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

Place an "X" by the applicable response.

| x | Original |

| | Revision : |
Revision #
Date:
Explain

| | Amendment: |
Amendment #
Date:
Explain

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

2019-2020 Individual Program Application
Due by July 1, 2019
Elementary and Secondary Education Act of 1965 (ESEA), as amended by
the *Every Student Succeeds Act of 2015* (ESSA). P.L. 114-95

To be Completed by School Division				
Applicant (Legal Name of Agency)	Division Number	Title II, Part A, Coordinator		
Alexandria City Public Schools	101	Debra E. Lane		
Mailing Address (Street, City or Town, Zip Code)	Phone:	703-619-8020	Ext:	
1340 Braddock Place, Alexandria, VA 22314	Email:			
	Debra.lane@acps.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.

Assurances: The local educational agency assures that the Title II, Part A, program will be administered and implemented in compliance with all applicable statutes, regulations, policies, and program plans. **Additionally, the local educational agency agrees by signing below to implement the general and program specific assurances located in the "Application 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 June 20, 2019 .

Superintendent's Signature	Board Chairperson's Signature
Gregory C. Hutchings	Cindy M. Anderson
Superintendent's Name	Board Chairperson's Name
June 20, 2019	June 20, 2019
Date	Date

Application Submission, Approval, and LEA Expenditure of Funds: Applications for Federal Funds are due by July 1, 2019. Revisions and Amendments should be submitted in a timely manner. Please note, in order for the funds to be expendable by July 1, 2019, the electronic application must be received at the Virginia Department of Education by July 1, 2019, through the file submission process of the Online Management of Education Grant Awards (OMEGA) system.

APPLICATION INFORMATION

2018 - 2019 Allocation	2018 - 2019 Consolidated Yes or No	ELIGIBLE PROGRAM	2019 - 2020 Allocation Total
583,433.95	No	Title II, Part A, Supporting Effective Instruction	583,433.95
		Transferability (funds transferred out of Title IIA)	0.00
		Total Allocation Available for Title II, Part A	**583,433.95**

TRANSFERABILITY

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

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

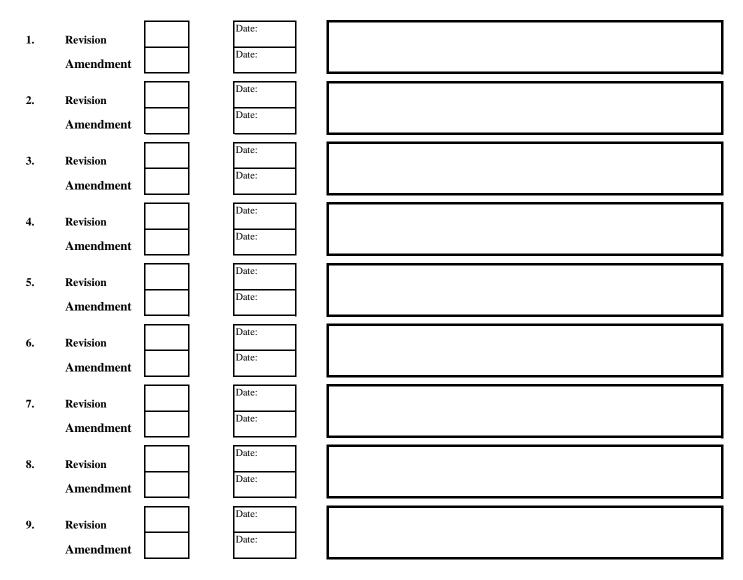| A. Program from which funds will be transferred		Program TO which funds will be transferred:	Amount
Title IV, Part A	TO	Title II, Part A, Supporting Effective Instruction	

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

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

Page 2

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**   Date:
     Amendment   Date:

2.   **Revision**   Date:
     Amendment   Date:

3.   **Revision**   Date:
     Amendment   Date:

4.   **Revision**   Date:
     Amendment   Date:

5.   **Revision**   Date:
     Amendment   Date:

6.   **Revision**   Date:
     Amendment   Date:

7.   **Revision**   Date:
     Amendment   Date:

8.   **Revision**   Date:
     Amendment   Date:

9.   **Revision**   Date:
     Amendment   Date:

Page 3

B. PROGRAM OVERVIEW (3 PAGES)

In narrative format:

Describe, as applicable, how the instructional program or program of services will align with Virginia's accountability plan and support student achievement, including descriptions of the following:

- how the activities are aligned to challenging State academic standards;

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

- how the division ensures that students are taught by qualified and effective teachers meeting Virginia licensing and professional teaching requirements.

