

Warning.
Enable macros if indicated

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

Title III, Part A, Language Instruction for English Learners and Immigrant Students

Due by: **July 1, 2022**
2022-2023

Select the division name from the dropdown box. The division number will auto populate.

School Division: Alexandria City Public Schools
Division Number: 101

Select the appropriate tab(s) and press the "Print" button.

Print Application	
Check Mark	Tab Name
<input type="checkbox"/>	Print All Tabs below
<input type="checkbox"/>	Budget Check
<input type="checkbox"/>	Narrative
<input type="checkbox"/>	Budget
<input type="checkbox"/>	Transferability
<input type="checkbox"/>	Title III Program
<input type="checkbox"/>	IY
<input type="checkbox"/>	Private Schools
<input type="checkbox"/>	GEPA
<input type="checkbox"/>	Expenditure Descriptions
<input type="checkbox"/>	General Assurances
<input type="checkbox"/>	Program Specific Assurances

Print Reports
Select the tabs to print.
Push this button.

Select the appropriate button to move to the desired section within the application.

Application Directory	
Push This Button to Go to the Desired Page	
Budget Check	
Cover Page <small>(Narrative Tab)</small>	
Budget	
Detailed Budget Breakdown <small>(Budget Tab)</small>	
Transferability	
Detailed Budget Breakdown <small>(Transferability Tab)</small>	
Programs & Services for ELs & Their Families	
Measurable Objectives <small>(Title III Program Tab)</small>	
Title III Program Details <small>(Title III Program Tab)</small>	
Immigrant Children and Youth <small>(IY)</small>	
Private School Participation	
Calculation of Set-Asides <small>(Private Schools Tab)</small>	
General Education Provisions Act <small>(GEPA)</small>	
Expenditure Descriptions	
General Assurances	
Program Specific Assurances	

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Title III, Part A, Language Instruction for English Learners and Immigrant Students

2022-2023

Autocalculated Budget Check

Note: Only budget errors will display in column D. If column D is blank after the Budget and Transferability tabs have been updated the budgets are balanced.

School Division:	Alexandria City Public Schools
Division Number:	101

Budget Tab	
1000	Total Personnel Services
2000	Total Employee Benefits
3000	Total Purchased/Contracted Services
4000	Total Internal Services
5000	Total Other Charges
6000	Total Materials & Supplies
8000	Total Capital Outlay
	Does the Budget Summary Match the Total Allocation?
Detailed Budget Breakdown	
	Does the Detailed Budget Breakdown Match the Total Allocation?

Transferability Tab	
1000	Total Personnel Services
2000	Total Employee Benefits
3000	Total Purchased/Contracted Services
4000	Total Internal Services
5000	Total Other Charges
6000	Total Materials & Supplies
8000	Total Capital Outlay
	Does the Transferability Budget Summary Match the Amount Transferred into Program?
Detailed Budget Breakdown	
	Does the Transferability Detailed Budget Breakdown Match the Transferability Allocation?



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Place an "X" by the applicable response.

Original

Revision : _____

Revision # _____

Date: _____

[Explain](#)

Amendment: _____

Amendment # _____

Date: _____

[Explain](#)

A. COVER PAGE

Title III, Part A, Language Instruction for English Learners and Immigrant Students

2022-2023

Individual Program Application

Due by July 01, 2022

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

To be Completed by School Division

Applicant (Legal Name of Agency):		Division Number:	Title III, Part A Coordinator:	
Alexandria City Public Schools		101	Bethany Nickerson	
Mailing Address (Street, City or Town, Zip Code)		Phone:	703-619-8334	Ext: _____
1340 Braddock Place, Alexandria VA, 22314		Email:	bethany.nickerson@acps.k12.va.us	

2022-2023 Title III, Part A Allocation:	589,333.81	EL Award Amount:	589,333.81	I/Y Award Amount:	_____
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Divisions that receive an Immigrant Children and Youth (IY) award must complete the "IY" tab after allocations are released.

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

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

on 06/02/22 .

Superintendent's Signature

Gregory C. Hutchings, Jr.
Superintendent's Name

06/16/22
Date

Board Chairperson's Signature

Meagan Alderton
Board Chairperson's Name

06/16/22
Date

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

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

APPLICATION INFORMATION

Does the allocation total match the total in cell F24?

2021-2022 Allocation	2021-2022 Consolidated Yes or No	Eligible Program		2022-2023 Allocation Total
589,333.81	No	Title III, Part A, English Learners: (Total of: a + b; only a; or only b)		589,333.81
		a. EL Subgrant	Subtotal 589,333.81	
		b. Immigrant Children and Youth Subgrant	Subtotal 0.00	
		Title II, Part A Transferability		0.00
		Title IV, Part A Transferability		0.00
		Total Allocation		589,333.81

TRANSFERABILITY

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

Program from which funds will be transferred:	TO	Program TO which funds will be transferred:	Amount
Title II, Part A		Title III, Part A, English Learners (EL Subgrant)	-

Program from which funds will be transferred:	TO	Program TO which funds will be transferred:	Amount
Title IV, Part A		Title III, Part A, English Learners (EL Subgrant)	-

REVISIONS AND AMENDMENTS

Place an "X" in the first box indicating whether it is a revision or amendment. Enter the date of the revision or amendment. Indicate the tab(s) that have been changed. **Provide a concise description of changes** (for example, "Programmatic Changes--purchase of additional reading materials, object code 6000; Budget Changes--decreased travel budget in object code 5000 and increased materials to purchase additional reading materials in object code 6000"). When completing an amendment, changes to the program overview may be reflected as additions at the end of the narrative.

NOTE: Any changes to the program budget should first be reflected in an amended application, followed by a budget transfer within 7 business days of approval of the amended application. Budget transfers will not be accepted without an approved amended application reflecting budget changes.

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

B. BUDGET SUMMARY

Title III funds may be used to provide supplemental services that improve the English language proficiency and academic achievement of English Learners (ELs), including the provision of language instruction educational programs (LIEPs) and activities that increase the knowledge and skills of teachers who serve ELs. All services provided to ELs using Title III funds must supplement, and not supplant, the services that must be provided to ELs under Title VI of the Civil Rights Act of 1964 (Title VI), the Equal Educational Opportunities Act of 1974 (EEOA), and other federal requirements, as well as those under State or local laws.

