote, and underserved areas with the resources to benefit from high-quality digital learning opportunities</li> <li>• Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology</li> </ul>
<p><b>*Note:</b> This table provides examples of allowable activities and is not an exhaustive list. Please consult the statute for more information. The text of the <i>ESEA</i>, as amended by <i>ESSA</i>, is available at:  <a href="http://legcounsel.house.gov/Comps/Elementary%20And%20Secondary%20Education%20Act%20Of%201965.pdf">http://legcounsel.house.gov/Comps/Elementary%20And%20Secondary%20Education%20Act%20Of%201965.pdf</a>.</p>		

# ASSURANCES

The assurances should be kept on file in the division.

### 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 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 regarding school prayer as specified in P.L. 114-95, Title XIII, Section 8524;
    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 P. L. 114-95, Title XIII, Section 8525;
  15. 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 XIII—Other Provisions;
  16. 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. That it will collect and disseminate information collected under Section 1111 in a manner that protects the privacy of individuals;
- V. The division shall comply with Section 22.1-277.07, of the *Code of Virginia* that requires the expulsion for one year of any student determined to have brought a firearm to school. A description of each incident, the name of the school concerned, the number of students expelled from each school, and the type of firearm used in each instance of expulsion will be reported to the Virginia Department of Education in compliance with provisions under Section 8561 (Gun-Free Schools Act). This agency has a policy that requires referral to the criminal justice or the juvenile delinquency system of any student who brings a firearm or weapon to school; and
- VI. It will participate, if selected, in the state National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under Section 303 of the National Assessment of Educational Progress Act.



## PROGRAM SPECIFIC ASSURANCES

### TITLE IV, PART A, STUDENT SUPPORT AND ACADEMIC ENRICHMENTS GRANTS

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

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

Agenda # \_\_\_\_\_

Date: November 20, 2017

Presenter: Peter Fisher

Approved:  \_\_\_\_\_  
Disapproved: \_\_\_\_\_  
Tabled: \_\_\_\_\_

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TOPIC: Title IV, Part A, Student Support and Academic Enrichment Grant

**RATIONALE:**

To reduce bullying, it is necessary to change the climate of a school and address social norms with regard to bullying. Adults and students must be able to notice and respond to bullying in a normative manner. A whole-school, systems change program involving everyone in the school environment is needed; the Olweus Bullying Prevention Program provides such a program.

The Olweus Bullying Prevention Program (OBPP) is the most researched and best-known bullying prevention program available today. With over thirty-five years of research and successful implementation all over the world, OBPP has proven to prevent or reduce bullying throughout the school setting. The goals of the program are:

- To reduce existing bullying problems among students
- To prevent the development of new bullying problems
- To achieve better peer relations at school

The Title IV, Part A grant will enable us to implement the Olweus Bullying Prevention Program in our secondary schools. The grant funds will provide access to training, materials and fees associated with implementation of OBPP.

RECOMMENDATION: Approve

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## **OBPP Grant Board Presentation**

***(11/20/17 School Board Meeting)***

Bullying's impact on a school is widespread; it effects the one being bullied, those who witness the bullying, and those who are doing the bullying. To reduce bullying, it is necessary to change the climate of a school and the social norms with regard to bullying. Adults and students must be able to notice and respond to bullying in a normative manner. A whole-school, systems change program involving everyone in the school environment is needed; the Olweus Bullying Prevention Program provides such an approach.

The Olweus Bullying Prevention Program (OBPP) is the most researched and best-known bullying prevention program available today. Backed by more than thirty-five years of research and successful implementation in many different countries, OBPP has been proven to prevent or reduce bullying throughout a school setting.

In Virginia, a statewide initiative that began in 2006 enabled a wide-scale implementation of the Olweus Bullying Prevention Program in 94 schools. More than 94,400 students participated in this collaborative project managed by the Virginia Department of Health and Virginia Commonwealth University.

- 75% of schools reported decreases in the frequency of children bullying others.
- 81% of schools reported increases in teachers actively trying to counteract bullying in the classroom.

We are confident that OBPP can provide the same results here in Prince George Schools. The Title IV, Part A, Student Support and Academic Enrichment Grant will enable us to implement OBPP at Moore, Clements, and the High School. The Secondary Principals are in support of this initiative and we ask that you support it as well.

Thank you.

Board of Supervisors  
County of Prince George, Virginia

Resolution

At a regular meeting of the Board of Supervisors of the County of Prince George held in the Boardroom, Third Floor, County Administration Building, 6602 Courts Drive, Prince George, Virginia this 13<sup>th</sup> day of March, 2018:

Present:

Vote:

Alan R. Carmichael, Chairman  
Donald R. Hunter, Vice-Chairman  
Floyd M. Brown, Jr.  
Marlene J. Waymack  
T. J. Webb

C-5

On motion of \_\_\_\_\_, seconded by \_\_\_\_\_, which carried unanimously, the following Resolution was adopted:

RESOLUTION; APPROPRIATION SCHOOL TITLE IV BULLYING  
GRANT FUNDS \$18,509.09

BE IT RESOLVED That the Board of Supervisors of the County of Prince George this 13<sup>th</sup> day of March, 2018, does hereby authorize and appropriate the following increase of funds within the 2017-2018 Budget, such line items increased as follows, which monies shall be expended for purposes authorized and approved by the Board of Supervisors of the County of Prince George:

FUND/ORGANIZATION

AMOUNT

**School**

**Expenditures:**

0510-NEW EXP CODE(S) Title IV Grant Exp \$18,509.09

**Revenues:**

0510-NEW REVENUE CODE Federal Title IV Grant \$18,509.09

A Copy Teste:

\_\_\_\_\_  
Percy C. Ashcraft  
County Administrator