- how the school division will prioritize funds to schools that are implementing comprehensive support and improvement activities and targeted support and improvement activities under section 1111(d) and have the highest percentage of children counted under section 1124(c).

- how the local educational agency will use data and ongoing consultation to continually update and improve activities supported with Title II, Part A, funds.

Describe the consultation process used in development of the program, including a description of the stakeholders involved in the process.

Describe the targeted population(s). (Examples are: instructional and administrative staff, principals, paraprofessionals, etc.)

Explain how the instructional program or program of services supplements, not supplants, the core instructional program or services.

Alexandria City Public Schools (ACPS) Mission is 'Every Student Succeeds: Educating Lifelong Learners and Inspiring Civic Responsibility'. The ACPS 2020 Strategic Plan outlines six goals to strategize attaining educational excellence and high achievement for all students using the Teaching and Learning Framework cycle on continuous improvement. The six goals are: (1.) Academic Excellence and Educational Equity: Every student will be academically successful and prepared for life, work, and college. (2.) Family and Community Engagement: ACPS will partner with families and the community in the education of Alexandria's youth. (3.) An exemplary staff: ACPS will recruit, develop, support, and retain a staff that meets the needs of every student. (4.) Facilities and the Learning Environment: ACPS will provide optimal and equitable learning environments. (5.) Health and Wellness: ACPS will promote efforts to enable students to be healthy and ready to learn. (6.) Effective and Efficient Operations: ACPS will be efficient, effective, and transparent in their business transactions.

Performance Indicator: The Department of Curriculum and Instruction is responsible for ACPS 2020 Goal 1: Academic Excellence and Educational Equity. Our vision is to ensure every ACPS student is prepared and equipped for success in college, work, and life in a global society. We accomplish this by using a curriculum that challenges, engages, and allows every student to experience a rigorous, relevant, and engaging learning environment that responds to his or her interests and challenges. We also provide an inclusive organizational culture in which every student develops habits and attitudes that reflect the principles of cultural inclusiveness, civic responsibility, and ethical and respectful behavior.

The top 10 priorities for Curriculum and Instruction are: (1.) Analyze student achievement data to identify and implement instructional interventions to address identified 'gap' areas, including interventions for rigor, engagement, and accleration. (2.) Develop a division-wide Teaching and Learning Framework to reinforce the division's process for data analysis (Plan-Teach-Assess-Adjust). (3.) Continue to implement the Canvas learning management system, including the expansion of the ACPS Lesson Exchange Program. (4.) Support teachers and administrators in successful ongoing implementation of the Multi-Tiered System of Support (MTSS). (5.) Align professional learning offerings with School Improvement Plans (SIP). (6.) Implement strategies and best practices related to systemic coaching. (7.) Monitor instruction by conducting "Look-fors" to provide non-evaluative coaching and feedback to teachers and administrators. (8.) Continue to expand the implementation of Professional Learning Communities. (9.) Integrate reading and writing in the content areas to support balanced literacy. (10.) Use a project management approach to addressing problems of practice.

B. PROGRAM OVERVIEW (CONTINUED)

In the 2019-2020 school year, ACPS will continue to implement its rigorous and research-based curriculum which is designed to prepare students for a 21st century global economy. The division offers professional learning opportunities for all instructional staff (including principals, assistant principals, teachers, specialists, and paraprofessionals) that support the curriculum, honor best practice in instruction, and continue to develop positive relationships. ACPS implements a Multi-Tiered Support System (MTSS) to ensure each student has equitable access to the curriculum and participates in an engaging learning environment. ACPS teachers regularly assess and respond to the needs and abilities of individual students through formative assessment, instructional modifications, adaptions, and behavioral support. Through the leadership of ACPS there will continue to be a focus on increasing the underrepresented students in Talented and Gifted (TAG), Honors, and Advanced Placement (AP) courses, decreasing suspension rates, and preventing over identification of racial and/or other minorities for remediation.

