



BOARD OF SUPERVISORS AGENDA ITEM REPORT
AWARDS / CONTRACTS / GRANTS

Award Contract Grant

Requested Board Meeting Date: August 2, 2022

* = Mandatory, information must be provided

or Procurement Director Award:

***Contractor/Vendor Name/Grantor (DBA):**

Arizona Department of Education

***Project Title/Description:**

Elementary and Secondary Education – Title II

***Purpose:**

Funds from this grant will be used to assist Pima Vocational High School (PVHS) in completing the steps and professional development outlined in the Integrated Action Plan (IAP). Title II pays for the funding of the aforementioned professional development delineated in the PVHS Integrated Action Plan. Along with professional learning support in implementation of Multi-Tiered System of Supports (MTSS) alignment with the IAP.

The Indirect Cost Rate is: 5.16% and the Indirect Cost Amount is \$129.00.

Attachment: Approved Request for Waiver of Indirect Costs

***Procurement Method:**

Not applicable.

***Program Goals/Predicted Outcomes:**

To provide training for PVHS staff to determine the most effective schoolwide best practices and assist students in overcoming their barriers to success.

***Public Benefit:**

Title II gives PVHS staff the tools necessary to support PVHS students and assist them in reaching their goal of obtaining a high school diploma.

***Metrics Available to Measure Performance:**

Employee evaluations completed by the PVHS program coordinator, employee time and duty sheets submitted bi-weekly, standardized and benchmark test scores, and end of session class completion data. Data exported and notes entered into Multi-Tiered System of Supports (MTSS) data system, Panorama, documenting services and interventions for PVHS students.

***Retroactive:**

Yes. Turnaround time for this grant was fast and due by 5/15/22, guidance documents and Arizona Department of Education director approval were not received until June 10, 2022. The box marked "no" does not refer to the award status.

GME ok
AF 7/15/22

THE APPLICABLE SECTION(S) BELOW MUST BE COMPLETED

Click or tap the boxes to enter text. If not applicable, indicate "N/A". Make sure to complete mandatory (*) fields

Contract / Award Information

Document Type: Department Code: Contract Number (i.e., 15-123):
Commencement Date: Termination Date: Prior Contract Number (Synergen/CMS):
Expense Amount \$ Revenue Amount: \$

*Funding Source(s) required:
Funding from General Fund? Yes No If Yes \$ %
Contract is fully or partially funded with Federal Funds? Yes No
If Yes, is the Contract to a vendor or subrecipient?
Were insurance or indemnity clauses modified? Yes No
If Yes, attach Risk's approval.
Vendor is using a Social Security Number? Yes No
If Yes, attach the required form per Administrative Procedure 22-10.

Amendment / Revised Award Information

Document Type: Department Code: Contract Number (i.e., 15-123):
Amendment No.: AMS Version No.:
Commencement Date: New Termination Date:
Prior Contract No. (Synergen/CMS):
Expense Revenue Increase Decrease
Amount This Amendment: \$
Is there revenue included? Yes No If Yes \$
*Funding Source(s) required:
Funding from General Fund? Yes No If Yes \$ %

Grant/Amendment Information (for grants acceptance and awards)

Award Amendment

Document Type: GTAW Department Code: CR Grant Number (i.e., 15-123): 22*144
Commencement Date: 07/01/2022 Termination Date: 09/30/2023 Amendment Number:
Match Amount: \$ Revenue Amount: \$ 2,629.00

*All Funding Source(s) required: United States Department of Education
*Match funding from General Fund? Yes No If Yes \$ %
*Match funding from other sources? Yes No If Yes \$ %
*Funding Source:

*If Federal funds are received, is funding coming directly from the Federal government or passed through other organization(s)?
Arizona Department of Education

Contact: Kayla Walker
Department: Community & Workforce Development Telephone: 724-9402
Department Director Signature: Date: 6/30/2022
Deputy County Administrator Signature: Date: 8 July 2022
County Administrator Signature: Date: 7/8/2022

**Pima County (108601000) Charter District - FY 2023 - Medium Risk - ESEA Consolidated - Rev 0 - Title II
Improving Teacher Quality**

1. The district/organization has submitted OR will be submitting the annual General Statement of Assurance

* Yes

2. The district/organization understands that if ADE is not updated with the organization's SAM.gov information, including CCR expiration, that funding for the organization can be placed on hold.

