



**Virginia Department of Education
Office of ESEA Programs
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 I, Part A, Improving Basic Programs
2019-2020 Individual Program Application
Due by July 1, 2019

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

To be Completed by School Division

Applicant (Legal Name of Agency) ALEXANDRIA CITY PUBLIC SCHOOLS	Division Number	101	Title I, Part A, Coordinator Natalie Mitchell	
Mailing Address (Street, City or Town, Zip Code) 1340 Braddock Place Alexandria, VA 22314	Phone:	703.619.8280	Ext:	
	Email:	natalie.mitchell@acps.k12.va.us		

LOCAL EDUCATIONAL AGENCY CERTIFICATION

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

Specific uses of funds for this application are found in the "Guidelines, Instructions, and Assurances" document.

Assurances: The local educational agency assures that Title I, Part A, will be administered and implemented in compliance with all applicable statutes, regulations, policies, and program plans under ESEA. **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 must 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 _____.

Superintendent's Signature

Gregory C. Hutchings, Jr., Ed.D.
Superintendent's Name

June 20, 2019
Date

Board Chairperson's Signature

Cindy M. Anderson
Board Chairperson's Name

June 20, 2019
Date

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

APPLICATION INFORMATION

2018-2019 Allocation	2018-2019 Consolidated Yes or No	ELIGIBLE PROGRAM	2019-2020 Allocation Total
3,954,783.57	No	Title I, Part A, Improving Basic Programs Operated by the LEAs	4,142,635.79
		Title II, Part A Transferability	0.00
		Title IV, Part A Transferability	0.00
		Total Allocation	4,142,635.79

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 out of the Title II, Part A, or Title IV, Part A programs, **PRIOR APPROVAL IS REQUIRED**, and a separate Transferability approval form must be submitted.

Transfer Request Form

Program from which funds will be transferred		Program TO which funds will be transferred:	Amount
Title II, Part A	TO	Title I, Part A, Improving Basic Programs Operated by the LEAs	

Program from which funds will be transferred		Program TO which funds will be transferred:	Amount
Title IV, Part A	TO	Title I, Part A, Improving Basic Programs Operated by the LEAs	

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

B. PROGRAM OVERVIEW (2 PAGES)

In narrative format:

Describe how the local educational agency will monitor students' progress in meeting the challenging State academic standards by:

- a. developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- b. identifying students who may be at risk for academic failure;
- c. providing additional educational assistance to individual students the local educational agency or school determines need help in meeting the challenging State academic standards; and
- d. identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

1. Describe the division's instructional program as supported by the federal grant. Explain how the instructional program or program of services supplements, not supplants, the core instructional program or services offered by the LEA to all students and/or all schools. For Title I, Part A, include delivery model (targeted assistance and/or schoolwide), subject(s) addressed, grade span(s), etc.

Alexandria City Public Schools (ACPS) serves one of the most culturally and ethnically diverse student populations in Virginia. ACPS' population is comprised of 36.5% Latino students, 28.7% White students, 26.4% Black students and 5% Asian students. English learners (ELs), speaking over 100 different home languages comprise the fastest growing group of ACPS students, currently at 32.9% division-wide. Students with disabilities comprise 10% of the population, and 61.3% of ACPS students are economically disadvantaged (81.3% in Title I-served schools). 1.3% of ACPS students are identified as experiencing homelessness and 2.7% are military-connected. In 2019-20, the ACPS Office of Title I Programs will continue to serve seven elementary schools (including two K-8s) and one middle school, providing supplemental resources to strengthen instruction in the core academic areas via the provision of supports such as additional instructional and coaching staff, supplemental tools for instruction, extended learning time for students, and professional learning for staff. Targeted resources support initiatives for schools in need of academic improvement, to help meet the instructional needs of students who are most at-risk academically, and to strengthen parent and family engagement, and support in academic programming. All Title I schools in ACPS operate Schoolwide programs in an effort to enhance the overall academic program in the division's highest poverty schools. The division strives to

The ACPS strategic plan; ACPS 2020: Every Student Succeeds, puts forth aggressive goals that seek to ensure academic excellence for all students through the development of objectives that address challenges with achievement gaps, disproportionality, and educational equity. Beginning in school year 18-19, all ACPS schools adopted the new Virginia Continuous School Improvement Plan (VCSIP/SIP). Each school is responsible for disaggregating student achievement data and setting incremental achievement goals towards meeting or maintaining these identified standards. Schools identify and serve students most at risk of academic failure via an ongoing process of data analysis, provision of supports and interventions, monitoring of these supports, and adjustment of provided services as needed. The Title I Office participates in this process for all Title I schools via the integration of Schoolwide plans with SIPs, and ongoing monitoring of student progress data. Reinforced support is provided to schools exhibiting the greatest need, particularly in closing achievement gaps, via a variety of means. All schools participate in a quarterly meeting with senior division staff, including the Superintendent, where student progress, professional learning, interventions, and any needed supports are discussed.

To support attainment of these aggressive goals, the Office of Curriculum and Instruction (C&I) has recently undergone a reorganization with major focus on the integration of services, particularly as they relate to supports provided to schools. Current instructional imperatives include: support for curriculum implementation fidelity; ongoing support and development of PLC structures in all schools; ongoing, integrated monitoring of student performance data; and alignment with the Multi-Tiered System of Support (MTSS - a three-tiered approach to providing appropriate student progress monitoring and related tiered interventions).

Each activity carried out with Title I funds is designed to complement these vigorous division-led instructional initiatives and services via the provision of integrated supports and supplemental resources for the academic achievement needs of our most academically at-risk children and under-performing schools. Title I-funded teachers, interventionists, tutors, coordinators, and coaches support the implementation of the curriculum side by side, and fully integrated with locally funded educators. Title I-funded services, and materials supplement services already in place via operating and other funds, and target students identified as being in most need of intensive, additional intervention and supports.

B. PROGRAM OVERVIEW (CONTINUED)

2. Provide information about the needs assessment process, including a brief analysis of student achievement data and other data sources reviewed.

ACPS's commitment to continuous improvement includes a comprehensive and systemic cyclical process of instructional planning that integrates the division strategic plan, department plans, and School Improvement Plans. In school year 18-19, ACPS began the process of adopting the VCSIP/SIP process to replace the historically used School Education Plans. Each school in ACPS develops and monitors (quarterly) these plans, which identify academic and non-academic supporting objectives, and outline strategic practices and interventions to ensure that performance targets are achieved. A cohesive, integrated monitoring and school support model was implemented in 2018-19 that allowed central office and school-based staff to work together to collaboratively improve and guide instructional practices and interventions via ongoing comprehensive data analysis and reflection. These SIPs form the basis of each Title I school's Schoolwide Plan.

This summer, all schools will participate for the first time in a new comprehensive needs assessment (CNA) process. The CNA will guide schools through a root-cause analysis process to enable them to dig deeper into problems of practice as identified by data analysis across both academic and non-academic supporting areas, seeking the underlying factors at the heart of these problems. Each school team will come

3. Describe the evidence-based activities that will be implemented for each subject addressed, and how these activities address deficiencies noted in the needs assessment.

