



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

Place an "X" by the applicable response.

Original

Revision:

Revision #

Date:

[Explain](#)

Amendment:

Amendment #

Date:

[Explain](#)

**A. COVER PAGE**

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

2017-2018 Individual Program Application

**Due by July 1, 2017**

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

**To be Completed by School Division**

Applicant (Legal Name of Agency) Alexandria City Public Schools	Division Number 101	Title III Coordinator Bethany Nickerson
Mailing Address (Street, City or Town, Zip Code) 1340 Braddock Place, Alexandria, VA 22314	Phone: 703-619-8334	Ext:
	Email: bethany.nickerson@acps.12.va.us	

<b>2017-2018 Title III, Part A Allocation</b>	<b>476,202.70</b>	<b>EL Award Amount</b>	<b>476,202.70</b>	<b>I/Y Award Amount:</b>	<b>0.00</b>
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Place an "X" in the box if the division is the Consortium Lead School Division.

If checked, divisions must complete the "Immigrant Children and Youth" tab, in red, to describe the Immigrant Children and Youth (IY) Program.

**LOCAL EDUCATIONAL AGENCY CERTIFICATION**

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

Specific uses of funds for this application are found in the "Guidelines, Instructions, and Assurances" document located on the Department of Education's Web site at:

[http://www.doe.virginia.gov/federal\\_programs/esea/applications/title3/title3\\_part-a\\_app\\_guidelines.pdf](http://www.doe.virginia.gov/federal_programs/esea/applications/title3/title3_part-a_app_guidelines.pdf)

**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, program plans, and applications. **Additionally, the local educational agency agrees by signing below to implement the general and program specific assurances located in the "Application Guidelines, Instructions, and Assurances" document. The assurances and signed cover page are to be retained at the division level.**

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

on June 22, 2017.

Superintendent's Signature  
Alvin L. Crawley, Ed.D.

Superintendent's Name  
June 22, 2017

Date

Board Chairperson's Signature  
Ramee A. Gentry

Board Chairperson's Name  
June 22, 2017

Date

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

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

**APPLICATION INFORMATION**

2016 - 2017 Allocation	2016-2017 Consolidated Yes or No	PROGRAM		2017 - 2018 Allocation Total
510,209.18	No	Title III, Part A, English Learners: Total of: a + c; b + c; only a; or only c.		476,202.70
		a. EL Subgrant: Not part of a consortium	Subtotal	476,202.70
		b. EL Subgrant: Consortium Lead Total of all consortium member allocations	Subtotal	
		c. Immigrant Children and Youth Subgrant:	Subtotal	

**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"/>
	Amendment	<input type="checkbox"/>	Date:	
2.	Revision	<input type="checkbox"/>	Date:	<input type="text"/>
	Amendment	<input type="checkbox"/>	Date:	
3.	Revision	<input type="checkbox"/>	Date:	<input type="text"/>
	Amendment	<input type="checkbox"/>	Date:	
4.	Revision	<input type="checkbox"/>	Date:	<input type="text"/>
	Amendment	<input type="checkbox"/>	Date:	
5.	Revision	<input type="checkbox"/>	Date:	<input type="text"/>
	Amendment	<input type="checkbox"/>	Date:	
6.	Revision	<input type="checkbox"/>	Date:	<input type="text"/>
	Amendment	<input type="checkbox"/>	Date:	
7.	Revision	<input type="checkbox"/>	Date:	<input type="text"/>
	Amendment	<input type="checkbox"/>	Date:	