* Yes

* 3. Please provide a short description of your project in one to two paragraphs:

All staff will participate in training through the Edmentum PLATO covering professional learning on integration of curriculum on goal setting and data driven instruction as outlined in the SIAP

Budget

**Pima County (108601000) Charter District - FY 2023 - Medium Risk - ESEA Consolidated - Rev 0 - Title II
Improving Teacher Quality**

By checking this box the LEA is waiving allocation for this grant and acknowledges that choosing to waive this grant will result in the reallocation of these funds.

Indirect Cost

Total Allocation	\$2,629.00
Budgeted Amount (Contributing to Indirect Cost)	\$2,500.00
Excludable Costs	\$0.00
Indirect Cost Rate	5.16%
Max Indirect Cost based on Budgeted Amount	\$129.00
Max Indirect Cost based on Total Allocation	\$129.00

Budget By Function Codes

Object Code	Total
6100 - Salaries	\$0.00
6200 - Employee Benefits	\$0.00
6300 - Purchased Professional Services	\$2,500.00
6400 - Services	\$0.00
6500 - Other Purchased Services	\$0.00
6600 - Supplies	\$0.00

6731 - Supplies (Under \$5,000)	\$0.00
6732 - Supplies (Under \$5,000)	\$0.00
6734 - Supplies (Under \$5,000)	\$0.00
6735 - Supplies (Under \$5,000)	\$0.00
6737 - Supplies (Under \$5,000)	\$0.00
6738 - Supplies (Under \$5,000)	\$0.00
6733 - Capital (\$5,000 or Above)	\$0.00
6736 - Capital (\$5,000 or Above)	\$0.00
6739 - Capital (\$5,000 or Above)	\$0.00
6800 - Other Expenses	\$0.00
6910 - Indirect Cost Recovery	\$129.00
0190 - Capital Outlay	\$0.00
Total	\$2,629.00
Adjusted Allocation	\$2,629.00
Remaining	\$0.00

Budget Detail

Pima County (108601000) Charter District - FY 2023 - Medium Risk - ESEA Consolidated - Rev 0 - Title II Improving Teacher Quality

Indirect Cost

Total Allocation	\$2,629.00
Budgeted Amount (Contributing to Indirect Cost)	\$2,500.00
Excludable Costs	\$0.00
Indirect Cost Rate	5.16%
Max Indirect Cost based on Budgeted Amount	\$129.00
Max Indirect Cost based on Total Allocation	\$129.00

6300 - Purchased Professional Services - \$2,500.00 ▼

Object Code	Function Code	Project Time (FTE)	Quantity	Salary, Rental, or Unit Cost	Line Item Total
6300 - Purchased Professional Services	2100,2200,2600,2700 - Support Services (Students, Instr., Operation, Transport.) ▼		1.00	\$2,500.00	\$2,500.00

Narrative Description

Professional learning as outlined in the IAP Principle 4 to implement Edmentum PLATO Courseware training as follows-

Professional development includes 3 total sessions with an onsite option. Sessions are customized based on identified staff needs and includes -
 Implementation planning, outcome identification and goal setting
 Program orientation for new staff and those who would benefit from a refresher
 Best practices for using digital resources
 Effectively using data to improve student achievement

Total for 6300 - Purchased Professional Services

\$2,500.00

Total for all other Object Codes

\$129.00

Total for all Object Codes

\$2,629.00

Adjusted Allocation

\$2,629.00

Remaining

\$0.00

Budget Detail

Pima County (108601000) Charter District - FY 2023 - Medium Risk - ESEA Consolidated - Rev 0 - Title II
Improving Teacher Quality