		Title III, Part A Budget for 2022-2023 Award: S365A220046 Project Codes: APE60509 (IY) & APE60512 (EL)		
		Allocation:	589,333.81	
OBJECT CODE	EXPENDITURE	EL SUBGRANT	IMMIGRANT CHILDREN & YOUTH (IY) SUBGRANT	DOES BUDGET SUMMARY MATCH DETAIL BUDGET?
1000 - Personnel Services	Administrative			
	Non-Administrative	241,965.30		
	Private School Set-Aside			
	Total Personal Services	241,965.30	0.00	Yes
2000 - Employee Benefits	Administrative			
	Non-Administrative	110,799.80		
	Private School Set-Aside			
	Total Employee Benefits	110,799.80	0.00	Yes
3000 - Purchased/Contracted Services	Contracted Services	185,495.73		
	Private School Set-Aside	1,092.98		
	Total Purchased/Contracted Services	186,588.71	0.00	Yes
4000 - Internal Services	Internal Services			
	Private School Set-Aside			
	Total Internal Services	0.00	0.00	Yes
5000 - Other Charges	Indirect Cost	11,780.00		
	Non-Administrative	28,000.00		
	Private School Set-Aside			
	Total Other Charges	39,780.00	0.00	Yes
6000 - Materials and Supplies	Administrative			
	Materials	10,200.00		
	Private School Set-Aside			
	Total Materials and Supplies	10,200.00	0.00	Yes
8000 - Capital Outlay	Non-Administrative			
	Total Capital Outlay	0.00	0.00	Yes
TOTAL SUBGRANT BUDGET		589,333.81	0.00	
TOTAL ALLOCATION		589,333.81		
DOES THE BUDGET SUMMARY MATCH THE TOTAL ALLOCATION?		Yes	Difference	0.00
TOTAL SET-ASIDE		11,780.00		
TOTAL PRIVATE SCHOOL SET-ASIDE		1,092.98		

- NOTES: (1) Object codes 7000 and 9000 are not used in application budgets or in requests for reimbursements for this federal grant.
(2) Administrative costs are limited to 2 percent or less of the EL subgrant award including indirect costs.
(3) Indirect costs claims are subject to the availability of funds and statutory or administrative restrictions. Title III, Part A and Title IV, Part A, place a statutory limitation or cap on administrative costs. Because the cap applies to the combined claims for indirect costs and direct administrative costs, divisions may not be able to claim the entirety of their indirect costs. The amount unrecovered may not be shifted to another federal award.
(4) Expenses for parental involvement programs are to be incorporated into the appropriate object code(s) based on the category of the related charges.

C. DETAILED BUDGET BREAKDOWN

Prepare a detailed breakdown of the budget categories for Object Codes 1000-6000 and 8000. Choose the appropriate category for each expense in the dropdown list under "Funding Source."

Does the Detailed Budget Breakdown Match the Total Allocation? Yes

DETAILED BUDGET DESCRIPTION OF OBJECT CODE 1000

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

Two full-time, bilingual, division-wide parent liaison positions to support linguistically diverse, English learner and immigrant students and families with a home language other than English enrolling in ACPs. The parent liaisons interface with families at the time of enrollment, share information about the enrollment requirements and process, assessments, EL programs and services, and connect parents with community services available in Alexandria City. One full-time Guided Language Acquisition Design specialist to provide professional development to teachers of ELs on Project GLAD strategies and promote internal capacity to expand use of the strategies to support EL students. Both EL students and immigrant youth are supported with funds from this program.

Please provide a detailed description of Private School activities (If no private school set-aside is present, please enter N/A).

Table with 4 columns: Item Description, Category, FTEs, Total Cost. Includes rows for Division-wide Parent Resource Coordinator, Division-wide Parent Resource Specialist, and Guided Language Acquisition Design Specialist.

Total for Object Code: 3.0 241,965.30

DETAILED BUDGET DESCRIPTION OF OBJECT CODE 2000

Indicate the fixed charge categories (such as FICA, health, etc.) and specify the amount of each.
 The fixed charge categories include the division portion of VRS, FICA, life insurance.

Please provide a detailed description of Private School activities (If no private school set-aside is present, please enter N/A).

Item Description	Category	Total Cost
Division-wide Parent Resource Coordinator - Full-time Position	EL Subgrant	41,939.76
Division-wide Parent Resource Specialist - Full-time Position	EL Subgrant	13,179.14
Guided Language Acquisition Design Specialist - Full-time Position	EL Subgrant	55,680.90
Total for Object Code:		110,799.80

DETAILED BUDGET DESCRIPTION OF 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.

Ongoing and sustained professional development will be provided primarily through sessions, workshop series, webinars, video conferencing, and job-embedded coaching focused on best practices and strategies for increased language acquisition, the development of listening, speaking, reading and writing skills, culturally responsive teaching, and other best EL practices and strategies to enhance student access to the general education curriculum. Through a partnership with UVA professional learning will also be targeted toward general education teachers seeking to enhance their skills and knowledge through coursework leading to an EL endorsement. Professional development supported through this funding targets teachers of EL students, promoting the explicit teaching and learning of academic language of content areas and the integration of the four domains of language through best practices such as quality student interaction, activation of prior knowledge, comprehensible input for students, differentiation, and culturally responsive teaching and learning.

Please provide a detailed description of Private School activities (If no private school set-aside is present, please enter N/A).

Private school activities will include professional learning to teachers on best instructional practices for EL students, and adjustments of activities will be made in accordance with the individual requests and needs of the two participating private schools.

Item Description	Category	Total Cost
Language acquisition, cooperative learning, culturally responsive teaching	EL Subgrant	66,954.71
Conference registrations	EL Subgrant	10,500.00
UVA coursework for teachers: teaching methodologies and strategies for EL	EL Subgrant	108,041.02
Private Schools Set-Aside	EL Subgrant	1,092.98
Total for Object Code:		186,588.71

DETAILED BUDGET DESCRIPTION OF OBJECT CODE 4000

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

--

Please provide a detailed description of Private School activities (If no private school set-aside is present, please enter N/A).