**B. BUDGET SUMMARY****Title III, Part A**

**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 requirements, including those under State or local laws.**

OBJECT CODE	EXPENDITURE	EL Subgrant	Immigrant Children and Youth (IY) Subgrant	Does Budget Summary match Detail Budget?	
<b>1000 - Personal Services</b>	Administration	0.00		Yes	
	Teachers	0.00			
	Paraprofessionals	0.00			
	Other	186,350.52			
	Private School Set-Asides	0.00			
	<b>Total Personal Services</b>	<b>186,350.52</b>	<b>0.00</b>		
<b>2000 - Employee Benefits</b>	Fixed Charges (Administrative and Instruction)	77,183.36		Yes	
	Private School Set-Asides				
	<b>Total Employee Benefits</b>	<b>77,183.36</b>	<b>0.00</b>		
<b>3000 - Purchased/ Contracted Services</b>	Supportive Services (Med., Dental)			Yes	
	Evaluation Services				
	Professional Development	154,550.00			
	Other				
	Private School Set-Asides	1,587.34			
	<b>Total Purchased/Contracted Services</b>	<b>156,137.34</b>	<b>0.00</b>		
<b>4000 - Internal Services</b>	Pupil Transportation			Yes	
	Food Services				
	Other				
	Private School Set-Asides				
	<b>Total Internal Services</b>	<b>0.00</b>	<b>0.00</b>		
<b>5000 - Other Charges</b>	Travel (Staff/Administrative)	25,700.00		Yes	
	Maintenance of Plant				
	Operation of Plant				
	Indirect Cost	9,524.05			
	Other				
	Private School Set-Asides				
	<b>Total Other Charges</b>	<b>35,224.05</b>	<b>0.00</b>		

<b>6000 - Materials and Supplies</b>	Administrative				
	Instructional		21,307.43		
	Private School Set-Asides				
	<b>Total Materials and Supplies</b>		<b>21,307.43</b>	<b>0.00</b>	<b>Yes</b>
<b>8000 - Capital Outlay</b>	Equipment for Instruction				
	Buildings				
	Remodeling				
	All Other Equipment				
	Private School Set-Asides				
	<b>Total Capital Outlay</b>		<b>0.00</b>	<b>0.00</b>	<b>Yes</b>
	<b>TOTAL SUBGRANT BUDGET</b>		<b>476,202.70</b>	<b>0.00</b>	
	<b>TOTAL ALLOCATION</b>		<b>476,202.70</b>		Does Total Allocation equal sum of detailed budget?

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

Note: 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**

Include a detailed breakdown of the budget categories for Object Codes 1000-6000 and 8000, as shown on page 10.

**DETAILED BUDGET DESCRIPTION OF OBJECT CODE 1000**

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

Two full-time, bilingual, division-wide parent liaison positions to support the increasing number of 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 ELL programs, services, standards and assessments, and connect parents with community and city services available in Alexandria City. One full-time secondary language acquisition specialist to support the increasing number of long-term EL students at the secondary level, with specific literacy needs. Both EL students and immigrant youth are supported with funds from this program.

Item Description	Funding Source	FTEs	Total Cost
Division-wide Parent Resource Coordinator		1	73,574.40
Division-wide Parent Resource Specialist		1	38,400.00
Secondary Language Acquisition Specialist		1	74,376.12
Total for Object Code:		3.0	186,350.52

**DETAILED BUDGET DESCRIPTION OF OBJECT CODE 2000**

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

Item Description	Funding Source	Total Cost
Division-wide Parent Resource Coordinator - Full-time Position		26,575.75
Division-wide Parent Resource Specialist - Full-time Position		23,742.96
Secondary Language Acquisition Specialist - Full-time Position		26,864.65
Total for Object Code:		77,183.36

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

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. Please indicate how these funds will support any services and activities that are described in this application.

Ongoing and sustained professional learning will be provided through sessions, workshop series, conferences 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 accessing the general education curriculum. Professional learning supported through this funding targets teachers of EL students, promoting the teaching and learning of academic language of content areas and integration of the four domains of language through cooperative learning structures, activation of prior knowledge, provision of comprehensible input for students, differentiation and culturally responsive teaching and learning.

Item Description	Funding Source	Total Cost
Language acquisition, cooperative learning, culturally responsive teaching and learning		142,300.00
Conference registrations		12,250.00
Private school set-aside		1,587.34
Total for Object Code:		156,137.34

**DETAILED BUDGET DESCRIPTION OF OBJECT CODE 3000**

Provide a description of evaluation services or other expenses related to purchased or contracted services that are not related to the professional development detailed above.