Indirect Cost

Total Allocation	\$2,629.00
Budgeted Amount (Contributing to Indirect Cost)	\$2,500.00
Excludable Costs	\$0.00
Indirect Cost Rate	5.16%
Max Indirect Cost based on Budgeted Amount	\$129.00
Max Indirect Cost based on Total Allocation	\$129.00

6910 - Indirect Cost Recovery - \$129.00 ▼

Object Code	Function Code	Project Time (FTE)	Quantity	Salary, Rental, or Unit Cost	Line Item Total
6910 - Indirect Cost Recovery	0000 - Other ▼		1.00	\$129.00	\$129.00

Narrative Description

Indirect costs on allowable direct costs - \$129.00

Total for 6910 - Indirect Cost Recovery	\$129.00
Total for all other Object Codes	\$2,500.00
Total for all Object Codes	\$2,629.00
Adjusted Allocation	\$2,629.00
Remaining	\$0.00

Budget Overview

**Pima County (108601000) Charter District - FY 2023 - Medium Risk - ESEA Consolidated - Rev 0 - Title II
Improving Teacher Quality**

Function Code	2100,2200,2600,2700 - Support Services (Students, Instr., Operation, Transport.)	0000 - Other	Total
Object Code			
6300 - Purchased Professional Services	2,500.00		2,500.00
6910 - Indirect Cost Recovery		129.00	129.00
Total	2,500.00	129.00	2,629.00
		Adjusted Allocation	2,629.00
		Remaining	0.00

Program Narrative Questions

Pima County (108601000) Charter District - FY 2023 - Medium Risk - ESEA Consolidated - Rev 0 - Title II Improving Teacher Quality

* 1. Describe the activities to be carried out by the LEA and how these activities will be aligned with challenging State academic standards.

Our student population is made up of 16-21 year olds returning to school in order to complete the requirements for a high school diploma. On average, our students have attended 3-5 other high schools and enter our school with skill sets of 6-7 grade reading and 4-5 grade math. All students are given diagnostic tests during our 2-day orientation. We then have a base line to begin an academic program. Students are assigned a prescriptive path designed specifically at their level. Students then work with their advisor to determine a goal to achieve within our 6- week class sessions. Advisors monitor each advisee's program and meets individually with their students 2 times within the 6 weeks. The Prescriptive program can be monitored/adjusted according to the academic growth achieved. Our 15-1 student/teacher ratio allows for constant differentiated instruction in order to assist students in filling in the "gaps" of knowledge in order to increase their base level which then increases their academic achievement. Tutors are available every day to work with students that require one-to-one support. Although our students come to us with low skill sets, our evidence shows an average increase of 2-3 years within a full academic year.

* 2. Describe the LEA's system of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

We have a very structured professional development program stemming from the prior year's data results and analysis. Specifically, the data is collected and analyzed twice a year by the entire staff. At the end of the school year, a determination is made, based on the data analysis, as to where we need to see growth. All teachers, staff, and administrators are responsible for setting the school-wide goals, which are then implemented the following year. We conduct monthly, three-hour staff developments and training to ensure that goals are being implemented and that growth is evident. Curriculum maps are being updated, and lesson plans are checked on a weekly basis for goal implementation in the classroom. Feedback and directives are given for lesson plans that need to implement any goals that have been set for student academic achievement. Student-focused classroom observations are conducted both formally and informally to ensure that differentiated instruction is truly being implemented in every class so that all students have an equal opportunity to learn the subject material. All staff, including teachers, are on an improvement plan based on classroom observations, peer coaching feedback, and demonstrated leadership throughout the year. Based on the performance evaluation of teachers, administration works with them individually on their improvement

plans, which become another portion of our year-long staff development. We utilize our master teachers to work with developing teachers in the areas of engaging learning strategies in the classroom, as well as student interventions both inside and outside the classroom. Teachers are asked to lead various parts of the staff development throughout the year in an effort to create a community of teachers and staff whose goals are the same and are in the best interests of our students. In addition to the monthly staff developments that we provide all staff, new teachers are given year-long training on our school's best practices that include strategies that work in the classroom to help our population of students achieve academically

3. If applicable, describe how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities (school improvement) under section 1111(d) and have the highest percentage of children counted under section 1124(c).