As indicated previously, each Title I school comes together to examine data and determine needs, taking into account information gathered from multiple diagnostic, formative, and summative data sources, as well as anecdotal data noted by admin, staff, and family/community members in order to determine the best use of allocated funds. As each school community prepares their budgets, they are asked to identify purpose/accomplishment goals, supporting data demonstrating need (taken directly from the needs assessment process that feeds the development of the SIP/SWPs), and the SIP/SWP goals or essential actions addressed for each individual line-item requested. This process acts as another check/balance in aligning overall school improvement efforts, program coordination, and to help ensure alignment with each individual school community's needs as demonstrated by the needs assessment process data. All Title I-funded services, tools, and materials supplement services already in place via operating and other funds and target students identified as being in most need of intensive, additional intervention and supports.

18.5 FTE, as well as stipended and contracted school-based Title I-funded teachers, interventionists, coordinators, coaches, and tutors will

4. For Title I, Part A, explain how the division ensures that meaningful parent and family engagement activities are planned and implemented at each Title I school.

Meaningful family and community engagement is amongst the primary goals of the 2020 ACPS Strategic Plan, and indeed, those of the division's Title I Office. Multiple strategic, coordinated efforts to secure parent and family engagement and input are undertaken by both the division and schools to equip parents with strategies and materials to support students' academic success. Title I schools are provided technical assistance guidance on best practices in informing and involving families, including guidance regarding the involvement of parents and families in the development and revision of plans (SIPs/SWPs) and policies (PAFE policy/compact), participation in school- and division-based committees, and the solicitation of parent input in the development of meaningful, academically focused school-based parent programming. Historically, the Title I Office in conjunction with the division's Office of Family and Community Engagement (FACE) distributed PAFE surveys to schools in an effort to gather information regarding the experiences our families have in their interactions with school and division-services, including the provision of family programming. During the 18-19 school year, however, the division worked collaboratively across multiple offices to integrate the questions from the Title I survey into the division-wide parent and family engagement survey for the first time so that families wouldn't receive more than one major survey requesting similar feedback. This tool is used to assist us

C. COORDINATION OF SERVICES

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

ACPS strives to integrate the work of the Title I Office with the goals and objectives laid out in the 2020 ACPS Strategic Plan and the individual School-based SIPs, as well as the work carried out by each of the other offices housed under the Department of Curriculum and Instruction (C&I) to include: all PreK-12 programs, English Language Learners, Specialized Instruction, Early Childhood Education, and Talented and Gifted amongst others. As previously mentioned, C&I has recently completed a reorganization to ensure alignment and integration of all its offices, so as to support attainment of the aggressive goals contained in the strategic plan. Integral to these goals are key measures specifically targeting educational excellence for all children and eradicating achievement gaps for students with disabilities, English learners, Black, and Hispanic students. All services intended to be carried out under Title I are a reflection of this process and inherently integrated in the work of the division as a whole.

Title I funds frequently extend or expand division offerings that are primarily supported by state, local or other funds. Cross-functional teaming is employed across C&I to ensure effective integration of division-provided supports to schools most at-risk. In these efforts, the Office of Title I Programs ensures coordination of required division-school teams that jointly oversee programming, progress monitoring, and interventions in these schools. Funds also support the provision of coaches and coordinators who ensure coordination of services at the school level, professional learning offerings, extended learning time, provision of supplemental services and supports for ELs and students with disabilities, and monitoring of student performance across a variety of indicators, including interventions and supports for Tier 2 and 3 students. The Office of Title I Programs works closely in particular with the division-based Instructional Specialists, the Office of English Language Learners, Office of Specialized Instruction, and the Executive Directors of Elementary and Secondary Instruction to ensure that

D. EFFECTIVE TRANSITIONS

Describe how the local educational agency will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable-

- a. through coordination with institutions of higher education, employers, and other local partners; and
- b. through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

Middle school students in ACPS begin college and career planning via the Individual Career and Academic Planning (ICAP) process, in conjunction with their counselor who loops alongside them throughout middle school. This yearly revised plan, which follows students through high school, includes course selection after an examination of academic standing and career interest inventories data. Beginning in 2018-19, all middle school students also take part in a state-required course (Career Investigations), which expands student college and career knowledge. All middle schools are AVID Schoolwide sites where purposeful implementation of rigorous instruction, a college-going environment, regular college campus visits, and a college-age tutor program serves as the framework. Through work with local agencies and organizations, students take part in civic learning, after school college-knowledge clubs, and hear from career speakers.

T.C. Williams is a comprehensive, college preparatory high school. T.C.'s counseling department supports college and career planning by: guiding student-led ICAPs; conducting parent workshops related to college access, financial planning, and testing; career counseling, and career assessments through the use of the Naviance tool. Through the onsite College and Career Center, additional resources are available such as: visits from more than 200 colleges and universities with onsite admissions; partnership with George Mason for the Early Identification

E. REDUCTION OF EXCLUSIONARY DISCIPLINE PRACTICES

Describe how the local educational agency will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students, as defined in section 1111(c)(2).

ACPS engages in multiple efforts to reduce the overuse of discipline practices that remove students from the classroom and utilizes the guidelines set forth in appropriate board policies (JFC, JFC-R, JGD/JGE, JDE-R/JGE-R, JGDA, JGDB) to govern decision-making whilst also engaging in thoughtful decision making about each individual case. Efforts to reduce exclusionary disciplinary practices include:

1. Reviewing disciplinary data quarterly at the division level, and with building administrators.
2. Providing ongoing professional development for administrators regarding discipline as a continuum that includes, but is certainly not limited to, out of school suspension. This also includes quarterly meeting with secondary Deans of Students to discuss cases.
3. Providing consultation to schools in disciplinary matters.
4. Providing opportunities for alternative program placement for secondary students.
5. Implementation of PBIS across the division and Restorative Practices at the High School Level (with future expansion planned for middle schools).
6. On-going Cultural Competency Training for Central Office and School-based administrators.