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

**DETAILED BUDGET BREAKDOWN (CONTINUED)**

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

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

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

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

Travel must be justified by demonstrating a relationship between the proposed travel and the needs of the program. Please indicate the estimated cost and the estimated number of people attending.

Funding from Title III will be used for travel expenses for approximately 35 administrators, teachers, coaches, and/or EL specialists to attend EL workshops and conferences related to best practices for ELs and the purposes of Title III and for travel associated with the delivery of professional development for teachers of ELs.

Item Description	Funding Source	Total Cost
Travel for approximately 35 administrators, teachers, coaches, and/or EL specialists		25,700.00
Total for Object Code:		25,700.00





**JUSTIFICATION FOR CAPITAL OUTLAY - OBJECT CODE 8000**

All capital outlay expenditures over \$5,000 per unit must be approved in advance by the Department of Education. If the school division has established a threshold of a lesser amount, items equal to that amount or greater must also receive prior approval by the Department of Education. Equipment quantities must be specified.

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

**DETAILED BUDGET DESCRIPTION FOR OBJECT CODE 8000**

Provide a description for expenses related to object code 8000 not included in the justification above.

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

**EXPENDITURE ACCOUNTS DESCRIPTIONS**

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

**OBJECT CODE DEFINITIONS:**

- 1000 PERSONAL SERVICES** - All compensation for the direct labor of persons in the employment of the local government. Salaries and wages paid to employees for full- and part-time work, including overtime, shift differential, and similar compensation. Also includes payments for time not worked, including sick leave, vacation, holidays, and other paid absences (jury duty, military pay, etc.), which are earned during the reporting period.
- 2000 EMPLOYEE BENEFITS** - Job related benefits provided employees are part of their total compensation. Fringe benefits include the employer's portion of FICA, pensions, insurance (life, health, disability income, etc.), and employee allowances.
- 3000 PURCHASED/CONTRACTUAL SERVICES** - Services acquired from outside sources (i.e. private vendors, public authorities or other governmental entities). Purchase of the service is on a fee basis or fixed time contract basis. Payment for rentals and utilities are not included in this account description. (You can only charge indirect on the first 25,000 of a contract). Allowable payments would be to individual or firms that are independent contractors and not employees of the grantee or subgrantee organization. The word honorarium is sometimes used to characterize such payments; the term "fee" is preferred. Online subscriptions and site licenses are included in this object code. Food purchases: working meals purchased through a vendor are included in this object code. Reimbursement is capped at the per diem rate for the meal listed according to the state travel regulations. Examples for this object code include meals provided during day long professional development sessions, or meals provided to support attendance at family engagement activities. Food purchased from catering services and restaurants such as Pizza Hut, Panera Bread, and Subway is included in this object code.
- 4000 INTERNAL SERVICES** - Charges from an Internal Service Fund to other functions/activities/elements of the local government for the use of intergovernmental services, such as data processing, automotive/motor pool, central purchasing/central stores, print shop, and risk management. These services are provided by internal services within the School District and possibly the county but not a vendor. Food purchases: food purchased from the food services department of a school division or subgrantee equivalent to support professional development or family engagement events is included in this object code. For example, internal expenses for school cafeterias to provide meals to support attendance at family engagement activities are included in this object code.
- 5000 OTHER CHARGES** - Includes expenditures that support the program, including utilities (maintenance and operation of plant), staff/administrative/consultant travel, office phone charges, training, conference registrations and fees, leases/rental, indirect cost, and other. Food purchases: travel reimbursement for meals is included in this object code. Reimbursement is capped at the per diem rate for the meal listed according to the state travel regulations.