In 2018-2019, ACPS placed an emphasis on Professional Learning Communities (PLC) and offering Coaching Academies by hiring experts from Learning Forward in the areas of PLC's and Coaching. ACPS has held 4 Coaching Academies, training 200 ACPS administrators, instructional coaches and teacher leaders. Over 92% of the Coaching Academy surveys have rated positive effects on their ability to apply professional feedback and coaching other colleagues. The PLC professional learning has helped develop a stronger sense of the Teaching and Learning framework, as well as improving the skills and knowledge of effecitive team meetings, reviewing student work, and sharing data in a team setting. In 2019-2020, PLC work will continue to focus on data, design and learning, identifying learning goals for student learning, and shared use of evidence to monitor content specific pedagogy (Learning Forward (2017): Standards for Professional Learning. Oxford, OH: Joellen Killion).

The ACPS 2020 Strategic Plan sets annual goals to identify more students who come from traditionally under-represented populations for their gifted program, thus reducing disproportionality across groups. These students are in all classes with all teachers across all socio-economic and cultural groups. In order to increase awareness of the characteristics of these students and enhance the skills set of all of our teachers, training in gifted instructional strategies is a priority for the division. Research has shown that all students benefit from these strategies, which include enhanced rigor, higher level questioning, student choice, and extensive student discourse. This results in an inclusive environment for students who may not yet be receiving instruction directly from a teacher trained to work with the gifted. In addition, this lays a strong foundation for our secondary honors teachers who are required to have training in gifted pedagogy or equivalent state gifted endoresment. Based on feedback from our 2017 TAG audit, we have developed a plan for 2019-2020 TAG professional development to enhancedifferentiatied instructional strategies across all classrooms in ACPS.

ACPS has also adapted new changes in the Literacy Framework in 2018-2019 and began implementing a comprehensive literacy approach to grades PreK to 5 and incorporating oral language and writing across the curriculum. As noted by the Virginia standards and best practices, literacy needs to be integrated in all subjects. The ACPS literacy specialists have been working with Teachers College on best practices in Reading and Writing Workshop. The workshop model is comprised of three componenets that work together for all teachers to teach children skills, strategies, and behaviors that will help them grow as readers and writers. The structure supports children's development because it incorporates both demonstration, guided practice, and individual practice. Most important for teachers is that professional learning builds community among teachers and teaches teachers to build a similar community in their classrooms.

ACPS will continue to improve the process of progress monitoring in order to develop the strengths of our teaching and learning, as well as identify areas we need to grow and improve. ACPS uses multiple data points to provide targets towards continuous improvement, specifically the division uses: Reading Inventory (RI), Imagine Math, Standards of Learning (SOL) tests, WIDA scores, PALS, curriculum benchmarks assessments and transfer tasks, as well as locally developed alternative assessments. ACPS serves a culturally diverse student population. Student subgroups and their percentages of enrollment include: Asian (5.32%), Black (26.83%), Hispanic (36.08%), White (28.46%), Multi-Racial (2.88%). There are 119 native languages spoken and 114 countries represented in our student population. ACPS has 61.45% on free lunch. In addition there are 31% receiving English Language services, 7% recieving talented and gifted services, and 11% receiving special education services.

Currently 77% of ACPS teachers hold advanced degrees and the division continues to maintain a practice of hiring fully certified teachers or teachers who can be fully certified within their first year of employment. To address the need for hiring more qualified teachers ACPS continues to use Title IIa funds towards building teacher content knowledge and capacity. Currently ACPS has a 'Grow a Teacher' program in partnership with the University of Virginia. Three applicants have completed the program and they are teaching in secondary special education classrooms. We have 7 more students in the program and plan to begin a new cohort this summer 2019. The goals of the initiative are to (1) create a pipeline of diverse teachers; (2) improve teacher retention in high needs areas; (3) recruit hard-to-staff schools and positions, especially in the areas of English Learners, Special Education, Math, and Science; and (4) increase cultural competence and community connections of teachers within ACPS.