F. MEASURABLE OBJECTIVES

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

<p>Measurable Objective 1:</p> <p>By June 30, 2020, 76% of Black students will pass the Grade 3-5 Reading SOL, or, at minimum, reduce the failure rate for this group by 10%, or, at a minimum, reduce the achievement gap between this group and the 'All Students' group by at least 20% over the prior year's gap.</p>
<p>Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:</p> <p>Title I will fund supplemental teachers, interventionists, tutors, coordinators, and coaches in core content areas to support the implementation of the curriculum side by side and fully integrated with locally and other federally-funded positions to support underperforming populations. Professional development in core content areas for teachers and administrators will be provided to strengthen instructional delivery in the core content areas. Supplemental instructional supplies and educational technology will be utilized to support diverse learning needs. Parent and family engagement will be strengthened to ensure reinforcement of strategies and the importance of learning outside of the classroom. Strategies reflect research by Boyd-Zaharias, J. & Pate-Bain, H. (2008), Rothstein, R. (2004), Marzano, R.J. (2004), (2007), Marzano, R.J., Pickering, D.J., & Pollock, J.E. (2001), Barton, P. (2003), Kumanyika, S. & Grier, S. (2006), Opfer et al (2007), Snipes et al (2002), Showers, B. & Joyce B. (2002), Darling-Hammond, L. (2009).</p>
<p>Measurable Objective 2:</p> <p>By June 30, 2020, 74% of Hispanic students will pass the Grade 3-5 Reading SOL, or, at minimum, reduce the failure rate for this group by 10%, or, at a minimum, reduce the achievement gap between this group and the 'All Students' group by at least 20% over the prior year's gap.</p>
<p>Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:</p> <p>Title I will fund supplemental teachers, interventionists, tutors, coordinators, and coaches in core content areas to support the implementation of the curriculum side by side and fully integrated with locally and other federally-funded positions to support underperforming populations. Professional development in core content areas for teachers and administrators will be provided to strengthen instructional delivery in the core content areas. Supplemental instructional supplies and educational technology will be utilized to support diverse learning needs. Parent and family engagement will be strengthened to ensure reinforcement of strategies and the importance of learning outside of the classroom. Strategies reflect research by Boyd-Zaharias, J. & Pate-Bain, H. (2008), Rothstein, R. (2004), Marzano, R.J. (2004), (2007), Marzano, R.J., Pickering, D.J., & Pollock, J.E. (2001), Barton, P. (2003), Kumanyika, S. & Grier, S. (2006), Opfer et al (2007), Snipes et al (2002), Showers, B. & Joyce B. (2002), Darling-Hammond, L. (2009).</p>

F. MEASURABLE OBJECTIVES (CONTINUED)

<p>Measurable Objective 3:</p> <p>By June 30, 2020, 73% of Black students will pass the Grade 6-8 Reading SOL, or, at minimum, reduce the failure rate for this group by 10%, or, reduce the achievement gap between this group and the 'All Students' group by at least 20% over the prior year's gap.</p>
<p>Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:</p> <p>Title I will fund supplemental teachers, interventionists, tutors, coordinators, and coaches in core content areas to support the implementation of the curriculum side by side and fully integrated with locally and other federally-funded positions to support underperforming populations. Professional development in core content areas for teachers and administrators will be provided to strengthen instructional delivery in the core content areas. Supplemental instructional supplies and educational technology will be utilized to support diverse learning needs. Parent and family engagement will be strengthened to ensure reinforcement of strategies and the importance of learning outside of the classroom. Strategies reflect research by Boyd-Zaharias, J. & Pate-Bain, H. (2008), Rothstein, R. (2004), Marzano, R.J. (2004), (2007), Marzano, R.J., Pickering, D.J., & Pollock, J.E. (2001), Barton, P. (2003), Kumanyika, S. & Grier, S. (2006), Opfer et al (2007), Snipes et al (2002), Showers, B. & Joyce B. (2002), Darling-Hammond, L. (2009).</p>
<p>Measurable Objective 4:</p> <p>By June 30, 2020, 71% of Hispanic students will pass the Grade 6-8 Reading SOL, or, at minimum, reduce the failure rate for this group by 10%, or, reduce the achievement gap between this group and the 'All Students' group by at least 20% over the prior year's gap.</p>
<p>Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:</p> <p>Title I will fund supplemental teachers, interventionists, tutors, coordinators, and coaches in core content areas to support the implementation of the curriculum side by side and fully integrated with locally and other federally-funded positions to support underperforming populations. Professional development in core content areas for teachers and administrators will be provided to strengthen instructional delivery in the core content areas. Supplemental instructional supplies and educational technology will be utilized to support diverse learning needs. Parent and family engagement will be strengthened to ensure reinforcement of strategies and the importance of learning outside of the classroom. Strategies reflect research by Boyd-Zaharias, J. & Pate-Bain, H. (2008), Rothstein, R. (2004), Marzano, R.J. (2004), (2007), Marzano, R.J., Pickering, D.J., & Pollock, J.E. (2001), Barton, P. (2003), Kumanyika, S. & Grier, S. (2006), Opfer et al (2007), Snipes et al (2002), Showers, B. & Joyce B. (2002), Darling-Hammond, L. (2009).</p>

F. MEASURABLE OBJECTIVES (CONTINUED)**Measurable Objective 5:**

By June 30, 2020, 76% of Black students will pass the Grade 3-5 Math SOL, or, at minimum, reduce the failure rate for this group by 10%, or, reduce the achievement gap between this group and the 'All Students' group by at least 20% over the prior year's gap.

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

Title I will fund supplemental teachers, interventionists, tutors, coordinators, and coaches in core content areas to support the implementation of the curriculum side by side and fully integrated with locally and other federally-funded positions to support underperforming populations. Professional development in core content areas for teachers and administrators will be provided to strengthen instructional delivery in the core content areas. Supplemental instructional supplies and educational technology will be utilized to support diverse learning needs. Parent and family engagement will be strengthened to ensure reinforcement of strategies and the importance of learning outside of the classroom. Strategies reflect research by Boyd-Zaharias, J. & Pate-Bain, H. (2008), Rothstein, R. (2004), Marzano, R.J. (2004), (2007), Marzano, R.J., Pickering, D.J., & Pollock, J.E. (2001), Barton, P. (2003), Kumanyika, S. & Grier, S. (2006), Opfer et al (2007), Snipes et al (2002), Showers, B. & Joyce B. (2002), Darling-Hammond, L. (2009).

Measurable Objective 6:

By June 30, 2020, 74% of Hispanic students will pass the Grade 3-5 Math SOL, or, at minimum, reduce the failure rate for this group by 10%, or, reduce the achievement gap between this group and the 'All Students' group by at least 20% over the prior year's gap.

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

Title I will fund supplemental teachers, interventionists, tutors, coordinators, and coaches in core content areas to support the implementation of the curriculum side by side and fully integrated with locally and other federally-funded positions to support underperforming populations. Professional development in core content areas for teachers and administrators will be provided to strengthen instructional delivery in the core content areas. Supplemental instructional supplies and educational technology will be utilized to support diverse learning needs. Parent and family engagement will be strengthened to ensure reinforcement of strategies and the importance of learning outside of the classroom. Strategies reflect research by Boyd-Zaharias, J. & Pate-Bain, H. (2008), Rothstein, R. (2004), Marzano, R.J. (2004), (2007), Marzano, R.J., Pickering, D.J., & Pollock, J.E. (2001), Barton, P. (2003), Kumanyika, S. & Grier, S. (2006), Opfer et al (2007), Snipes et al (2002), Showers, B. & Joyce B. (2002), Darling-Hammond, L. (2009).

F. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 7:

By June 30, 2020, 73% of Black students will pass the Grade 6-8 Math SOL, or, at minimum, reduce the failure rate for this group by 10%, or, reduce the achievement gap between this group and the 'All Students' group by at least 20% over the prior year's gap.