The LEA will be using all Title II funds to support the school site implementing school improvement activities. The funds will be used to support continuing professional learning support on implementation of MTSS in alignment with the LIAP and SIAP

4. In regard to the LEA Integrated Action Plan (IAP), describe how the LEA will use data and ongoing consultation described below to continually update and improve activities.

CONSULTATION - In developing the application, a local educational agency shall -

(A) meaningfully consult with teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of this title;

(B) seek advice from the individuals and organizations described in subparagraph (A) regarding how best to improve the local educational agency's activities to meet the purpose of this title; and

(C) coordinate the local educational agency's activities under this part with other related strategies, programs, and activities being conducted in the community."

*

Our team consists of all staff working together to gather academic data . Twice a year, our week- long staff development focuses on the gathered raw data to analyze and answer the following questions: 1) what does the data tell us? 2) what can we celebrate? 3) what do we need to improve and how will that be achieved? Throughout the year, our staff meets weekly to review academic and attendance progress of students in order to determine the most

effective of our best practices to implement. We know that if our students are present, we can and do work with them to bridge the achievement gap. In order to help our students who in the past have displayed extremely poor attendance at school, we provide Youth Specialists (case manager's) who work individually with students to assist them to overcome barriers to success.

Our current low income data is 85% below the poverty level. As a part of Pima County, we collaborate with all agencies that offer assistance to older youth and their families. Administration meets regularly with an educational consultant who has an expertise in working with at-risk students in an academic environment. We are constantly striving to support/encourage our students to be successful in areas where they previously struggled to progress.

Eligible Private School Service

Pima County (108601000) Charter District - FY 2023 - Medium Risk - ESEA Consolidated - Rev 0 - Title II Improving Teacher Quality

N/A - Please select if LEA is a Charter District

PPA Calculation

Title II LEA Original Allocation		\$ 2,629.00
Title II Private Schools Administrative Costs to Provide Private School Services <i>This Includes the cost to administer Title II funds to private school. Examples: percentage of salaries of Federal Projects Director and/or Professional Learning Director administrative costs to provide services.</i>	*	\$
Title II LEA Private Schools Administrative Indirect Cost to Provide Private School Services <i>Portion of funds for equitable Indirect Costs. if applicable</i>	*	\$
Title II Adjusted LEA Total Allocation <i>This is the amount of Title II funds remaining for the LEA to use.</i>		\$ 2629
Number of Total Students in LEA <i>Enter the total amount of all students enrolled within the LEA. This includes both Title I and Non-Title I students.</i>		50
Total Number of Students in Participating Private Schools <i>After consulting with the private schools, enter the number of ALL students enrolled in the participating private school(s).</i>	*	
Sum of Total Number of Both LEA and Private School Students		

Title II Adjusted Per Pupil Amount (PPA)

This is the sum of both LEA and private school students divided into the adjusted LEA Total Allocation.

\$ _____

Determine Each Private School's Allocation

* Has the LEA provided consultation to participating private schools or at least tried to contact the private school a minimum of three times to establish consultation?

Yes

No

Non-Participating Private Schools

After contacting, or attempting to contact the private school, the LEA will enter every private school that is not participating and select a participation status, either "Not Participating" or "No Reply".

School	Participation Status
▼	▼

Participating Private Schools

After meeting with the private school, the LEA will list each participating private school below and enter their total number of private school students. The number of students for each private school is then multiplied by the total PPA to determine each private school's allocation.

School	Total Number of Students in Participating Private School	Approved Carryover	Private School Allocation
▼	_____	\$ _____	\$ _____

Total Private School Allocation:

\$

Recruitment Stipends

Pima County (108601000) Charter District - FY 2023 - Medium Risk - ESEA Consolidated - Rev 0 - Title II Improving Teacher Quality

Recruitment Stipends

Guidance on Recruitment Expenditures - (ESEA, Section 2103(b)(3)(B))

Local Education Agencies (LEAs) may utilize Title II-A funds to pay for recruitment expenses and offer recruitment stipends to teachers and principals. These educators may be new hires and/or district transfers. Teachers must be assigned to teach academic subjects in which there exists a documented shortage of Appropriately Certified teachers within a school or LEA. Teachers and principals may receive recruitment stipends in order for students to have equitable access to Appropriately Certified, experienced, and effective teachers and principals.