B. PROGRAM OVERVIEW (CONTINUED)

ACPS plans to use Title II part A funds to address ongoing instructional priorities in the areas of instructional capacity and building teacher's knowledge and pedagogy. By providing professional learning experiences for teachers and paraprofessionals this will increase student engagment and motivation. The 'Grow a Teacher' cohort participates in 2 intensive summer sessions (9 credits each) and 3-4 credit sessions each Fall and Spring semester for a 2 year course completion with the University of Virginia. The licensure requirement would be complete at the end of the 3rd year with either a year of teaching experience on a provisional license or with the completion of student and teaching requirements at the end of the fall semester. The areas we target for licensure is Special Education and English Learners.

ACPS plans to use Title II part A funds to also provide principals, assistant principals, instructional coaches and teacher leaders with the appropriate individualized support needed to enhance existing leadership skills and maximize the ability to lead ACPS schools to heightened levels of success that are tied with student achievement. There is a need for a more formalized principal leadership coaching program that will positively impact student success and retain teachers, as well as build capacity among principals. The superintendent has indicated his desire to include appropriate leadership training for aspiring principals within a leadership development model. After diligent research on cohesive and differentiated executive leadership development programs for seated and aspiring principals we plan to positively impact the school division. We know this will enhance by: creating a principal pipeline; providing a strong benefit for recruiting school-based administrators; increasing retention of ACPS teacher leaders who aspire to become school-based administrator positions; enable seated school-based administrators to expand their knowledge and strengthen their skillset;
in a manner that responds to their individual needs; increase the retention rates of highly skilled ACPS principals; and prepare seated principals to be successful in ACPS central office executive-level positions ("Building a Stronger Principalship: Six Districts Begin the Principal Pipeline Initiative," Policy Studies Associates, Inc. Rand Education, Commissioned by The Wallace Foundation, July 2013). The ultimate goal of the executive leadership development plan is to support ACPS school-based leaders in developing and enhancing their leadership skills and competencies to enable: increased academic achievement of ACPS students through ensuring equity and access, as well as promoting educational excellence for all; and the attainment of the goals within their school improvement plans (SIP) and division-wide expectations.

C. COORDINATION OF SERVICES (2 PAGES)

Describe the partnerships within the division among the programs in this application and other federal, state and/or local programs in the delivery of services to the targeted population(s). Describe the collaboration of program staff, parents, and the community to provide services and activities that will contribute to the attainment of the measurable objectives in this application.

To support ESSA funded activities, ACPS collaborates across the school division and with multiple agencies and organizations across the City of Alexandria. In order to access the Title II part A funds, ACPS plans to develop teachers' capacities to recognize and respond to learning differences among our students. ESSA-funded professional learning will sharpen our teacher's skills to create more engaging instruction that provides rigor so students may meet high expectations set for them. The funds will continue to transform instructional practices in a collaborative and collegial environment that features regularly scheduled professional learning community meetings that involve data-driven discussions, various modes of student engagement, and show a commitment of learning among the teaching teams. Also, the funds help ACPS create a structure in which principals work together on common problems of practice and improve their own methods of leadership as they pursue continuous improvement in the teaching and learning framework.

ACPS continues to monitor and assess students' progress toward meeting graduating requirements, of particular note the T.C. Williams High School Satellite Campus. This campus continues to deliver a 21st century curriculum through flexible scheduling and student centered support systems. Features of the satellite program include: (1) a minimum of a 20-hour (in seat) course load weekly, (2) individualized instruction plans from certified, highly qualified teachers, (3) streamlined program targeted toward earning a high school diploma, (4) self-paced online courses that prepare students for college and post-secondary leanring opportunties, (5) attentive in-person support from certified counselors, and (6) career preparation counseling. Students remain enrolled in T.C. Williams High School and have access to all extracurriculur activities and CTE courses offered on the main campus.

We (ACPS staff) coordinate many programs with local public and non-profit organization representatives. Division personnel work with Head Start, as well as the division's 11 VPI preschool programs, and at privately operated child care centers to share strategies teachers, care takers, and parents employ in order to ensure young children are prepared for school. In addition, ACPS Specialized instruction staff share their expertise with communinity-based instructional staff to ensure that children with developmental delays who reside in they City of Alexandria receive high quality services that prepare them for success in inclusive kindergarten classes. Currently division staff are working with community leaders and organizations to ensure that all four year old children have a prekindergarten experience and all three year old children and their parents have a play group experience.