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

Title I will fund supplemental teachers, interventionists, tutors, coordinators, and coaches in core content areas to support the implementation of the curriculum side by side and fully integrated with locally and other federally-funded positions to support underperforming populations. Professional development in core content areas for teachers and administrators will be provided to strengthen instructional delivery in the core content areas. Supplemental instructional supplies and educational technology will be utilized to support diverse learning needs. Parent and family engagement will be strengthened to ensure reinforcement of strategies and the importance of learning outside of the classroom. Strategies reflect research by Boyd-Zaharias, J. & Pate-Bain, H. (2008), Rothstein, R. (2004), Marzano, R.J. (2004), (2007), Marzano, R.J., Pickering, D.J., & Pollock, J.E. (2001), Barton, P. (2003), Kumanyika, S. & Grier, S. (2006), Opfer et al (2007), Snipes et al (2002), Showers, B. & Joyce B. (2002), Darling-Hammond, L. (2009).

Measurable Objective 8:

By June 30, 2020, 72% of Hispanic students will pass the Grade 6-8 Math SOL, or, at minimum, reduce the failure rate for this group by 10%, or, reduce the achievement gap between this group and the 'All Students' group by at least 20% over the prior year's gap.

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

Title I will fund supplemental teachers, interventionists, tutors, coordinators, and coaches in core content areas to support the implementation of the curriculum side by side and fully integrated with locally and other federally-funded positions to support underperforming populations. Professional development in core content areas for teachers and administrators will be provided to strengthen instructional delivery in the core content areas. Supplemental instructional supplies and educational technology will be utilized to support diverse learning needs. Parent and family engagement will be strengthened to ensure reinforcement of strategies and the importance of learning outside of the classroom. Strategies reflect research by Boyd-Zaharias, J. & Pate-Bain, H. (2008), Rothstein, R. (2004), Marzano, R.J. (2004), (2007), Marzano, R.J., Pickering, D.J., & Pollock, J.E. (2001), Barton, P. (2003), Kumanyika, S. & Grier, S. (2006), Opfer et al (2007), Snipes et al (2002), Showers, B. & Joyce B. (2002), Darling-Hammond, L. (2009).

F. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 9:
Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:
Measurable Objective 10:
Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:

G. DETAIL BUDGET BREAKDOWN

Prepare a detailed breakdown of the budget categories for Object Codes 1000-6000 and 8000.
 The amounts by program and object code totals are to be entered on the Budget Sheet under the appropriate area.
 Do the totals equal the Budget Summary sheet? **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.**

All Title I funded positions are supplemental and represent an addition in services that would otherwise be unavailable. New positions are newly budgeted in the division, and are not funded via other means in other schools. A total of 22 positions, as well as non-FTE stipends/personnel costs are funded via Title I as follows:

In schools:
 Interventionists: 2.5
 In the Title I Office:
 School Improvement Coordinator: 0.5 (New- reinstated from prior year's applications)
 Admin: 1.0
 Science Instructional Specialist: 1.0

~~Additional Targeted Support and Intervention Set-Aside: staff incentive/reward bonuses~~

Types of Staff Positions Administrative, Teacher, Paraprofessional, Reading Specialist, Parent and Family Engagement Liaison, Other	Set Aside Category	FTEs	Total Cost
School-based teachers/coaches/interventionists/paras		18.50	1,495,855.31
School-based stipends/hour and substitutes			524,876.01
Title I Office staff	Division	2.50	192,922.63
Homeless Social Worker	Homeless	1.00	95,976.70
Staff Incentives - Additional Targeted School	Division		137,500.00
Total for Object Code:		22.00	2,447,130.65

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:

(revised 5/16/17)

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

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

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

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

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

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

- Food Purchases – Prepared meals, working meals, and/or catered services purchased through a vendor are included in this object code. Reimbursement is capped at the per diem rate for the meal listed according to the state travel regulations. Examples for this object code include meals provided during day-long professional development sessions, or meals provided to support attendance at family engagement activities. Food purchased from catering services and restaurants such as Pizza Hut, Panera Bread, and Subway is included in this object code.
- Transportation Services Public Carriers – Payments to public carriers for transportation of pupils on vehicles that are used by the public. Include payments for pupils transported in intra-city transit buses, taxicabs, airplanes, and intercity/interstate passenger buses.
- Transportation Services Private Carriers – Payments (either cash or tokens) to parents for transportation of pupils in lieu of providing transportation on school buses. Include allowable payments to parents for pupils attending public, private, and non-sectarian schools. Include costs associated with transporting special education students in school board-owned vehicles to and from school.
- Transportation Services by Contract – Payments to private owners of school buses who contract with the school board to transport pupils to and from public schools. Include payments to owners of private vehicles that contract with the school board to transport pupils to and from designated public and private schools.
- Purchase of Service from Other Governmental Entities – Payments for services purchased from other governmental entities (i.e., other local governments, public authorities, state agencies, and other LEAs) on a contract/fee basis. Tuition payments to other local governments for a jointly operated center are not included here but are reported under “Payments to Joint Operations” (object code 7000).
- Tuition Paid – Other Divisions In-State, Tuition Paid – Other Divisions Out-of-State, and Tuition Paid – Private Schools are included in this object code.

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

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

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

- Food Purchases – Food Purchases under this object code are restricted to food purchases related to travel reimbursement for meals only (see Travel below). If the sub-recipient’s internal travel policies conform to state travel regulations, reimbursement is allowable at per diem meals rates according to state travel regulations. If the sub-recipient’s internal travel policies require reimbursement for the cost of each meal, reimbursement is capped at the per diem rate for the meal listed according to the state travel regulations. Sub-recipients must elect either meals per diem or per meals costs as their internal travel policy.
- Telecommunications – Include expenditures for recurring telecommunications services for the use of on-line computer technology (e.g., telephone/telecommunications line charges). Telephone charges for line service for Internet connectivity and the Electronic Classroom program.
- Utilities – Payments for heat, electricity, water, and sewer services regardless of whether the service is provided by a private enterprise authority or an enterprise fund operated by a local government.
- Communications – Payments for postal, messenger, and telecommunications services, typically office voice telephone charges. (Telecommunication costs directly related to technology uses should be coded under 6000.) In addition, office telephone charges would be coded under this code.
- Insurance – Payments for insurance except those that relate to personal services (i.e., hospitalization, group life, worker’s compensation, unemployment)
- Leases and Rentals – Includes payments for leases that are not capitalized and rental of land, structures, and equipment. Do not include payments made under a lease-purchase agreement.
- Travel – includes payments for travel reimbursement for staff/administrative/consultant travel. These are travel costs that are being reimbursed directly to travelers. These costs may include lodging, mileage, meals, and incidentals as allowable according to state travel regulations or documented subrecipient internal travel policies. If the sub-recipient does not have documented internal travel policies, state travel regulations will prevail.
- Contributions to Other Entities – Includes payments to other governmental entities or community organizations that are not related to the direct purchase of a service on a fee basis (which is reported under object code 3000) or payments to joint operations (which are reflected under object code 7000).
- Public Assistance Payments – Payments to individuals for public assistance programs (general government use only).
- Miscellaneous Other Charges – Includes expenditures that support the program, including indirect costs and other costs.