--

Item Description	Category	Total Cost
Total for Object Code:		0.00

D. BUDGET SUMMARY

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

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

OBJECT CODE	EXPENDITURE	AMOUNT TRANSFERRED INTO PROGRAM		DOES THE BUDGET SUMMARY MATCH THE DETAILED BUDGET BREAKDOWN?
		Title II, Part A, Transferability Award S367A220044 Project Code APE60016	Title IV, Part A, Transferability Award S424A220048 Project Code APE60023	
		0.00	0.00	
1000 - Personnel Services	Administrative			
	Non-Administrative			
	Private School Set-Aside			
	Total Personal Services	0.00	0.00	Yes
2000 - Employee Benefits	Administrative			
	Non-Administrative			
	Private School Set-Aside			
	Total Employee Benefits	0.00	0.00	Yes
3000 - Purchased/Contracted Services	Contracted Services			
	Private School Set-Aside			
	Total Purchased/Contracted Services	0.00	0.00	Yes
4000 - Internal Services	Internal Services			
	Private School Set-Aside			
	Total Internal Services	0.00	0.00	Yes
5000 - Other Charges	Indirect Cost			
	Non-Administrative			
	Private School Set-Aside			
	Total Other Charges	0.00	0.00	Yes
6000 - Materials and Supplies	Administrative			
	Materials			
	Private School Set-Aside			
	Total Materials and Supplies	0.00	0.00	Yes
8000 - Capital Outlay	Non-Administrative			
	Total Capital Outlay	0.00	0.00	Yes
	TOTAL BUDGET	0.00	0.00	
	TOTAL SET-ASIDE	0.00	0.00	
	TOTAL PRIVATE SCHOOL SET-ASIDE	0.00	0.00	
	DOES THE TRANSFERABILITY BUDGET SUMMARY MATCH THE TRANSFERABILITY ALLOCATION?	Yes	Difference	0.00

E. DETAILED BUDGET BREAKDOWN

Prepare a detailed breakdown of the budget categories for Object Codes 1000-6000 and 8000. Choose the appropriate category for each expense in the dropdown list under "Funding Source."

Does the Transferability Detailed Budget Breakdown Match the Transferability Allocation? Yes

DETAILED BUDGET DESCRIPTION OF OBJECT CODE 1000

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

[Large empty box for detailed budget description]

Please provide a detailed description of Private School activities (If no private school set-aside is present, please enter N/A).

[Large empty box for private school activities description]

Item Description	Funding Source	FTEs	Total Cost
Total for Object Code:		0.0	0.00

DETAILED BUDGET DESCRIPTION OF OBJECT CODE 6000

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

Please provide a detailed description of Private School activities (If no private school set-aside is present, please enter N/A).

Item Description	Funding Source	Quantity	Total Cost
Total for Object Code:			0.00

F. PROGRAMS AND SERVICES FOR ELs AND THEIR FAMILIES

Federal Civil Rights Requirements

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

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

Narrative Boxes:

Box 1:	Using Local and/or State Funds: Using Local and/or State Funds: Describe how instruction is delivered to ELs at varying proficiency levels and grade span levels to develop their English language proficiency and increase their ability to meet challenging State academic standards. Include specialized programs for newcomer ELs, SLIFE, "opt-out" ELs, dually-identified ELs, ELs at higher proficiency levels, long-term ELs, if applicable.
Instruction is delivered to ELs at varying proficiency levels and grade span levels in ACPS through the content-based ESL program model where the goal is acquisition of English through the study of content. English learner students learn language and content simultaneously, through the core content courses. ACPS also has developed and provides for EL students the following English Language Development courses: English for Academic Purposes (EAP) courses at the secondary level and Accelerating Academic Language (AAL) at the elementary level. The ELD courses are aligned with the general education curriculum, and front-load the language that students need to access the general education curriculum and successfully complete transfer task assessments. A variety of service delivery models, including co-teaching and sheltered instruction, are used according to the needs and resources of each school. General education and EL teachers work collaboratively to build student background knowledge, provide comprehensible input, explicitly teach academic language, utilize strategies to increase integration and use of the four language domains, and engage in culturally responsive teaching and learning. Program and service models incorporate co-planning at the team, grade and/or individual teacher level in order to build the capacity of all of our teachers to effectively serve EL students. Additionally, at the secondary level, ACPS partners with the Internationals Network for Public Schools to provide an instructional language program designed to meet the unique needs of newcomer immigrant students. A combined model of sheltered and content-based instruction is utilized, incorporating project based learning, portfolio assessment, structured collaborative planning blocks, and supports tailored to meet students' social and emotional needs. ACPS has dual language immersion program models in four of our schools (two elementary and two middle) to support EL students progress in learning and attaining English and achieving academically.	

Box 2:	Using Local and/or State Funds: Describe the division's plan to provide effective professional development that specifically relates to the identification and teaching of ELs as identified in Box 1.
The overarching goal for professional development in ACPS is to prepare all teachers, including general education teachers, to utilize best practices and strategies for EL students in tier I instruction in the content classrooms, and to ensure that our English learner teachers are language experts and are empowered to plan for and deliver language instruction for EL students utilizing EL best practices and strategies. Our plan for providing effective professional development focuses on the intergration of content and language instruction through sustained, on-going professional development and coaching on Guided Language Acquisition Design (GLAD) strategies, and on EL best practices with an emphasis on cooperative learning structures and culturally responsive teaching and learning. We provide and support additional professional development that addresses the explicit instruction of language, quality student interaction, supporting ELs in the four domains of language, culturally responsive teaching and learning, the multi-tiered system of support and meeting the needs of ELs in the three tiers, and English language proficiency and academic achievement data analyses and interpretation. We additionally provide professional development on the teaching of ELs through an agreement with the University of Virginia to provide courses on the education of ELs that leads to an EL endorsement for our general education and special education teachers. With regard to professional development related to the identification of ELs, we have monthly division-wide registrar meetings that include all topics related to the processes associated with the identification of ELs, beginning with the administration of the Home Language Survey to all students. We also have an EL Office liaison with the Department of Accountability to work collaboratively on the identification and assessment of ELs. The liaison participates in ongoing professional development sessions in that area including those provided by WIDA and VDOE, and in turn works collaboratively with Accountability in providing the professional development and trainings to our teachers. The professional development in all areas is supported by a combination of Title III funds and local operating funding. EL instructional specialists, testing specialists and registrars, for example, are supported through local funding.	