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

**6000 MATERIALS AND SUPPLIES - Includes articles and commodities that are consumed or materially altered when used and minor equipment that is not capitalized. This includes any equipment purchased under \$5,000, unless the LEA has set a lower capitalization threshold. Therefore, computer equipment under \$5,000 would be reported in “materials and supplies.” Food purchases: food purchased from a grocery store or its equivalent for snacks or breaks is included in this object code. Examples include bottled water, granola bars, cookies, and fruit purchased from a store such as WalMart, Food Lion, Costco, etc.**

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

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

**9000 OTHER USES OF FUNDS - Debt Service and fund transfers, used with governmental funds only (not used in application budgets or request for reimbursements).**



Supportive Services (Med., Dental)														
Evaluation Services								0.00	0.00	0.00	0.00			
Priority Schools, if applicable														
Focus Schools, if applicable														
Parental Involvement								0.00	0.00	0.00	0.00			
Private School Set-Aside								0.00	0.00	0.00	0.00			
Professional Development								0.00	0.00	0.00	0.00			
Teacher Quality (i.e., assessments; recruitment)								0.00	0.00	0.00	0.00			
Tutoring Services								0.00	0.00	0.00	0.00			
Other								0.00	0.00	0.00	0.00			
Total Purchased/Contracted Services								0.00	0.00	0.00	0.00			
<b>4000 - Internal Services</b>														
Public School Choice Transportation								0.00	0.00	0.00	0.00			
Pupil Transportation								0.00	0.00	0.00	0.00			
Food Services								0.00	0.00	0.00	0.00			
Priority Schools, if applicable														
Focus Schools, if applicable														
Private School Set-Aside								0.00	0.00	0.00	0.00			
Professional Development								0.00	0.00	0.00	0.00			
Parental Involvement								0.00	0.00	0.00	0.00			
Other								0.00	0.00	0.00	0.00			
Total Internal Services								0.00	0.00	0.00	0.00			
<b>5000 - Other Charges</b>														
Travel (Staff/Administrative)								0.00	0.00	0.00	0.00			
Maintenance/Operation of Plant														
Indirect Cost								0.00	0.00	0.00	0.00			
Priority Schools, if applicable														
Focus Schools, if applicable														
Private School Set-Aside								0.00	0.00	0.00	0.00			
Professional Development								0.00	0.00	0.00	0.00			
Parental Involvement								0.00	0.00	0.00	0.00			
Other								0.00	0.00	0.00	0.00			
Total Other Charges								0.00	0.00	0.00	0.00			
<b>6000 - Materials and Supplies</b>														
Administrative								0.00	0.00	0.00	0.00			
Instructional								0.00	0.00	0.00	0.00			
Priority Schools, if applicable														
Focus Schools, if applicable														
Private School Set-Aside								0.00	0.00	0.00	0.00			
Professional Development								0.00	0.00	0.00	0.00			
Parental Involvement								0.00	0.00	0.00	0.00			
Other								0.00	0.00	0.00	0.00			
Total Materials and Supplies								0.00	0.00	0.00	0.00			

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

**E. PROGRAM OVERVIEW**

Section 3116 of the ESEA, as amended by ESSA, requires each subgrantee accepting Title III funds to submit a local plan that describes how Title III funds will be used to provide supplemental services to improve the English language proficiency and academic achievement of ELs. This includes 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 requirements, including those under State or local laws.

**Instruction Programs and Services for ELs and their Families****Narrative Boxes:**

**Box 1: Academic Support** -- Describe how the division provides ELs with meaningful and equitable access to academic support as required under Title VI of the Civil Rights Act of 1964. Describe the training that divisions have offered to ensure that teachers providing core instruction to ELs can work effectively with this population so that these students have meaningful and equal access to the same curriculum as all students. **For the 2017-2018 year, divisions are not required to complete this section if there are no substantive changes from the 2016-2017 application. In the space below, indicate “No Changes” or describe changes from the 2016-2017 application.**