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

- Food Purchases – Food items purchased from a grocery store or its equivalent for snacks or breaks is included in this object code. Examples include bottled water, granola bars, cookies, and fruit purchased from a store such as Wal-Mart, Food Lion, Costco, etc. Prepared meals is not included in this object code; see object code 3000 for prepared/working/catered meals as purchased/contracted services.
- Vehicle and Powered Equipment Fuels – Gasoline, lubricating oils, or such other fuel used in the operation of vehicles and powered equipment (e.g., lawnmowers) purchased from private sources or governmental agencies.
- Vehicle and Powered Equipment Supplies – Tires, spark plugs, batteries, and chains used in the operation of vehicles and powered equipment purchased from private sources or governmental agencies.
- Textbooks – All textbooks and workbooks purchased to be used in the classroom.
- Instructional Materials – Books (not textbooks) and other materials.
- Technology Software/On-line Content – Include expenditures for videodiscs and computer programs used in the classroom for instructional purposes, operating system software (i.e., standalone software, not software that is pre-installed and included in hardware costs), application software, and on-line or downloadable software and content. Include expenditures for both additions and replacement.
- Non-Capitalized Technology Hardware – Include expenditures for hardware or classroom technology equipment that is not capitalized.
- Non-Capitalized Technology Infrastructure – Include expenditures for technology infrastructure that is not capitalized.

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

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

Capital Outlay Replacement

- Technology – Hardware Replacements – Include capital outlay for replacement of hardware or classroom technology equipment. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below.)
- Technology – Infrastructure Replacements – Include capital outlay for replacement of technology infrastructure. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below.)
- Capital Outlay Additions – Include machinery, equipment, furniture, fixtures, communications equipment, motor vehicles, etc. that are capitalized.
- Technology – Hardware Additions – Include capital outlay for additional hardware or classroom technology equipment. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below.)
- Technology – Infrastructure Additions – Include capital outlay for additional technology infrastructure. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below.)

• Special Note - Classification of Hardware and Infrastructure Expenditures:

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

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

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

H. BUDGET SUMMARY

(Projected dollar amount of Title I, Part A, funds required for administration and implementation of this program. Enter the budget in the unlocked cells.)

OBJECT CODE	EXPENDITURE	AMOUNT BUDGETED Title I, Part A	Does the Budget Summary Match "Narrative & Detail Budget" Tab?
1000 - Personal Services	Non Set-Aside	2,020,731.32	
	Set-Aside	426,399.33	
	Private School Set-Aside		
	Total Personal Services	2,447,130.65	Yes
2000 - Employee Benefits	Non Set-Aside	599,984.81	
	Set-Aside	132,325.24	
	Private School Set-Aside		
	Total Employee Benefits	732,310.05	Yes
3000 - Purchased/ Contracted Services	Non Set-Aside	303,839.92	
	Set-Aside	20,713.18	
	Private School Set-Aside		
	Total Purchased/Contracted Services	324,553.10	Yes
4000 - Internal Services	Non Set-Aside	8,000.00	
	Set-Aside		
	Private School Set-Aside		
	Total Internal Services	8,000.00	Yes
5000 - Other Charges	Non Set-Aside	2,400.00	
	Set-Aside	194,703.88	
	Private School Set-Aside		
	Total Other Charges	197,103.88	Yes
6000 - Materials and Supplies	Non Set-Aside	240,964.94	
	Set-Aside	192,573.17	
	Private School Set-Aside		
	Total Materials and Supplies	433,538.11	Yes
8000 - Capital Outlay	Non Set-Aside		
	Set-Aside		
	Private School Set-Aside		
	Total Capital Outlay	0.00	Yes
TOTAL BUDGET		4,142,635.79	
TOTAL PRIVATE SCHOOL SET- ASIDE		0.00	
Does the Total Budget Match the 2019- 2020 Allocation on the "Narrative & Detail Budget" Tab?		Yes	

I. TRANSFERABILITY

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.

[Transfer Request Form](#)

	Amount Budgeted											
	Title I, Part A		Title I, Part C		Title I, Part D		Title II, Part A	Title III, Part A		Title IV, Part A	Title V, Part B	
	Title II, Part A, Transferability Award S367A180044 Project Coe APE61481	Title IV, Part A, Transferability Award S424A180048 Project Code APE60019	Title II, Part A, Transferability	Title IV, Part A, Transferability	Title II, Part A, Transferability	Title IV, Part A, Transferability	Title IV, Part A, Transferability	Title II, Part A, Transferability	Title IV, Part A, Transferability	Title II, Part A, Transferability	Title II, Part A, Transferability	Title IV, Part A, Transferability
Amount Transferred to Program	0.00	0.00										
OBJECT CODE - EXPENDITURE												
1000 - Personal Services												
Non Set-Aside	0.00	0.00										
Set-Aside	0.00	0.00										
Private School Set-Aside	0.00	0.00										
Total Personal Services	0.00	0.00										
2000 - Employee Benefits												
Non Set-Aside	0.00	0.00										
Set-Aside	0.00	0.00										
Private School Set-Aside	0.00	0.00										
Total Employee Benefits	0.00	0.00										
3000 - Purchased/Contracted Services												
Non Set-Aside	0.00	0.00										
Set-Aside	0.00	0.00										
Private School Set-Aside	0.00	0.00										
Total Purchased/Contracted Services	0.00	0.00										
4000 - Internal Services												
Non Set-Aside	0.00	0.00										
Set-Aside	0.00	0.00										
Private School Set-Aside	0.00	0.00										
Total Internal Services	0.00	0.00										
5000 - Other Charges												
Non Set-Aside	0.00	0.00										
Set-Aside	0.00	0.00										
Private School Set-Aside	0.00	0.00										
Total Other Charges	0.00	0.00										
6000 - Materials and Supplies												
Non Set-Aside	0.00	0.00										
Set-Aside	0.00	0.00										
Private School Set-Aside	0.00	0.00										
Total Materials and Supplies	0.00	0.00										
8000 - Capital Outlay												
Non Set-Aside	0.00	0.00										
Set-Aside	0.00	0.00										
Private School Set-Aside	0.00	0.00										
Total Capital Outlay	0.00	0.00										
Total Budget	0.00	0.00										
Total Private School Set-Aside	0.00	0.00										
Does the Total Budget Match the Amount Transferred into Program?	Yes	Yes										

J. 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.

K. STUDENT ELIGIBILITY CRITERIA FOR TITLE I TARGETED ASSISTANCE SCHOOLS

Describe the eligibility criteria by subject area that will be used to select students for participation in the Title I program in Targeted Assistance schools. Eligible children are children identified by the school as failing, or most at risk of failing, to meet the state’s current student academic achievement standards on the basis of multiple, educationally related, objective criteria established by the school with input from the schools. Children from Early Childhood through grade 2 shall be selected solely on the basis of such criteria a judgment, interviews with parents, and developmentally appropriate measures. [ESEA, Title I, Part A, Section 1115]

The division has no Targeted Assistance schools

L. TITLE I, PART A, NEW SCHOOLWIDE SCHOOL PROGRAMS FOR 2019-2020

Plans for any new schoolwide programs must be submitted in advance of the application. Contact your Title I specialist in the Office of Program Administration and Accountability for due date and additional information. For those schools that are already schoolwide that you must do an annual review including a need assessment. Funds should be targeted in accordance with the academic needs of students.