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

Box 3:	Provide the following information regarding the division-wide EL population for SY 2021-2022
The number of ELs division-wide (Level 1-4.3)	5382
The percentage of ELs who reached proficiency (4.4+ on the ACCESS for ELLs assessment)	7
The percentage of ELs who made progress toward reaching proficiency	38
The number of endorsed ESL teachers directly serving ELs	153

F. PROGRAMS AND SERVICES FOR ELs AND THEIR FAMILIES (CONTINUED)

Box 4: Identify the amount of targeted language instruction for ELs the division determines appropriate at each proficiency level and/or grade span level (example: K- x number of minutes, x times a week, 1-5, 6-8, 9-12 etc. or Level 1 students x number of minutes, x times a week, Level 2, Level 3, Level 4 etc.).

Targeted language instruction for ELs is provided through English language development (ELD) courses and through push-in, co-teaching support in addition to the ELD courses. At the secondary level, English for Academic Purposes (EAP) courses (one class period) are provided and additionally co-teaching support in content areas. EL students, typically at ELP levels 1-2, are provided services beyond ELD courses through models of support in which all of their teachers are trained to be teachers of content and language. EL students at ELP levels 3-4 typically receive push-in co-teaching support in 1-2 content areas in addition to the ELD course. At the elementary level, Accelerated Academic Language (AAL) language instruction curricula are provided during intervention/enrichment periods (typically 35 minutes) for students in grades 3-5, and all EL students grades K-5 receive push-in language instruction and/or pull-out language instruction depending upon school size and resources. Students with limited and interrupted formal education (SLIFE) generally at ELP levels 1-2 receive additional targeted literacy instruction, at the secondary and elementary level, typically through an additional reading class period or reading/writing block. To support the co-teaching, push-in service delivery models, general education and EL teachers work collaboratively through professional learning communities to lesson plan and build student background knowledge, explicitly teach language, and utilize strategies to increase integration and development of the four language domains. Program and service models incorporate the co-planning at the team, grade and/or individual teacher level in order to build the capacity of all of our teachers to effectively serve our EL students. The amount of targeted language instruction for each student depends more upon the profile and needs of each individual student than the ELP level of the student. For example, a SLIFE EL student at ELP level 1 will receive more targeted language support than an EL student at ELP level 1 who has high levels of literacy is his/her first language. With regard to grade span, in ACPS a greater amount of targeted language support is determined appropriate at the secondary level than the elementary level, given the compressed amount of time for students to simultaneously acquire language and content and be on-track for graduation from high school. The ratio of EL teachers to students is approximately 35:1 division-wide.

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

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

- A timeline for evaluation;
- The titles of stakeholders involved in the evaluation process; and
- The data collected by the division to determine the effectiveness of the LIEP. Data elements may include:
 - EL academic achievement indicators by grade span or content area,
 - Specific LIEP secondary courses,
 - Student or parent surveys,
 - EL graduation rates,
 - ELs with disabilities,
 - Long Term ELs,
 - SLIFE (added for 2022), and
 - Formerly ELs (4.4+ on the ACCESS for ELLs assessment).

The effectiveness of the LIEP is evaluated through an annual division-wide EL program review that occurs in the summer with the following data: ACCESS for ELLs, Standards of Learning (SOL), WIDA writing rubric, EL drop-out and graduation rates and EL Classroom Observation Checklist data, as available. This year the NWEA MAP assessment data will be incorporated into the review. The standardized assessment data is provided by the Chief Accountability Officer and other data sources provided by the EL data analyst. The review is led by the Executive Director of the Office of English Learner Services and includes the EL data analyst, EL instructional specialists and curriculum specialists. The EL Office collaborates with Information Technology (Director of Business and Educational Applications), the Department of Accountability (Chief Accountability Officer), and the Teaching, Learning and Leadership Department (Chief Academic Officer and Executive Director of the Office of School Improvement). The data are disaggregated and analyzed at the division, school, and individual student level. The data of formerly ELs are also examined vis-a-vis all students and EL students, as are the data of dually identified EL students with disabilities. The ACCESS for ELLs data are examined in the areas of listening, speaking, reading, and writing, and are analyzed with regard to average gain for students to attain proficiency on a 5-7 year track and with regard to the established VDOE Composite Proficiency Level Gains to meet the Progress in Achieving English Language Proficiency (ELP) Indicator. ACCESS for ELLs gains at the individual student level are also examined in comparison with SOL data for individual students, WIDA Writing Rubric gain and MAP growth for individual students when available. The data are used to identify students who are on-track for language development, and to identify those who require additional assistance through a MTSS Tier II or Tier III intervention. Programmatic areas of need are also identified and inform decision-making for professional development offerings for the subsequent school year. Data are shared with principals and school-based EL instructional teacher leaders at the beginning of the school year to ensure individual students receive the appropriate supports and to inform school-based professional development prioritization. Throughout the school year

F. PROGRAMS AND SERVICES FOR ELs AND THEIR FAMILIES (CONTINUED)

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

Adjustments and new project plans are introduced each year after the evaluation process is completed. This past year's modifications based on the evaluation were minimal, given that fewer standardized assessment data were available to review due to waivers during the pandemic remote learning period, and given that ACCESS for ELLs Spring 21 had a second window in the Fall of 21. The prior year, to respond to the remote teaching and learning, our responses to the data shifted to incorporate greater professional learning to teachers on how to intergrate EL best practices into virtual instruction, and in particular based on our evaluation how to increase oral use of language through virtual instruction, and quality elements of English language development.

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

Box 7: **Using Local and/or State Funds:** Describe how the division provides outreach to LEP parents and families to allow them the opportunity to participate in their student's education. Include how the division provides language assistance, such as third party vendors, contracted interpreters and translators, or telephone or digital language services, to parents who may require it.