Recruitment

First Name	Last Name	School	Teacher/Principal	Grade Level	Content Area for Recruitment	Amount	Certification and Approved Areas <i>Charter schools are exempt.</i>	Reason for Stipend (Such as high need academic subject, low income school, under-represented minority teachers and teachers with disabilities, etc.)	Comments
			Please select... ▼			\$			

Total \$ 0

Guidelines:

If the LEA plans to pay recruitment stipends, there must be a corresponding Strategy with Action Step in the LEA Integrated Action Plan in GME - Planning Tool.

There must be a Local Governing Board approved policy for recruitment stipend procedures for both teachers and principals.

The policy and procedures may be, but are not required to be uploaded into the Title II-A Related Documents section within the Grants Management System as part of the ESEA Consolidated Application.

There may be an indication that the policy and procedures were approved, such as a date stamp or minutes of the meeting showing that it was approved.

The policies/procedures must define the eligibility criteria for receipt of a recruitment stipend and include the following:

Teachers and/or Principals must meet Appropriately Certified requirements.

Charter school teachers are exempt from this requirement with the exception of special education teachers.

Teachers and/or Principals must be either new hires or transferring within or between schools for the purpose of equitable access.*

Directions:

The recruitment section is to be completed within the Grants Management System.

The spreadsheet must include the following:

The list of the teachers and/or principals who will be receiving a recruitment stipend.

The school assignment of each teacher and/or principal receiving a recruitment stipend.

The academic subjects each teacher will be assigned to teach based on the recruitment stipend.

The amount of the recruitment stipend being provided to each person.

The appropriately certified requirements for each teacher and/or principal.

FYI:

Recruitment stipends may include relocation expenses for teachers and principals.

New employees to an LEA may only receive a recruitment stipend one-time. It is not to be used as a signing bonus for returning teachers or principals.

Teachers and principals who are transferred within the LEA for the purpose of equitable access may receive a recruitment stipend multiple times.

This teacher/principal must have demonstrated a record of success in academic achievement prior to the funding payment.

Recruitment stipends for in-house LEA recruitment referrals are an allowable expense.

Recruitment stipends fall under 6100 with corresponding benefits in 6200.

* ESEA 1112(b)(2) Equitable access means that “low-income students and minority students are not being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

Retention Stipends

Pima County (108601000) Charter District - FY 2023 - Medium Risk - ESEA Consolidated - Rev 0 - Title II Improving Teacher Quality

Retention Stipends

Guidance on Retention Expenditures - (ESEA, Section 2103(b)(3)(B))

Local Education Agencies may utilize Title II-A funds to offer stipends for the purpose of retaining effective teachers and principals. Teacher assignments should be completed in such a way as to improve equitable access.*

Teachers and principals who are identified for a retention stipend should have a record of success in helping low-achieving, economically disadvantaged, and/or minority students improve their academic achievement.

Differential Payment Stipends are classified as a type of Retention Stipend, and will need to adhere to the same guidelines as identified for Retention Stipends (outlined below).

Retention

--

First Name	Last Name	School	Teacher/Principal	Grade Level	Content Area for Retention	Amount	Certification and Approved Areas <i>Charter Schools are exempt</i>	Evidence of Student Success (List three measures of student success as evidence of meeting criteria set by Board approved policy.)	Comments
			Please select... ▼			\$			
Total						\$	0		

Guidelines:

Retention stipends should be tied to a larger network of support for teachers and principals that includes individualized professional development, mentoring and coaching, and must be included in the LEA Integrated Action Plan (IAP) in GME - Planning Tool.

There must be a Local Governing Board approved policy for retention stipend procedures for both teachers and principals.