Name of School(s) Implementing New Schoolwide Programs for 2019-2020:

The division has no new SWPs for 19-20; all schools remain SWPs

Name of school below 40% poverty for which the division applied for a schoolwide waiver:

Was the waiver granted by the SEA?		Yes		No
------------------------------------	--	-----	--	----

ed
challenging
divisions
s teacher

--

ice of
e, remember
of the

M. TARGETED ASSISTANCE PROGRAMS

Provide the number of full-time equivalent (FTE) staff funded through Title I, Part A, participating in targeted assistance programs category. For administrators and supervisors who serve both targeted assistance and schoolwide programs, report the FTE attributed targeted assistance duties only. See guidelines for full description of staff categories. *Staffing information in this section must be the information listed on the 35% and Above or Below 35% Low-Income tab (whichever is applicable), in the TITLE I, PART A ALLOCATION TO ELIGIBLE SCHOOLS section in Columns 8-11 for Targeted Assistance Program.*

Please include staff FTE and percentage qualified for 2019-2020 school year.		
Staff Category	Staff FTE 2019-2020	Percentage Qualified 2019-2020
Teachers		
Paraprofessionals		
Other Paraprofessionals		
Clerical support staff		
Administrators (nonclerical)		

SCHOOLWIDE PROGRAMS

Provide the number of FTE paraprofessionals who serve in schoolwide program schools and the percentage of these paraprofessionals qualified in accordance with Section 1119 (c) and (d) of ESEA. *This number includes ALL paraprofessionals, not only Title I funded paraprofessionals.*

	Paraprofessionals FTE 2019-2020	Percentage Qualified 2019-2020
Paraprofessionals	103	100.00%

Describe how the local educational agency will identify and address, as required under State plans as described in section 1111(g)(disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

ACPS is undertaking a strategically focused effort to ensure equity in distribution of experienced, effective teachers. ACPS will co sets for all teachers to include: years of experience, certification/sections taught, level of education, student growth (based on an in developed metric), and evaluation ratings. This information will then be used to determine rates of inexperienced and ineffective te schools, and to determine disproportionality, if any, in schools with high concentrations of low-income and minority students. In th effort to address any disparity, ACPS will seek to fill vacancies at schools experiencing disproportionately high numbers of ineffec inexperienced, and/or out-of-field teachers with candidates who meet target metrics (in-field, experienced and/or highly effective). already working to recruit new candidates meeting these standards to high-needs schools, and has begun the process of developing and strategic practices with greater promise in this initiative (increased experience credit in initial salary step placement, individual job fairs for high needs schools, development of a division wide consistent interview process and teacher evaluation rubric, and co

by job
able to the
identical to
A,

nals who are
ded

(1)(B), any

mpile data
ternally-
eachers at all
ie initial
ative,
ACPS is
incentives
lized school
~~educating~~

N. IMPROVEMENT PLAN REQUIREMENTS

The LEA understands that schools designated as comprehensive support and targeted support improvement schools will be required to use an improvement planning tool as determined by the Office of School Improvement.

O. TITLE I, PART A, MAINTENANCE OF EFFORT

Average Per Pupil Expenditure from Non-Federal Funds:

(A) For FY Ending June 30, 2017

(B) For FY Ending June 30, 2018

P. TITLE I, PART A, ELIGIBLE ATTENDANCE AREAS

SOURCES OF DATA FOR DETERMINING UNDUPLICATED NUMBER OF CHILDREN, AGES 5-17, FROM LOW-INCOME FAMILIES (Indicate ALL Sources with an "X")

<input checked="" type="checkbox"/>	Free/Reduced Lunch/Household Applications	<input type="checkbox"/>	CEP
<input type="checkbox"/>	Temporary Assistance for Needy Families (TANF)	<input type="checkbox"/>	Children Eligible for Medicaid
<input type="checkbox"/>		<input type="checkbox"/>	Most Recent U. S. Census Bureau

ELIGIBLE ATTENDANCE AREAS (Indicate with an "X")

<input checked="" type="checkbox"/>	Grade-Span Ranking - select the Grade Span(s) you are serving below	<input type="text"/>	Rank Order	<input type="text"/>
First Grade Span	<input type="text" value="KG - 08"/>	Second Grade Span, if applicable		<input type="text"/>

PRIVATE SCHOOL MEMBERSHIP

Is your school division in the Bypass for Private Schools? Yes

If your division is in the Bypass, do not enter the private school membership numbers.

If your school division is not in the bypass for private schools, does the division maintain documented efforts to obtain private school membership and the signed affirmation of consultation with private school officials?

Yes No No Private Schools

ort and
by the

\$17,204.00

Information

Division
Average

No

ool

Grade Span Averages

Grade Spans	Grade Span Average
PK - PK	67.2%
PK - KG	
PK - 01	
PK - 02	
PK - 03	
PK - 04	
PK - 05	61.1%
PK - 06	
PK - 07	
PK - 08	68.5%
PK - 12	
KG - 01	
KG - 02	
KG - 03	
KG - 04	
KG - 05	57.5%
KG - 06	
KG - 07	
KG - 08	81.7%
KG - 12	
01 - 05	
01 - 07	
01 - 08	
02 - 04	
02 - 05	
02 - 06	
03 - 04	
03 - 05	
03 - 06	
03 - 07	
03 - 08	
04 - 05	
04 - 06	
04 - 07	
04 - 08	
05 - 06	
05 - 07	
05 - 08	
06 - 06	
06 - 07	
06 - 08	65.3%
06 - 12	
07 - 08	
07 - 09	
07 - 11	
07 - 12	
08 - 08	
08 - 09	
08 - 12	
09 - 10	
09 - 11	
09 - 12	65.4%
10 - 12	
11 - 12	