Investment of local resources is conducted in coordination with, and in support of, ESSA-funded activities. Examples of these activities include: EL staffing, specialized reading and EL teachers in middle schools, expanded instructional and professional learning time, and salary payments to teachers for extended collaborative planning. ACPS provides local operating funds to principals for additional resources, personnel, and instructional materials to increase achievement levels of all students. ACPS has also added a new elementary school offering a STEM themed program. Local funding for community schools is another way in which ACPS coordinates services for students among the division, government agencies, and community based organizations.

The Family and Community Engagement Center (FACE) assists parents and their children in reaching their full potential as learners. The FACE center offers multiple opportunities to integrate relevant after-school activities for students with workshops and resources for parents and community members in an effort to increase student learning. The FACE center is a central place where families and community members can get information about and support with educational issues for their children. Research indicates that engagement in schools not only helps improve students' academic outcomes, but also positively impacts their behavior, attendance, graduation rates, and post-secondary enrollment.

C. COORDINATION OF SERVICES (CONTINUED)

Multiple community organizations within the ACPS boundaries provide both daytime and evening English classes to non-English speaking residents throughout the year. The classes are offered at Presidential Greens apartment complex, William Ramsay Recreation Center, Brent Place apartment homes, Alexandria Redevelopment and Housing Authority (ARHA) Family Center, Field of Alexandria apartment homes, Community Lodgings Family Resources Center, ACPS Adult Learning Center, and 3 ACPS schools. Services are also coordinated with Campagna Center in the city of Alexandria. They host Head Start, Early Start, before and after school care, the Campagna Early Learning Center, and Building Better Futures (BBF). BBF has positively impacted over 200 T.C. Williams High School students who are immigrants and EL's and the program is funded by a grant from the City's Youth Fund, the Tudo Foundation, and a 21st Century Learning grant.

ACPS continues to support tuition assistance reimbursement program to certified staff who complete graduate level coursework related to the fields of mathematics, literacy, students with disabilities, and/or Els. Partnerships have formed with University of Virginia, William & Mary, and George Mason University. These partnerships have helped provide a discounted tuition without regard to residency. The division is currently working towards providing a doctoral program that aligns with the mission and vision of the school system.

ACPS will continue to work with a varitey of vendors to support professional learning. The division has worked extensively with Columbia University's Teachers College Reading and Writing Project (TCRWP) to provide both on and off-site workshops for teacher leaders. Teacher leaders provide turnaround training and instructional coaching to teachers, paraprofessionals and administration.

ACPS has taken advantage of a wide range of community organizations that offer mentoring, tutoring, part-time employment, counseling, internships, family services, health services, and other ways to support ACPS students. Some of these partners include: Greater D.C. Cares, Tenants and Workers United, Alfred Street Baptist Church, Arlington Chapter of the Links, Alexandria Tutoring Consortium, Alexandria's Bookshelf, and the Alexandria Seaport Foundation. Other organizations who have volunteered time and provided direct student services include the Alexandria Police Department, Alexandria Fire Department, City of Alexandria Park and Recreation Department, Department of Health and Human Services, and Housing and Opportunties Commission. ACPS Curriculum and Instruction maintain a strong relationship with the Alexandria Library to support students' information literacy and digital citizenshop skills while fostering a love for reading.

D. MEASURABLE OBJECTIVES

1. State up to eight measurable objectives that will guide the development of the program to be funded with the requested ESEA federal funds.

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

2. Describe the evidence-based research that support the services and activities (programs, models, instructional methods, and techniques) that will be implemented to achieve each objective and that will be supported by the requested funds.

Measurable Objective 1:
As indicated in the ACPS (progress monitoring tool for ACPS 2020Strategic Plan). ACPS will recruit, develop, support, and retain a staff that meets the needs of every student. In 2017-2018 the ACPS scorecard reflected the professional developmet effectiveness score in the areas of staff recruitment and retention, collaborative instructional achievement, and individual professional development opportunties at 80. By 2020 ACPS would like to move the effectiveness score to 90. By using the TELL survey ACPS plans to closely monitor this overall goal which has 11 Key Performance Indicators within the goal.