Parental, family and community participation are promoted through a combination of outreach activities for families with a primary home language other than English. The ACPS Family and Community Engagement Center provides events and workshops throughout the year using The Dual Capacity Building Framework for Family-School Partnerships. All events provide interpretation services and outreach is customized taking in consideration preferred language and targeted audience data. EL and immigrant families are invited to a series of community based information and training sessions held throughout the school year to support families in understanding language instruction education programs, ACCESS for ELLs data, and the English language proficiency levels of their children. Families are provided information and support in connecting to local city and community services. ACPS has a locally-funded Language Access Manager position which supports division and school-based interpretation and translation services to ensure that information available to non-EL parents is provided to the parents of ELs as well, in a language they can understand. ACPS also has locally-funded English/Spanish, English/Arabic and English/Amharic translators on staff. All ACPS schools and departments have access to live interpretation services for school-based events such as parent-teacher conferences and meetings, as well as access to the locally-funded Language Line, a telephone-operated system of language interpretation, and locally-funded multi-channel audio-headsets so that schools can provide presentations to families in various languages at one time. Additionally, school-based parent liaisons support local school translations and enhance parental communication and the school-home connection with culturally and linguistically diverse families.

F. PROGRAMS AND SERVICES FOR ELs AND THEIR FAMILIES (CONTINUED)

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

A variety of other services through multiple organizations are made available to our EL students and their families, as well as through our locally funded Family and Community Engagement Office, including child development services; computer literacy; tutoring and mentoring; mental health counseling for children and adults; preventive health and medical treatment, such as immunizations and dental services; emergency assistance including food, clothing, furniture, and limited financial aid; summer jobs; and internships. The EL Program coordinates with the Title I Program in content-specific areas such as reading, mathematics, and science support for EL students, and the Title II Program in EL endorsement support, Professional Learning Community (PLC) training and implementation, and Project Based Learning training.

Application ESSA Compliance Components using Title III Funds

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

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

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

Title III funds will be used to provide outreach to families through the services of parent outreach specialists; for a Guided Language Acquisition Design specialist; for professional development on second language acquisition and best practices and strategies for EL students; and for supplemental literacy materials above and beyond the core program. The parent outreach specialists provide information, orientations, and support for EL parents to assist them in understanding the EL program, language acquisition, and their children's English language proficiency levels. The Guided Language Acquisition Design specialist provides professional development to teachers of ELs on Project GLAD strategies and develops internal capacity to expand use of the strategies to support EL students. Additionally, Title III funds will be used for supplemental resources designed to improve literacy and access to core content material.

F. PROGRAMS AND SERVICES FOR ELs AND THEIR FAMILIES (CONTINUED)

Box 10: Describe how the LEA will use **Title III funds** to provide **supplemental support** for effective professional development (PD) to support: 1) classroom teachers, 2) principals, 3) support staff, 4) administrators, and 5) others. This description should align with expenditures outlined in the Budget Summary and Detailed Budget Description.

Title III funds will be used for long-term, sustained professional development focused on Project GLAD (guided language acquisition design) strategies and other best practices and strategies to promote integration of content and language instruction; cooperative learning structures to increase and promote quality student interaction in the four language domains; implementation of additional EL best practices such as building background knowledge, providing comprehensible input, explicit instruction of language, and culturally responsive teaching and learning. Title III funds will also be used to support general education teachers in coursework on EL teaching methodologies and strategies. Professional development support will be blended to the extent possible, offering both face-to-face and/or on-line professional learning.

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

In addition to providing parent outreach specialists, Title III funds will be used to support Guided Language Acquisition Design (GLAD) at the preschool level, including to dually identified preschool EL students with disabilities.

G. MEASURABLE OBJECTIVES**Section 1 - REQUIRED 2022-2023**

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

Describe the division's progress towards meeting measurable objectives identified in previous applications:

- Specify the measurable objective to which you are referring,
- Specify the application year (2020-21 or 2021-2022),
- Specify the original data goals and then the data results for each measurable objective, and
- Address the activities implemented and the progress made towards reaching the measurable objective.

Measurable Objective 1:

Measurable Objective 1 in the FY 21 Title III application was that by June 2021 the Division will meet the Objective of 56% of English learner students (K-12) making progress in achieving the VDOE established English Language Proficiency (ELP) Indicator as measured by performance on ACCESS for ELLs: For students at ELP levels 1.0-2.4, a composite level gain of 1.0 (grades K-2), 0.7 (grades 3-5) and 0.4 (grades 6-12). For students at ELP levels 2.5-3.4, a composite level gain of 0.4 (grades K-2 and grades 3-5) and 0.2 (grades 6-12). For students at ELP levels 3.5-4.4, a composite level gain of 0.2 (grades K-2 and grades 3-5) and 0.1 (grades 6-12). Data for SY 2018-2019 indicate that 54 percent of ELs made progress, as measured on ACCESS for ELLs. Data for SY 2019-2020 indicate 54.7% of ELs made progress. Data for SY 2020-2021 indicate that 55% of ELs made progress. The data for SY 2021-2022 indicate that 38% of ELs made progress. Due to the pandemic and remote learning in ACPS, participation in Access for ELLs was low in Spring 21. Approximately 50% of ELs participated in the testing administration in the Spring 21 testing administration (which included the Fall 21 extension). During in person instruction this past SY 2021-22 school year activities implemented included professional learning on language acquisition and EL best practices, including the Guided Language Acquisition Design (GLAD) strategies to build academic language and literacy in the content areas. English language development (ELD) was explicitly taught through English for Academic Purposes (EAP) courses at the secondary level and through the Accelerating Academic Language (AAL) courses at the elementary level. Professional learning was provided on the 2020 WIDA ELD Standards, and using the WIDA Writing Rubric to formatively assess students' writing domain on the EL Writing Benchmark. Generally ACPS promotes cooperative learning strategies designed to integrate listening, speaking, reading, and writing, and increase oral discourse, however this was more challenging during the remote learning period in the 2020-2021 school year, and also challenging during this past 2021-22 school year given the covid mitigation strategies of distancing and masking.