Q. REQUIRED AND ALLOWABLE SET-ASIDES FOR DIVISIONS OPERATING TITLE I, PART A, BASIC PROGRAMS

DIVISION LEVEL: IMPROVEMENT ACTIVITIES (Optional for Divisions with Comprehensive Support and Improvement and Targeted Support and Improvement)		A	B
Up to 5 percent may be set aside for divisions to provide financial incentives and rewards to teachers who serve in schools identified for comprehensive support and improvement or targeted support and improvement activities for the purposes of attracting and retaining qualified and effective teachers.			
Five percent of the total allocation representing the maximum allowable set-aside for Comprehensive Support and Improvement and Targeted Support and Improvement			207,131.79
Indicate amount of set-aside for each category, if applicable:			
	Set-Aside for Teacher Incentives and Rewards Comprehensive		
	Set-Aside for Teacher Incentives and Rewards Targeted	148,018.75	
	Total Amount Set-Aside for Comprehensive Support and Improvement and Targeted Support and Improvement		148,018.75
DIVISION LEVEL: PROGRAM ADMINISTRATION			
	(1000) Personal Services - Nonsalary Differential		192,922.63
	(1000) Personal Services - Salary Differential		83,152.48
	(2000) Employee Benefits (Fixed Charges)		0.00
	(3000) Purchased/Contracted Services		0.00
	(4000) Internal Services		0.00
	(4000) Other Charges		0.00
	(5000) Other Charges		194,703.88
	(6000) Materials and Supplies		171,859.99
	(8000) Capital Outlay		0.00
Initiatives			
	Title I Early Childhood Program		0.00
	Private School Services (as necessary; not applicable for bypass divisions) These funds are in addition to school-level allocations for private school services.		0.00
Parent and Family Engagement (Required if allocation is \$500,000 or more)		0.00	
	Amount of school division allocation ESEA funds (from Page 2):	4,142,635.79	
	1 percent of allocation (This amount is calculated if school division receives \$500,000 or more from Title I, Part A.)	41,426.36	41,426.36
	90 percent of 1 percent must be used at the school level	37,283.72	
	10 percent of 1 percent is set aside by the school division for parent and family engagement initiatives	4,142.64	
	Additional Parent and Family Engagement Funds	0.00	
Homeless (as necessary)			134,630.71
Foster Care (as necessary)			0.00
Neglected/Delinquent (as necessary)			0.00
School Division Set-Asides TOTAL (Feeds Box A on Allocation to Eligible Schools Page)			966,714.80

TITLE I, PART A, ALLOCATION TO ELIGIBLE SCHOOLS

Low-Income Factor
35 percent and Above

<p>A. Division's Title I Allocation : <u>4,142,635.79</u></p> <p>Minus Set-Asides (if applicable): <u>966,714.80</u></p> <p>Amount for Distribution to Schools: <u>3,175,920.99</u></p> <p>Divisionwide Average From Low-Income Families <u>0.0%</u></p>	<p>B.</p> <p style="text-align: center;">*PER PUPIL EXPENDITURE CALCULATION</p> <p>Step 1:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: right;">3,175,920.99</td> <td style="text-align: center;">÷</td> <td style="text-align: right;">4,619.0</td> <td style="text-align: center;">=</td> <td style="text-align: right;">687.58</td> </tr> <tr> <td style="text-align: right;">Amount for Distribution to Schools</td> <td></td> <td style="text-align: right;">Low-Income Pupils in Public Schools Served</td> <td></td> <td style="text-align: right;">Per Pupil Expenditure (PPE)</td> </tr> </table>	3,175,920.99	÷	4,619.0	=	687.58	Amount for Distribution to Schools		Low-Income Pupils in Public Schools Served		Per Pupil Expenditure (PPE)
3,175,920.99	÷	4,619.0	=	687.58							
Amount for Distribution to Schools		Low-Income Pupils in Public Schools Served		Per Pupil Expenditure (PPE)							

C. (1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)
List of schools from highest poverty to lowest	Is School Served? Yes or No	Grade Span of School	Targeted Assistance School? Yes or No	Schoolwide Program School? Yes or No	Comprehensive Support and improvement? Yes or No	Targeted Support and Improvement? Yes or No	Number of Title I, Part A FTE Teachers funded with 2019-2020 funds	Number of Title I, Part A FTE Teachers funded with Prior Year funds	Number of Title I, Part A FTE Para-professionals funded with 2019-2020 funds	Number of Title I, Part A FTE Para-professionals funded with Prior Year funds	Low-Income Private School Membership	Low-Income Public School Membership	Percent Low-Income	Minimum School Allocation	Distribution Balance: 3175920.99 from Box A	School Reallocation Amount	School Allocation Total (Cols. 12 and 13)	Adjusted PPE
TOTALS FOR DIVISION							0.00	0.00	0.00	0.00	0	4619		3,175,920.99	3,175,920.99	0.00	3,175,920.99	
														Balance to Reallocate	0.00			
William Ramsay Elementary	Yes	KG - 05									0	616	95.4%	423,547.81	2,752,373.18		423,547.81	687.58
Cora Kelly Magnet Elementary	Yes	PK - 05									0	327	89.3%	224,837.88	2,527,535.30		224,837.88	687.58
Ferdinand T. Day Elementary	Yes	KG - 05									0	352	84.6%	242,027.32	2,285,507.98		242,027.32	687.58
Francis C. Hammond Middle	Yes	06 - 08									0	1,198	82.1%	823,717.98	1,461,790.00		823,717.98	687.58
Patrick Henry Elementary	Yes	KG - 08									0	632	81.7%	434,549.05	1,027,240.95		434,549.05	687.58
John Adams Elementary	Yes	PK - 05									0	541	74.8%	371,979.49	655,261.46		371,979.49	687.58
James K. Polk Elementary	Yes	KG - 05									0	547	74.1%	376,104.95	279,156.51		376,104.95	687.58
Jefferson-Houston Elementary	Yes	PK - 08									0	406	68.5%	279,156.51	0.00		279,156.51	687.58

R. 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 I, Part A. (ESEA Section 1117(a) and Title VIII Uniform Provisions, Part F, Subpart 1).

1. Are there private nonprofit schools which students residing within the Title I attendance zone attend?

Yes (If yes, complete the remainder of this page.)

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

X No (If division participated in the bypass)

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 I, 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. Number of Public School Low-Income Children in Title I Schools 4619

4. Number of Private School Low-Income Children Residing in Title I Attendance Zones 0

5. Percentage used to determine proportionate share for equitable services. 0.0000000%

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

a. Total Title I, Part A Allocation	\$	4,142,635.79
b1. Proportionate share of Title I funds available to provide equitable services - 35% and Above Low-Income	\$	-
b2. Proportionate share of Title I funds available to provide equitable services - Below 35% Low-Income		#DIV/0!
c1. Amount of funds for 1% for parent and family engagement (If LEA's Title I allocation exceeds \$500,000) - 35% and Above Low-Income	\$	-
c2. Amount of funds for 1% for parent and family engagement (If LEA's Title I allocation exceeds \$500,000) - Below 35% Low-Income		#DIV/0!
d. School Division Admin set-aside (Optional)		
e1. Total Private School Set-Aside for Non-Administration - 35% and Above Low-Income	\$	-
e2. Total Private School Set-Aside for Non-Administration - Below 35% Low-Income		#DIV/0!

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

a. Total Title I, Part A Transferability	\$	-
b1. Proportionate share of Title I funds available to provide equitable services - 35% and Above Low-Income	\$	-
b2. Proportionate share of Title I funds available to provide equitable services - Below 35% Low-Income		#DIV/0!
c1. Amount of funds for 1% for parent and family engagement (If LEA's Title I allocation exceeds \$500,000) - 35% and Above Low-Income	\$	-
c2. Amount of funds for 1% for parent and family engagement (If LEA's Title I allocation exceeds \$500,000) - Below 35% Low-Income		#DIV/0!
d. School Division Admin set-aside (Optional)		
e1. Total Private School Set-Aside for Non-Administration - 35% and Above Low-Income	\$	-
e2. Total Private School Set-Aside for Non-Administration - Below 35% Low-Income		#DIV/0!