Evidence-based services and activities that will be implemented and supported by the requested funds to achieve the objective:
A growing amount of teachers are entering the profession before having completed, or at times even beginning, their training. (A. Valenzuela, "Grow Your Own Educator Programs A Review of the Literature with an Emphasis on Equity-based Approaches" Intercultural Development Research Association (2017)) Receiving financial support can make a big difference for our educators. In partnership with local higher education institutions, ACPS has developed teacher training by investing a portion of the funds they receive under Title IIa of ESSA. Strengthening teacher pipelines and continuing to build training for teachers and paraprofessionals, as well as developing monitoring systems to ensure application of these programs to address teacher turnover.

Measurable Objective 2:
As indicated by the ACPS 2020 Scorecard (progress monitoring tool for ACPS 2020 Strategic Plan), ACPS first year teachers report they received the support needed to be effective based on the TELL survey. In 2017-2018 the ACPS scorecard reflected the professional development effectiveness score in the areas of first year teacher support at an effectiveness level of 73%. By 2020 ACPS would like to move the effectiveness score to 90. By using the TELL survey results ACPS plans to monitor this goal through the ACPS Way program on a quarterly basis.

Evidence-based services and activities that will be implemented and supported by the requested funds to achieve the objective:
In order to increase retention, acclerate professional growth, and improve student learning with our ACPS teachers we must continue to provide efforts in supporting these employees. (Atteberry, Loeb, Wyckoff, "Do First Impressions Matter? Improvement in Early Career Teacher Effectiveness," (Cambridge, MA: National Bureau of Economic Research, 2013) The most effective induction programs include mentoring, coaching, feedback from experienced teachers in same subject area or grade level; opportunity for novice teachers to observe expert teachers; orientation sessions, and seminars for novie teachers; use of virtual sessions (Mursion) and reduced workloads. (Ingersoll, Strong, "The Impact of Induction and Mentoring Program for Beginning Teachers: A Critical Review of the Research," Review of Educational Research 81, no.2 (2011):201-233) Teachers receiving this set of support have been found to stay in teaching at rate more than twice those of teachers who lack the supports. (T.M.Smith, "Do Teacher Induction adn Mentoring Matter?" NAASP Bulletin 88, no 638 (2017))

D. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 3:

As indicated in the ACPS 2020 Strategic Plan Scorecard, ACPS will establish programs to identify talent and provide opportunities for future leadership roles. In 2017-2018 the ACPS scorecard reflected the professional development in the areas of leader recruitment and retention, collaboration among leaders, and individual opportunties at 50%. By 2020 ACPS would like to move the effectiveness score to 75% by using the SAI (Standard Assessment Inventory).

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

Over a decade of research has confirmed that effective school leadership is associated with better outcomes for students and schools (see Branch, Hanushek, and Rivkin, 2012; Grissom, Kalogrides, and Loeb, 2015; Leithwood et al., 2004). A high-quality school leader influences dozens of teachers and hundreds or thousands of students. It is a pivotal role. ACPS plans to work with an outside organization to develop a 3 year leadership development plan. The plan will include training, school visists, internships, equity work and collection of portfolio documents.

Measurable Objective 4:

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

D. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 5:

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

Measurable Objective 6:

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

D. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 7:

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

Measurable Objective 8:

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

E. DETAIL BUDGET BREAKDOWN

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

The amounts by program and object codes totals are to be entered on the Summary Budget Sheet under the appropriate area.
Do the totals equal the Summary Budget sheet?   **Yes**

BREAKDOWN OF STAFF POSITIONS
OBJECT CODE 1000

Provide a description of the positions supported with funds from this program. Indicate if any positions are newly funded under this program. Explain the supplementary nature of any new positions. (Required if staff positions are to be funded by federal funds.)

Director of Talent Development, 1.0 FTE. The Director of Talent Development is responsible for coordinating all ESSA-funded professional learning activities, including Leadership Development, Professional Learning Communities, Coaching Program, Grow a Teacher Program, and Instructional Rounds. The Director is also responsible for coordinating Title II Part A, Equitable Services, with the Private Schools in the City of Alexandria.