Measurable Objective 2:

Measurable Objective 2 in the FY 21 Title III application was that by June 2021 the Division will meet or exceed the State pass rate (35%) of students comprising the EL subgroup taking the Reading/Language Arts Standards of Learning (SOL) assessment, scoring at the proficient level. The 2018 and 2019 data presented in the VDOE SOL reports do not aggregate EL and Formerly EL students, as was customary prior to 2018 and the method upon which the target was set. The pass rate for ACPS EL students in Reading in 2019 was 30% (vs, 35% State EL Student pass rate). The pass rate for Year 1 Formerly EL students in ACPS in Reading in 2019 was 82.5% (vs, 80.3% State rate) and for Year 2 Formerly EL 85.6% (vs. 85.4% State rate). In summary, EL students in ACPS performed 5 percentage points lower than EL Students across the State. Formerly EL students in ACPS performed on-par with Formerly EL students across the State, and outperformed the ALL student subgroup in ACPS (which had a pass rate of 68% in Reading). There was no SOL assessment data available for the Spring 2020 administration due to the closing of schools as a result of the pandemic. The pass rate for ACPS EL students in Reading in 2021 was 16% (vs, 24% State EL Student pass rate). Activities implemented included cross-functional team trainings for general education teachers and EL teachers, incorporating English language acquisition, explicit instruction of language, scaffolding and differentiation practices and strategies. Coaching and professional learning on the MTSS process was enhanced, for educators to have the knowledge and skills to meet the language and content related needs of EL students.

Measurable Objective 3:

Measurable Objective 3 in the FY 21 Title III application was that by June 2021 the Division will meet or exceed the State target (59%) of the students comprising the EL subgroup taking the Mathematics Standards of Learning (SOL) assessment, scoring at the proficient level. The 2018 and 2019 data presented in the VDOE SOL reports do not aggregate EL and Formerly EL students, as was customary prior to 2018 and the method upon which the target was set. The pass rate for ACPS EL students in Mathematics in 2019 was 48% (vs, 59% State EL Student pass rate). The pass rate for Year 1 Formerly EL students in ACPS in Mathematics in 2019 was 85.6% (vs, 88.1% State rate) and for Year 2 Formerly EL 80.9% (vs. 88.1% State rate). In summary, EL students in ACPS performed 11 percentage points lower than EL Students across the State. Formerly EL students in ACPS lessened the gap but still performed lower than Formerly EL students across the State by a range of 3-8 percentage points, and outperformed the ALL student subgroup in ACPS (which had a pass rate of 70% in Mathematics). There was no SOL assessment data available for the Spring 2020 administration due to the closing of schools as a result of the pandemic. The pass rate for ACPS EL students in Mathematics in 2021 was 10% (vs, 21% State EL Student pass rate). Activities implemented included increased collaboration with mathematics instructional specialists to promote EL best practices, and working with select schools on AIM4S3, a math framework that focuses on achievement in mathematics for all language learners and integrates GLAD strategies into mathematics instruction. EL staff joined mathematics staff in differentiation professional learning workshops, and collaborated with the Virginia Pathways Initiative (VPI) team (Math Instructional Specialists, TAG, SPED, EL) to support Tier 1 Math instruction for ELs

Measurable Objective 4:

Measurable Objective 4 in the FY 21 Title III application was that by June 2021 the Division will meet the VDOE established federal four-year cohort graduation target (80%) for EL students. The 2019 Cohort report indicates that All students in our division had an 83.5% graduation rate and the rate for EL students was 68.5%. The 2020 Cohort report indicates that All students in our division had an 82.1% graduation rate and the rate for EL students was 70.9%. The 2021 Cohort report indicates that All students in our division had an 90.8% graduation rate and the rate for EL students was 89.7%. Activities implemented included additional EL student and family outreach during the Spring 2020 COVID-19 school closure to share information on community resources and supports during that challenging time and to support the continuity of learning for students. That outreach continued in school year 2020-2021, to best support students in meeting graduation requirements during the remote learning period. ACPS established a graduation task force that met throughout this past school year specifically to identify strategies and design new practices to support Latino and EL students at risk for drop out. Culturally responsive teaching practices were also emphasized and integrated into a social emotional learning focus for students during this 2021-2022 school year, seeking to address the trauma and challenges experienced by many students and families throughout the pandemic and previous year of virtual instruction.

G. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 5:

Section 2 - REQUIRED 2022-2023

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

What is a Measurable Objective?

A measurable objective has four components:

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

Measurable Objective 1:

By June 2023, the Division will meet the VDOE Objective of 56% of English learner students (K-12) making progress in achieving the VDOE established English Language Proficiency (ELP) Indicator as measured by performance on ACCESS for ELLs: For students at ELP levels 1.0-2.4, a composite level gain of 1.0 (grades K-2), 0.7 (grades 3-5) and 0.4 (grades 6-12). For students at ELP levels 2.5-3.4, a composite level gain of 0.4 (grades K-2 and grades 3-5) and 0.2 (grades 6-12). For students at ELP levels 3.5-4.4, a composite level gain of 0.2 (grades K-2 and grades 3-5) and 0.1 (grades 6-12).

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

Professional learning on language acquisition and EL best practices, including quality student interaction, differentiation, and culturally responsive teaching and learning will be provided to teachers of EL students with an emphasis on the Guided Language Acquisition Design (GLAD) strategies to build academic language and literacy in the content areas, and cooperative learning strategies designed to promote integration of listening, speaking, reading, and writing. Culturally responsive teaching practices will also be emphasized and integrated into a social emotional learning focus for students in the 2022-202 school year, seeking to address the ongoing trauma and challenges experienced by many students and families throughout this pandemic period. English language development (ELD) will explicitly be taught through English for Academic Purposes (EAP) courses at the secondary level and through the Accelerating Academic Language (AAL) courses at the elementary level. The ELD courses are designed to front-load and explicitly teach the language that is required for students to meaningfully access the ACPS general education curriculum.

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

By June 2023, the Division will meet or exceed the previous State pass rate (35%) of students comprising the EL subgroup taking the Reading/Language Arts Standards of Learning (SOL) assessment, scoring at the proficient level.

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

ACPS will implement English Language Development (ELD) courses to increase the explicit instruction of language for EL students; provide professional development to teachers and administrators to ensure educators are equipped to implement the ACPS Curriculum and effectively utilize EL best practices and strategies in Tier I core instruction; continue to promote collaboration in Professional Learning Communities (PLCs) and the role of the EL teacher in PLCs; promote professional learning at conferences and workshops; and provide cross-functional team trainings for general education teachers and EL teachers, incorporating English language acquisition, explicit instruction of language, scaffolding and differentiation, and culturally responsive teaching practices and strategies. Professional learning will also be provided on implementation of the GLAD strategies to promote building academic language and literacy in the content areas and culturally responsive classrooms, and cooperative learning strategies that promote listening, speaking, reading, and writing.