The policy and procedures may be, but are not required to be uploaded into the Title II-A Related Documents section within the Grants Management System as part of the ESEA Consolidated Application prior to funding.

There may be an indication that the policy and procedures were approved, such as a date stamp or minutes of the meeting showing that it was approved.

The policies/procedures must define the eligibility criteria for receipt of a retention stipend and include the following:

Teachers and/or Principals must meet Arizona Appropriately Certified licensure requirements.

Charter school teachers are exempt from this requirement with the exception of special education teachers.

The policy must outline how the Local Education Agency will determine teacher and/or principal success in improving academic achievement.

Multiple measures are to be used to generate a teacher's or principal's record of success.

(These may include value-added or growth measures, Student Learning Objectives, curriculum-based tests, baseline/post assessments, oral presentations, performances, or artistic or other projects.)

Individuals working in substitute or paraprofessional positions are NOT eligible for a retention stipend payment utilizing Title II-A funding. Appropriately certified teachers do not include those holding Emergency Certificates or Substitute Certificates.

A Teacher or Principal's Effectiveness Classification may not be the sole measure for demonstrating the "record of success" in improving academic achievement, although the Student Academic Progress portion of the evaluation system, in addition to the some of the measures listed above, may be used.

Retention stipends will be paid after the first day of the next school year. The funding must be allocated and spent within the current fiscal year's ESEA Consolidated application.

For example: if the funding was allocated in FY21, then draw down for the funding must also be from FY21.

Principals must demonstrate a record of successful leadership that results in low achieving students improving the academic achievement, particularly students from economically disadvantaged families, students from racial/ethnic minority groups, and students with disabilities.

Determination of principal retention stipends must include school level data along with other multiple data sources for student growth.

Directions:

The retention section is to be completed within the Grants Management System.

The spreadsheet must include the following:

The list of the teachers and/or principals who will be receiving a retention stipend.

The school assignment of each teacher and/or principal receiving a retention stipend.

The academic subjects each teacher will be assigned to teach based on the retention stipend.

The amount of the retention stipend being provided to each person.

The appropriately certified requirements for each teacher and/or principal.

The multiple measures used to determine a "record of success" in student achievement.

FYI:

A finalized retention section will be submitted at Completion Report.

* ESEA 1112(b)(2) Equitable access means that "low-income students and minority students are not being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

Retention stipends fall under 6100 with corresponding benefits in 6200.

Assurances

**Pima County (108601000) Charter District - FY 2023 - Medium Risk - ESEA Consolidated - Rev 0 - Title II
Improving Teacher Quality**

Each LEA shall provide assurances that the LEA will:

1) Comply with Section 8501 (regarding participation by private school children and teachers).

* Yes

2) Coordinate professional development activities authorized under this part (Title II-A) with professional development activities provided through other Federal, State, and local programs.

* Yes

3) SUPPLEMENT AND NOT SUPPLANT: Ensure funds made available under this program shall be used to supplement, and not supplant, non-Federal funds that would otherwise be used for activities authorized under this program.

* Yes

* Name typed in this box acts as a signature assurance that the above has happened or will happen.

Leslie Laird

Capital Outlay Worksheet

Pima County (108601000) Charter District - FY 2023 - Medium Risk - ESEA Consolidated - Rev 0 - Title II Improving Teacher Quality

Subtotals by Object Code

Object Code	Subtotal
6731	\$ 0.00
6732	\$ 0.00
6733	\$ 0.00
6734	\$ 0.00
6735	\$ 0.00
6736	\$ 0.00
6737	\$ 0.00
6738	\$ 0.00
6739	\$ 0.00
0190	\$ 0.00
Total	\$ 0.00

Capital Outlay Worksheet

Quantity	Cost per Unit	Tax, Shipping & Handling	Object Code	Item Description	Purpose	Total
	\$	\$	Please select...			\$ 0.00
Grand Total						\$ 0.00

USFR for Arizona School Districts (6731-6739)

Expenditures for initial, additional, and replacement equipment in the categories below. Also, include the present value amount of capital leases of equipment in the year of acquisition. Periodic lease payments should be coded to expenditure object codes 6832 and 6842. Equipment should be classified in the applicable detailed object codes below and cannot be paid for from the M&O Fund.