No Changes

**E. PROGRAM OVERVIEW (CONTINUED)**

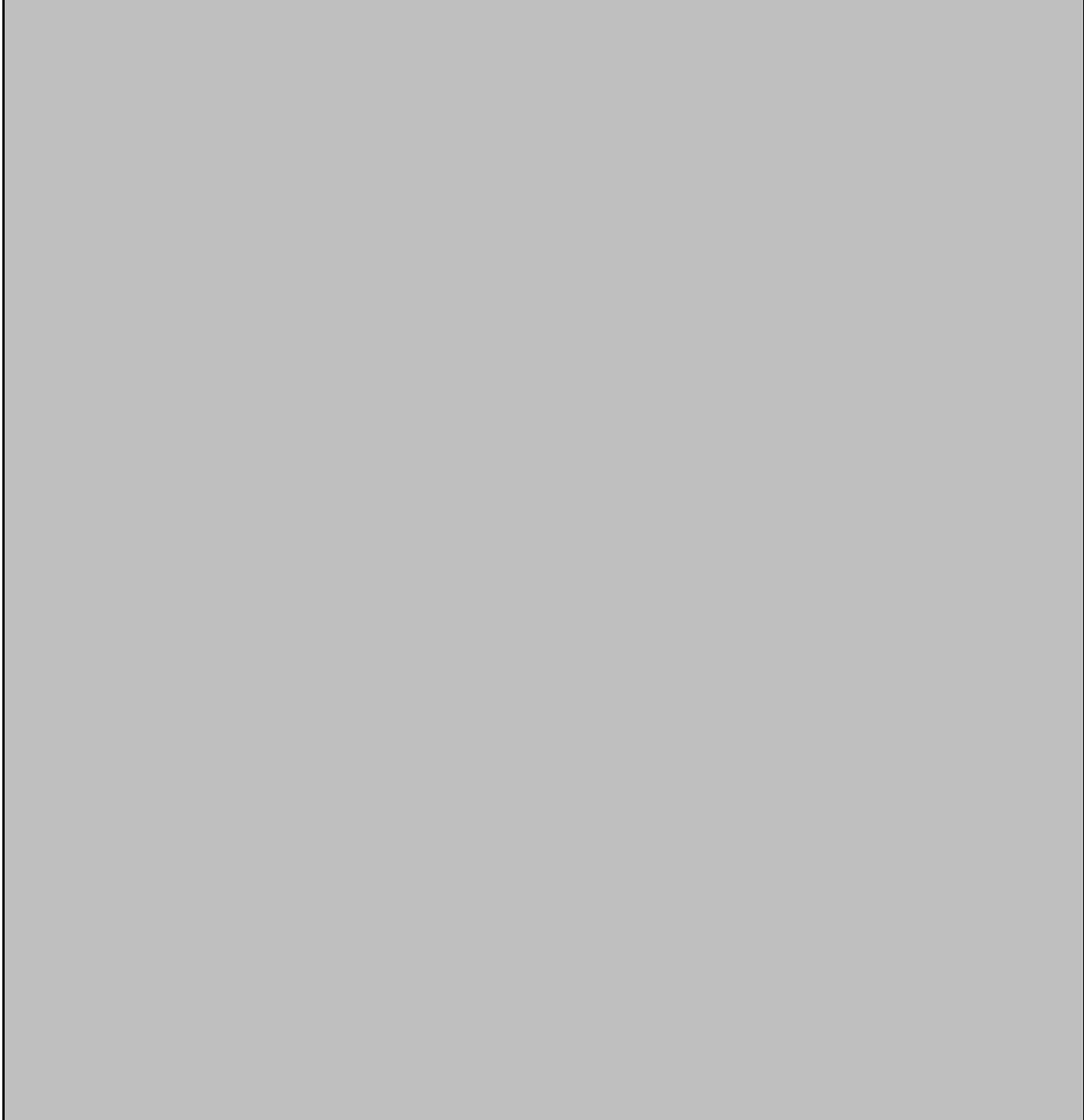
**Box 2: Language Instruction Educational Program (LIEP) -- Describe how effective Language Instruction Educational Programs and services are implemented to ensure that ELs develop English proficiency as required under the Lau v. Nichols Supreme Court Decision of 1972. Include information about how the division ensures that language instruction programs and services for ELs are sufficiently staffed with qualified personnel. Describe the training that divisions have offered teachers providing an effective Language Instruction Educational Program (LIEP). For the 2017-2018 year, divisions are not required to complete this section if there are no substantive changes from the 2016-2017 application. In the space below, indicate "No Changes" or describe changes from the 2016-2017 application.**