Item Description	FTEs	Total Cost
Value of professional development personnel-related services or stipends on behalf of private schools		
Director of Talent Development		144,041.35
Total for Object Code:	0.0	144,041.35

DETAILED BUDGET DESCRIPTION OF OBJECT CODE 2000
Indicate the fixed charge categories (such as FICA, health, etc.) and specify the amount of each.

Fringe benefits for employees working in the Title II program include: FICA, Medicare, Virginia Retirement System, Supplemental Retirement, Workers' Compensation, and contributions to other medical and dental benefits.

Item Description	Total Cost
Private School Set-aside	
Director of Talent Development	56,010.66
Total for Object Code:	56,010.66

DETAILED BUDGET DESCRIPTION OF OBJECT CODE 3000

Provide a description for expenses related to object code 3000. Please describe planned expenditures as they relate to the identified programs and activities to achieve stated measurable objective(s). Indicate how these funds will support any services and activities that are described in the application.

ACPS supports tuition assistance reimbursement to certified staff who complete graduate-level courses related to the content areas of mathematics, literacy, students with disabilities, and EL certification. Each year tuition reimbursement applications are denied due to lack of funding. Title II part A funds allows the division to expand it's tuition reimbursement program. ACPS is currently in their second year of the "Grow a Teacher" program. This programs supports paraprofessionals and support staff to get their teacher licensure at the University of Virginia.

ACPS has partnered with Kick-Up to assess professional learning. Kick-Up usese the SAI (Standard Assessment Inventory) to assess programs in the areas of Professional Learning Communities, Coaching, and our Equity Audit. The data analysis uses a Guskey model to measure application of professional learning and weighing the investment of funds toward ACPS 2020 Strategic Plan targets. Mursion provides an avatar model of professional learning on the following sessions: classroom management, feedback for teacher to student or principal to teacher, and parent conferences.

Item Description	Total Cost
Private School Set-aside	64,939.80
Coaching Program	49,000.00
Professional Learning Communities	20,000.00
Leadership Development	119,742.95
Mursion	9,000.00
Tuition	43,000.00
Grow a Teacher Program	15,000.00
Assessment	10,000.00
Total for Object Code:	330,682.75

Page 14

DETAILED BUDGET DESCRIPTION OF OBJECT CODE 4000

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

Item Description	Total Cost
Total for Object Code:	0.00

DETAILED BUDGET DESCRIPTION OF OBJECT CODE 5000

Provide a description for expenses related to object code 5000.

ACPS will send a team of 8 leaders to Harvard University for their Instructional Rounds training in December 2019. It costs approximately $5000 per person. ACPS continues to have a growing initiative to improveing students engagement, teaching and learning rigor and providing a feedback plan for schools.

Item Description	Total Cost
Private School Set-aside	
Instructional Rounds	30,060.19
Indirect Costs	22,639.00
Total for Object Code:	52,699.19

Page 16

DETAILED BUDGET DESCRIPTION FOR OBJECT CODE 6000

Provide a description for expenses related to object code 6000 Materials and Supplies. Include articles and commodities that are consumed or materially altered when used and minor equipment that is not capitalized. This includes any equipment purchased under $5,000, unless the LEA has set a lower capitalization threshold. Therefore, computer equipment under $5,000 should be reported in "materials and supplies."

Item Description	Quantity	Total Cost
Private School Set-aside		
Total for Object Code:	0	0.00

Page 17

DETAILED BUDGET DESCRIPTION FOR OBJECT CODE 8000

All capital outlay expenditures in the aggregate over $5,000 must be approved in advance by the Virginia Department of Education. If the local 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.

Item Description	Quantity	Cost Per Item	Total Cost
Total for Object Code:	0		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 <u>examples only</u>.   For further clarification on the proper expenditures of funds, contact your school division budget or finance office, the grant specialist in the Virginia Department of Education, or refer to the appropriate federal act.

OBJECT CODE DEFINITIONS:
(revised 5/16/17)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

• Telecommunications – Include expenditures for recurring telecommunications services for the use of on-line computer technology (e.g., telephone/telecommunications line charges). Telephone charges for line service for Internet connectivity and the Electronic Classroom program.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Capital Outlay Replacement

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

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

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

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

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

• Special Note - Classification of Hardware and Infrastructure Expenditures:

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

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

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