EXPENDITURE OBJECT CODES

Cost Less than \$5,000*	Cost \$5,000 or More*	Equipment Categories
6731 and/or 6732	6733	Furniture and Equipment (see examples below)
6734 and/or 6735	6736	Vehicles (Buses, cars, trucks, vans, etc.)
6737 and/or 6738	6739	Technology-related Hardware and Software (see examples below)

* Arizona school districts do not use a dollar threshold for determining whether an item is equipment or a supply. The detailed equipment classifications above allow correct coding of equipment in accordance with Arizona requirements and separate identification of lower cost items for federal grant reporting, including indirect cost reporting.

An item should be coded as equipment if it is included in the examples below or if it meets all three equipment criteria below the tables. Items listed as equipment examples below should not be evaluated using the equipment criteria. The examples are provided to ensure consistent treatment by all districts. Also, the examples include certain items that are exceptions to the equipment criteria, such as component parts.

Furniture and Equipment Examples (Object codes 6731-6733)

Athletic Equipment

- Blocking Sleds
- Chalk line dispensers
- Fitness Machines
- Goal posts (movable)
- Helmets/Pads
- Hurdles
- Mats
- Nets (Tennis/Volleyball)
- Tackling dummies
- Weights

Furniture/Furnishings

- Bookcases
- Chairs
- Desks
- Filing Cabinets
- Large area rugs
- Tables
- Component Parts**
- A/C compressors
- Automotive engines
- Automotive transmissions

Fixtures

- Bleachers (Indoor)
- Ceiling fans
- Chalkboards/Whiteboards
- Drinking fountains
- Hot water heaters
- HVAC units
- Light fixtures
- Sinks
- Toilets
- Wall mirrors

Other Equipment*

- Appliances (kitchen)
- Battery chargers

- Auto Diagnostic machines
- Cameras (photo & video)

- Bar code scanners
- Cash registers

- Copiers (off-network)
- Key cutters
- Leaf blowers
- Paint sprayers
- Sewing machines
- TVs
- Washers/Dryers
- DVD/Blu-ray players
- Kilns
- Microwaves
- Power tools
- SPED assistance equipment
- Two-way radios
- Welders
- Floor jacks
- Laminators
- Musical Instruments
- Satellite dishes
- Telephones
- Vacuums

* Items may be coded to Technology-related Hardware and Software if connected to a computer network.

Technology-related Hardware & Software Examples (Object codes 6737-6739)

- Computers (tablets, laptops, etc.)
- Computer monitors
- Copiers (on-network)
- Network equipment
- Projectors
- Printers
- Scanners
- Smart Boards
- Software (Non-instructional)

Equipment Criteria

If an item is not included in the examples above, it should be coded as equipment if it meets ALL of the following:

1. Typically has a useful life of at least one year.
2. Typically repaired rather than replaced when worn or damaged.
3. An independent unit that retains its original shape, appearance, and character with use and does lose its identity through fabrication or incorporation into a different or more complex unit or substance.

DISCLAIMER FOR CHARTER SCHOOLS

All capital items with a unit cost of \$5000 or greater MUST be coded as 0190 in your budget and included on this Capital Outlay Worksheet.


All capital items with a unit cost less than \$5000 MUST NOT be coded as 0190 in your budget and MUST NOT be included on this Capital Outlay Worksheet.

Related Documents

Pima County (108601000) Charter District - FY 2023 - Medium Risk - ESEA Consolidated - Rev 0 - Title II Improving Teacher Quality

ALL INFORMATION SUBMITTED TO ADE IS PUBLIC INFORMATION. Organizations uploading documents to GME must ensure that the information contained in the document **does not** include sensitive data such as student information, social security numbers, or any other information that could constitute a FERPA violation. Submission of such documents will result in delay of approval or other action in GME until the document is removed.

Optional Documents

Type	Document Template	Document/Link
Other	N/A	 Edemnetum PD