No Changes



**E. PROGRAM OVERVIEW (CONTINUED)**

**Box 3:** Title III Annual Measurable Achievement Objectives -- **During the transition from the Elementary and Secondary Education Act (ESEA) to the newly authorized Every Student Succeeds Act (ESSA), USED is not requiring states to report performance against Title III AMAOs.**



**E. PROGRAM OVERVIEW (CONTINUED)**

**Box 4: Parent, Family, & Community Engagement** – Describe how the division provides and implements effective activities and strategies to enhance limited English proficient (LEP) parent, family, and community engagement activities. **For the 2017-2018 year, divisions are not required to complete this section if there are no substantive changes from the 2016-2017 application. In the space below, indicate “No Changes” or describe changes from the 2016-2017 application.**

No Changes

**E. PROGRAM OVERVIEW (CONTINUED)**

**Box 5:** Title III Funding -- Describe how the division will expend Title III funds to provide supplemental academic support and Language Instruction Educational Programs (LIEPs) and services as described in Narrative Boxes 1 and 2. Specifically address how the proposed expenditure of Title III funds meets the Title III supplement, not supplant, requirements. **For the 2017-2018 year, divisions are not required to complete this section if there are no substantive changes from the 2016-2017 application. In the space below, indicate “No Changes” or describe changes from the 2016-2017 application.**

No Changes

**E. PROGRAM OVERVIEW (CONTINUED)**

**Program Evaluation**

**Box 6:** Evaluation -- Describe the process for evaluating the effectiveness of division Language Instruction Educational Programs (LIEPs) to ensure that ELs are acquiring English proficiency and exiting services. Information about the following topics should be included:

1. Participating stakeholders
2. Data analysis procedures
3. Implementation of program modifications as appropriate
4. Timeline for implementation of program modifications

**For the 2017-2018 year, divisions are not required to complete this section if there are no substantive changes from the 2016-2017 application. In the space below, indicate “No Changes” or describe changes from the 2016-2017 application.**

No Changes

**F. COORDINATION OF SERVICES**

Describe the partnership within your division between this program and other local, state and/or federal programs in the delivery of services to the targeted population(s). Describe the collaboration of program staff, parents, and the community to provide services and activities that will contribute to the attainment of the measurable objectives in this application. **For the 2017-2018 year, divisions are not required to complete this section if there are no substantive changes from the 2016-2017 application. In the space below, indicate “No Changes” or describe changes from the 2016-2017 application.**

No Changes

### G. MEASURABLE OBJECTIVES

1. State up to eight measurable objectives that will guide the development of the program to be funded with the requested federal funds.
2. Describe the evidence-based research 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.

Note: Measurable objectives should be aimed at supporting the mastery of K-12 college- and career-ready standards, proficiency on corresponding state assessments, teacher quality, parental involvement, and other allowable objectives as defined under ESEA program areas and identified through local needs assessments. During the period of transition from ESEA to ESSA, measurable objectives do not need to address the AMO targets previously approved as part of Virginia's ESEA flexibility agreement.

Measurable Objective 1: **For the 2017-2018 year, divisions are not required to complete this section if there are no substantive changes from the 2016-2017 application. In the space below, indicate “No Changes” or describe changes from the 2016-2017 application.**

**Given the expected impact on ACCESS for ELLs of the 2017 WIDA Consortium standard setting process, it is anticipated that the 2017-2018 Access for ELLs scores will comprise new baseline data to determine language growth.**

Effective research-based instruction and other supports will be implemented with requested funds so that ELs can achieve English language proficiency and perform academically at the same high levels as their non-EL peers.