Measurable Objective 3:

By June 2023, the Division will meet or exceed the previous State pass rate (59%) of the students comprising the EL subgroup taking the Mathematics Standards of Learning (SOL) assessment, scoring at the proficient level.

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

ACPS will implement English Language Development (ELD) courses to increase the explicit instruction of language for EL students; provide professional development to teachers to ensure educators are equipped to implement the ACPS Curriculum and effectively utilize EL best practices and strategies in Tier I core instruction; continue to promote collaboration in Professional Learning Communities (PLCs) and the role of the EL teacher in PLCs; promote professional learning at conferences and workshops; and provide cross-functional team trainings for general education teachers and EL teachers, incorporating English language acquisition, explicit instruction of language, scaffolding and differentiation, and culturally responsive teaching practices and strategies. Professional learning will also be provided on implementation of the GLAD strategies to promote building academic language and literacy in the content areas and develop and promote culturally responsive classrooms, cooperative learning strategies that promote listening, speaking, reading, and writing. ACPS will promote and provide training on the integration of EL best practices into mathematics and learning activities, ensure collaboration of EL and mathematics instructional specialists to promote EL best practices, and work with select schools on AIM4S3, a math framework that focuses on achievement in mathematics for all language learners and integrates GLAD strategies into mathematics instruction.

G. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 4:

Measurable Objective 4 will be continued from the previous school. By June 2023, the Division will meet the VDOE established federal four-year cohort graduation target (80%) for EL students

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

ACPS has partnered with the Internationals Network for Public Schools to provide a program at Alexandria City High School and Francis C. Hammond Middle School designed to meet the unique needs of immigrant students. Small learning communities are established as teams of teachers serve small cohorts of students. Teachers engage in structured collaborative planning blocks that include a dedicated weekly time to discuss and address individual student issues and concerns. Students in the International Academy Network participate in an advisory program and have individualized supports and services tailored to meet their social and emotional needs. The International Academy Network has a full-time social worker and bilingual guidance counselors who collaborate with teachers to ensure students are fully supported and are encouraged to stay in school, and graduate from high school. Research indicates that schools which hope to improve EL achievement should emphasize literacy, personalized learning communities, distributed leadership, and teacher collaboration. ACPS is implementing Project GLAD strategies at George Washington Middle School, and supporting at all school levels professional development designed to increase quality student interaction and incorporation of EL best practices in the integration of content and language instruction. Based on an analysis of previous graduation data that revealed a need for additional support to Latino males, ACPS has also established a graduation task force specifically to identify strategies and design new practices targeted for that group of students.

Measurable Objective 5:

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

H. TITLE III PROGRAM DETAILS

Possible Subgrant Activities

Sec. 3116(d)(1-9) – Possible Subgrantee Activities: Place an X next to the activities below if you will use Title III funds in 2021-2022 to provide these activities.

Box A.

Possible Activities Serving ELs in LEAs Receiving Title III Funds	Place an X to Show How Funds Will be Used This Year 2022-2023
Supporting the development and implementation of LIEPs	X
Enhancing existing LIEPs and programs for restructuring and reforming schools with EL populations	
Supporting implementation of school wide programs	X
Professional development to teachers and other personnel serving ELs	X
Parent, family and community engagement activities	X
Supporting the development and implementation of pre-school programs	X
Improving LIEPs by upgrading curricula, instructional materials, software and assessment procedures	X
Improving instruction of ELs with disabilities	X
Providing tutorials, career and technical education	
Offering programs to help ELs achieve success in post-secondary education	
Other (if other, do not mark with an X, briefly describe the activity conducted in the white box)	

Sec.3201(7) of the ESEA – Identify the language(s) of instruction if your LEA provides the Transitional Bilingual, Dual Language or Two-way Immersion Programs . If you do not provide these LIEPs, mark Not Applicable (N/A).

Box B.

LIEPs	Language of Instruction (if applicable)
Transitional Bilingual	
Dual Language or Two-way Immersion	English and Spanish

I. IMMIGRANT CHILDREN & YOUTH (IY) FUNDS UNDER TITLE III

Complete if IY funds are allocated

Purpose of Immigrant Children and Youth (IY) Funds

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

Description of Program and Services for Immigrant Students

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

[Empty text box for describing the use of IY funds]

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

[Empty text box for describing the evaluation of enhanced instructional opportunities]

J. PRIVATE SCHOOL PARTICIPATION

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

1. Are there eligible private schools in the school division's attendance area? Mark *Yes* if you have Private Schools, even if they refuse funds.

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

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

Regular Mail Certified Mail
 Telephone Calls Meetings
 Visits to the Private School Other (Please specify) email

3. **How many English Learners Level 1-4.3 received services in the public school division for the 2021-2022 school year?** 5,382

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

a. Title III Budget	589,333.81
b. Proportionate Share	1,092.98
c. Additional set-aside for equitable services (if necessary)	
d. Amount to use for set-aside calculations	1,092.98

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

a. Title III Budget	0.00
b. Proportionate Share	0.00

CALCULATION OF SET-ASIDES

6. For the 2022-2023 award year, enter the estimated private school-set aside onto the Title III Budget tab under the “Budget for 2022-2023” column in the appropriate object codes on the “Private School Set-Aside” lines. On the Budget Detail pages, list the amounts in the appropriate object codes in the “Private School Set-Aside for 2022-2023” lines.

7. Complete the chart below:
- In Column A, list all eligible private schools in the school division.
 - In column B, indicate the participation status of the listed private school(s) for the 2022-2023 award year, as a result of consultation.
 - In Column C, enter number of English learner students in private schools participating in services for the 2022-2023 award year. **Only complete if you answered yes in column B.**
 - In Column D, enter the description of services provided for participating children. **Only complete if you answered yes in column B.**
 - Column E will automatically calculate the value of services for the 2022-2023 award year.