No Change

**G. MEASURABLE OBJECTIVES (CONTINUED)**

Measurable Objective 2: **For the 2017-2018 year, divisions are not required to complete this section if there are no substantive changes from the 2016-2017 application. In the space below, indicate “No Changes” or describe changes from the 2016-2017 application.**

No Changes

Effective research-based instruction and other supports will be implemented with requested funds so that ELs can achieve English language proficiency and perform academically at the same high levels as their non-EL peers.

No Changes

Measurable Objective 3: **For the 2017-2018 year, divisions are not required to complete this section if there are no substantive changes from the 2016-2017 application. In the space below, indicate “No Changes” or describe changes from the 2016-2017 application.**

No Changes

Effective research-based instruction and other supports will be implemented with requested funds so that ELs can achieve English language proficiency and perform academically at the same high levels as their non-EL peers.

No Changes

**G. MEASURABLE OBJECTIVES (CONTINUED)**

Measurable Objective 4: **For the 2017-2018 year, divisions are not required to complete this section if there are no substantive changes from the 2016-2017 application. In the space below, indicate “No Changes” or describe changes from the 2016-2017 application.**

No Changes

Effective research-based instruction and other supports will be implemented with requested funds so that ELs can achieve English language proficiency and perform academically at the same high levels as their non-EL peers.

No Changes

Measurable Objective 5: **For the 2017-2018 year, divisions are not required to complete this section if there are no substantive changes from the 2016-2017 application. In the space below, indicate “No Changes” or describe changes from the 2016-2017 application.**

No Changes

Effective research-based instruction and other supports will be implemented with requested funds so that ELs can achieve English language proficiency and perform academically at the same high levels as their non-EL peers.

No Changes



**G. MEASURABLE OBJECTIVES (CONTINUED)**

Measurable Objective 6: **For the 2017-2018 year, divisions are not required to complete this section if there are no substantive changes from the 2016-2017 application. In the space below, indicate “No Changes” or describe changes from the 2016-2017 application.**

No Changes

Effective research-based instruction and other supports will be implemented with requested funds so that ELs can achieve English language proficiency and perform academically at the same high levels as their non-EL peers.

No Changes

Measurable Objective 7: **For the 2017-2018 year, divisions are not required to complete this section if there are no substantive changes from the 2016-2017 application. In the space below, indicate “No Changes” or describe changes from the 2016-2017 application.**

No Changes

Effective research-based instruction and other supports will be implemented with requested funds so that ELs can achieve English language proficiency and perform academically at the same high levels as their non-EL peers.

No Changes

**G. MEASURABLE OBJECTIVES (CONTINUED)**

Measurable Objective 8: **For the 2017-2018 year, divisions are not required to complete this section if there are no substantive changes from the 2016-2017 application. In the space below, indicate “No Changes” or describe changes from the 2016-2017 application.**

No Changes

Effective research-based instruction and other supports will be implemented with requested funds so that ELs can achieve English language proficiency and perform academically at the same high levels as their non-EL peers.

No Changes

**H. Title III Program Details**

**Types of Service Programs**

Indicate with an X the service program used by your school division or consortium members. If multiple programs are used, please report each program. For program definitions, please go to the following link:

<https://www2.ed.gov/rschstat/eval/title-iii/language-instruction-ed-programs-report.pdf>

Dual Language	1
Two-way immersion	1
Transitional bilingual	
Developmental bilingual	
Heritage language	
Sheltered English instruction	1
Structured English immersion	
Specially designed academic instruction delivered in English (SDAIE)	
Content-based ESL	1
Pull-out ESL	1
Other (Explain)	

### Professional Development Activities

Indicate the number of professional development activities your school division or consortium members plan to conduct with Title III funds and/or Immigrant Children and Youth (IY) funds.

	Per PD
Instructional strategies for ELs	25
Understanding and implementation of assessment of ELs	5
Understanding and implementation ELD standards and academic content standards for ELs	5
Alignment of the curriculum in language instruction educational programs to ELD standards	2
Subject matter knowledge for teachers	1

### Participant Information

Indicate the estimated number of teachers, administrators, and other personnel who will participate in each type of professional development activity to be funded by Title III by putting the total number of participants in the corresponding box. Do not use X's instead of numbers.

Professional development provided to content or classroom teachers (Number of content or classroom teachers receiving professional development)	1400
Professional development provided to EL classroom teachers (Number of content or classroom teachers receiving professional development)	150
Professional development provided to principals (Number of principals receiving professional development)	16
Professional development provided to administrators/other than principals (Number of administrators/other than principals receiving professional development)	31
Professional development provided to other school personnel/non-administrative staff (Number of other school personnel/non-administrative staff receiving professional development)	26
Professional development provided to community-based organizational personnel (Number of community-based organizational personnel receiving professional development)	10

School Division: Alexandria City Public Schools

Division Number: 101

**I. TITLE III CONSORTIUM AGREEMENT**

According to Title III, Part A, Sections 3111 and 3114, a state educational agency shall not award an EL formula subgrant if the amount of the subgrant is less than \$10,000. However, the law permits school divisions to apply in consortium with one or more other school divisions to reach the \$10,000 threshold. School divisions that meet this criterion and wish to apply for Title III EL formula subgrant in a consortium must identify a lead school division. The lead school division will be responsible for completing the application and serving as the fiscal agent. One (1) application should be submitted per consortium. One (1) certification should be submitted by each participating school division to the lead school division. The Department will consider consortium memberships finalized by July 1. Requests to join or exit a consortium will not be accepted after July 1.

**Lead Consortium School Division**

Name of Lead School Division: <u>Alexandria City Public Schools</u>	School Division Number: <u>101</u>
Typed Name of Superintendent:	
Signature of Superintendent:	Date:

***Typed name of contact for Title III consortium if different than superintendent :***

Title III Contact:		
Title:		
Mailing Address:		
City, State, Zip:		
Telephone:	E-mail:	Fax:

**LIST OF PARTICIPATING SCHOOL DIVISIONS**

The following school divisions have applied to participate in this consortium. The EL formula subgrant award corresponds to the 2017-2018 EL formula subgrant allocation

Please check to assure that signed copies of participating consortium member certification pages for all member divisions are on file with the lead school division.

Name of School Division	Division Number	EL Subgrant Award Amount
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		

10.			
11.			
12.			
Total			0.00

**J. Immigrant Children and Youth (IY) Funds under Title III**

**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:

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

[Empty response box]

**K. 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?

**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)

3. Complete the chart below:

- In Column A, list all eligible private schools in the school division.
- In Column C, enter number of English learner students in private schools participating in services for the **2017-2018 award year**.
- In Column D, enter the description of services provided for participating children.

A	B	C	D
Private Schools	Participation Status for 2017-2018 award year? (Yes/No)	Number of identified students	Description of Services
St. Rita School	Yes	3	Professional development for teachers of ELs
Blessed Sacrament School	Yes	2	Professional development for teachers of ELs
St. Mary's Catholic School	Yes	3	Professional development for teachers of ELs
Bishop Ireton High School	Yes	6	Professional development for teachers of ELs
St. Stephen's and St. Agnes School	No	0	No Services

4. Enter the private school services set-aside in the Detailed Budget Description and Budget Summary.





**L. 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 2020: Every Student Succeeds) undergird the school division's commitment to ensuring equitable access to, and participation in all instructional programs for all students - including those programs supported by federal funds. The primary goal of this plan is 'Academic excellence and educational equity: Every student will be academically successful and prepared for life, work, and college.'

This goal is supported by several school division policies designed to further outline and elaborate on the school division's commitment to all beneficiaries of the division's programming, regardless of gender, race, national origin, color, disability or age. In particular, Policy AC: Non-Discrimination states; 'The Alexandria City School Board is committed to nondiscrimination with regard to age, race, national origin, ancestry, disability, religion, gender, gender identity, gender expression, sex, sexual orientation, genetic information,

pregnancy, marital status, status as a parent, or political affiliation. This attitude will prevail in all of its policies concerning staff, students, educational programs and services, and individuals 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 shall 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.