A Private Schools	B Participation Status for 2022-2023 Award Year? (Yes/No)	C Number of Identified Students	D Description of Services	E Estimated Value of Services from 2022-2023 Title IIIA Budget, Per School	F Estimated Value of Additional Services from Transferability Funds
St Rita	Yes	7	Professional Learning	765.08	0.00
Bishop Ireton	Yes	3	Professional Learning	327.89	0.00
Alexandria Country Day	No			0.00	0.00
Commonwealth Academy	No			0.00	0.00
Episcopal High	No			0.00	0.00
Grace Episcopal School	No			0.00	0.00
Immanuel Lutheran	No			0.00	0.00
St. Stephens and St. Agnes	No			0.00	0.00
Blessed Sacrament	No			0.00	0.00
Basilica of St. Mary	No			0.00	0.00
				0.00	0.00
				0.00	0.00
				0.00	0.00
				0.00	0.00
				0.00	0.00
				0.00	0.00
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				0.00	0.00
				0.00	0.00
				0.00	0.00
				0.00	0.00
				0.00	0.00
				0.00	0.00
				0.00	0.00
				0.00	0.00
Total Identified Students			10	Total Private School Set-Asides	1,092.97
				Use this Figure for Private School Set-Asides in the 2022-2023 Budget	Use this Figure for Private School Set-Asides in the 2022-2023 Transferability

K. 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.

The principles and goals as laid out in the Alexandria City Public Schools (ACPS) Strategic Plan (ACPS Equity for All: 2025) undergird the school division's commitment to ensuring equitable access to, and participation in all instructional programs for all students, teachers, and other beneficiaries - including those programs supported by federal funds. Equity for All pledges Alexandria City Public Schools will provide an equitable, high quality education which is accessible and engaging to all students. The plan's mission: 'to ensure success by inspiring students and addressing barriers to learning', is supported by five core values, including one that specifically charges ACPS with being equity-focused in all we do, actively working to remove barriers to educational access.

The Strategic Plan is supported by a host of School Board policies (AC, AD, AE, JB, JBA, JECA) designed to further outline and elaborate on the school division's commitment to all beneficiaries of the division's programming, regardless of difference or perceived difference. In particular, Policy AC: Non-Discrimination states: 'The Alexandria City School Board is committed to nondiscrimination with regard to age, race, color, national origin, ancestry, disability, religion, gender, gender identity, gender expression, sex, sexual orientation, genetic information, marital status, pregnancy, childbirth or related medical conditions, status as a parent, political affiliation, status as a veteran or any other characteristic protected by law. This commitment prevails in all of its policies and practices concerning staff, students, educational programs and services, and individuals and entities with whom the Board does business.' Further, Policy AE states: 'The school division is committed to excellence in education, equality of educational opportunity, and the recognition of each student's individuality. Inasmuch as students differ in their rate of physical, mental, emotional and social growth and vary in their needs and abilities, learning opportunities are provided that are consistent with personal development and potential. Programs emphasize diagnostic and prescriptive instruction, allowing an individual approach to each student's learning style and educational needs.' These commitments apply to any program or service offered by ACPS, regardless of funding source, and apply wholly to all federally funded programs offered by the school division.

EXPENDITURE ACCOUNT DESCRIPTIONS

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

OBJECT CODE DEFINITIONS:

(revised 4/8/21)

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

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

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

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

- 1) Allocation by percentage of payroll dollars
- 2) Allocation by Head Count
- 3) 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 sub-grantee equivalent to support professional development or family engagement events is included in this object code. For example, internal expenses for school cafeterias to provide meals to support attendance at family engagement activities are included in this object code.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Capital Outlay Replacement

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

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

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

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

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

Special Note - Classification of Hardware and Infrastructure Expenditures:

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

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

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

GENERAL ASSURANCES

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

The school division/grantee assures:

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

PROGRAM SPECIFIC ASSURANCES

Title III funds cannot be used for academic programs and LIEP services provided to ELs that are required under other local, state, and federal laws to include Title VI of the Civil Rights Act of 1964, the Equal Educational Opportunities Act of 1974 (EEOA). The division will comply with the supplement, not supplant, provisions as described below:

Section 3115

(g) SUPPLEMENT, NOT SUPPLANT - Federal funds made available under this subpart shall be used so as to supplement the level of federal, state, and local public funds that, in the absence of such availability, would have been expended for programs for English learners and immigrant children and youth and in no case to supplant such Federal, State, and local public funds.

The school division/grantee assures:

- I. It will include in the plan under ESEA Section 3114 a certification that all teachers in any LIEP are, or will be, funded under this part are fluent in English and any other language used for instruction, including having written and oral communications skills;
- II. All ELs will be identified within 30 days of enrollment
- III. It will comply with the parental notification requirements as described below:
 - A Each eligible entity using funds provided under this title to provide a LIEP shall, not later than 30 days after the beginning of the school year, inform a parent or the parents of ELs identified for participation in, or participating in, such program of —
 1. the reasons for the identification of their child as an EL and in need of placement in a LIEP;
 2. the child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;
 3. the method of instruction used in the program in which their child is, or will be, participating, and the methods of instruction used in other available programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction;
 4. how the program in which their child is, or will be participating, will meet the educational strengths and needs of the child;
 5. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;
 6. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for ELs, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools;
 7. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; and
 8. information pertaining to parental rights that includes written guidance —
 - a. detailing —
 - (i). the right that parents have to have their child immediately removed from such program upon their request; and
 - (ii). the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and
 - b. assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the eligible entity.

PROGRAM SPECIFIC ASSURANCES

- B. RECEIPT OF INFORMATION- The information required to be provided under subsection (a) to a parent shall be provided in an understandable and uniform format and, to the extent practicable, in a language that the parent can understand.
- IV. It will comply with the Parents Right-to-Know requirements in ESEA Section 1112(e);
- V. It will annually assess the English proficiency of all ELs participating in programs funded under this part;
- VI. It will base its proposed plan on effective research on teaching ELs;
- VII. It will ensure that the programs will enable children to speak, read, write, and comprehend the English language and meet challenging state academic content and student academic achievement standards;
- VIII. It will not violate any state law, including state constitutional law, regarding the education of ELs, consistent with ESEA Sections 3125 and 3126;
- IX. It consulted with teachers, researchers, school administrators and other school personnel, parents and family members, community members, public or
- X. It will, if applicable, coordinate activities and share relevant data under the plan with local Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers; and
- XI. Immigrant children and youth (IY) funds will be specifically targeted to eligible immigrant students and their families.