S. NARRATIVE: SCHOOL IMPROVEMENT

This section should only be completed if the school division has schools identified for Comprehensive Support and Improvement or Targeted Support and Improvement.

Comprehensive Support and Improvement

Describe how the local educational agency will carry out its responsibilities under Section 1111(d)(1).

The division has no Comprehensive schools.

Targeted Support and Improvement

Describe how the local educational agency will carry out its responsibilities under Section 1111(d)(2).

Currently the division has one school identified for Additional Targeted Support and Improvement (ATSI). The division has developed a School Improvement Plan (SIP) in conjunction with school stakeholders to include staff, parents, and family members. This SIP details the targeted actions the school and division will take to address the performance of the two student groups that have resulted in the ATSI identification - Black students and Students with Disabilities. Furthermore, the division has completed the School Improvement Grant (SIG) grant application for funds - which have been awarded. These SIG funds will support the implementation of research-proven interventions in both math and literacy that have been shown to improve outcomes in the populations for which the school is identified as ATSI. While the division does anticipate the school being removed from ATSI status in the 19-20 school year, funds have been set aside to further support this school. If the school is not removed from ATSI status, these funds will be provided to all instructional and instruction support staff (such as Counselors and Instructional Coaches) at the school in the form of a teacher incentive/reward bonus for having satisfactorily completed their contract of service to the school in good standing. If the school is removed from the ATSI list over the summer due to 18-19 SOL performance, this set-aside will be released back into the general allocation and otherwise utilized by the division and all Title I schools via the formula.

T. SKIPPED SCHOOL PROVISION

If on the Allocation to Eligible Schools a school was "skipped" that was eligible for Title I under the Eligible Attendance area you selected, provide the name(s) of the school in the box below.

The criteria for the skipped school provision can be found in the guidelines, instructions, and assurances document on page 13.

Did the school(s) meet the criteria for skipped schools provision?

Place an "X" in the appropriate yes or no box.

Yes

No

If yes, explain how the provision was met in the section below. If no, explain why the school was skipped in the section below.

U. TITLE I, PART A, NEGLECTED CHILDREN AND YOUTH

All school divisions must complete this page.

Title I, Part D Coordinator

Dr. Julie Crawford

0	Total number of children and youth who are identified as neglected (year-to-date) for 2018-2019 based on the definition in Title I, Part D Section 1432(4)(A). (automatically populates)
----------	--

School divisions that have facilities that report one or more neglected students in the most recently submitted Title I, Part D, October Count under the neglected column must complete this tab. Please refer to the Guidelines, Instructions, and Assurances for more information.

	Check here if the local neglected facility has declined services. If this box is checked, the remaining items in this tab should be left blank.
--	--

A local educational agency shall reserve such funds as are necessary under this part to provide services comparable to those provided to children in schools funded under Title I, Part A, to serve

- (ii) children in local institutions for neglected children; and
- (iii) if appropriate, children in local institutions for delinquent children, and neglected or delinquent children in community day school programs. Section 1007(3)(A)

The funds set aside from a LEA’s Title I, Part A allocation may be used:

- (1) to improve educational services for children and youth in local and state institutions for neglected or delinquent children and youth so that such children and youth have the opportunity to meet the same challenging state academic content standards and challenging State student academic achievement standards that all children in the state are expected to meet;
- (2) to provide such children and youth with the services needed to make a successful transition from institutionalization to further schooling or employment; and
- (3) to prevent at-risk youth from dropping out of school, and to provide dropouts, and children and youth returning from correctional facilities or institutions for neglected or delinquent children and youth, with a support system to ensure their continued education. Section 1401 (3)(A)

Provide the name of the participating local neglected facilities and the location of the educational services provided to the students.	
Neglected Facility Name	Location of Educational Services

1. Describe the needs of the neglected students served identified during the needs assessment process. Include a brief summary of the needs assessment process and how services are coordinated with the neglected facilities or programs.

2. Describe the activities that will be implemented to address the identified need(s). Include the following information for each activity listed:

a. Describe the facility and/or population that will be served.

b. Describe each specific activity that will be implemented based on data analysis of neglected/delinquent children in local institutions or at-risk programs.

c. Describe how the funds will be distributed to benefit neglected children being served.

3. Describe how Title I, Part A, set-aside neglected funds are coordinated with the Title I, Part D, Subpart 2, subgrants, if the division also receives those funds, as well as coordination with other federal, state, and local programs serving at-risk children and youth.

4. Describe the process the LEA will use to evaluate the effectiveness of the activities implemented to address the described needs.

Guidance related to services for neglected and delinquent students can be found on Virginia's Title I, Part D, website at http://www.doe.virginia.gov/federal_programs/esea/title1/part_d/index.shtml or by contacting Tiffany Frierson, Virginia's Title I, Part D Coordinator at Tiffany.Frierson@doe.virginia.gov or 804-371-2682.

V. TITLE I, PART A, HOMELESS CHILDREN AND YOUTH

Any LEA receiving Title I, Part A funds must include in its local plan a description of how the plan is coordinated with the McKinney-Vento Act. The local plan must describe services provided to any homeless child. (ESEA sections 1112(a)(1)(B) and (b)(6)). Content for this page and the homeless reservation should be completed in conjunction with the local homeless education liaison. (See US Department of Education 2016 Education for Homeless Children and Youths Program Non-Regulatory Guidance Section M on pages 38-41 for further detail.)

Local Homeless Education Liaison: Arnecia Moody, LCSW-C, LCSW, LICSW

206

Total number of children and youth identified as homeless in the school division (year-to-date) for 2018-19 based on the definition in Title IX, Part A, Section 725. (*Place mouse cursor over comment in cell A8 for definition.)

<p>1. Describe the process used to identify students experiencing homelessness and how the needs of homeless children and youths are determined.</p>
<p>The Homeless Education Liaison and the Homeless Education Social Worker complete a needs assessment for each student to determine eligibility and necessary supports. Needs typically include transport, school supplies, clothing, referrals for food, before/after school care, supportive counseling, food assistance, supplemental tutoring, and quality pre-school education. The Homeless Liaison and her staff work with community partners and schools to ensure that students are identified enrolled and linked to services. Close communication is maintained with city shelter staff, community partners, and the Department of Human Services to enroll new homeless students and track those previously identified. A variety of print and electronic media are used to inform the public of children's entitlement to services that enable them to maintain attendance in their home schools. A homeless questionnaire is attached to the FARM application as an additional ID method. We also share information about the rights of students experiencing homelessness</p>
<p>2. Describe the services provided to students experiencing homelessness by the Title I, Part A program to support their enrollment, attendance, and success. Include a description of the services provided with funds reserved under Title I, Part A, Section 1113(c)(3)(A)-(C). Place cursor over this comment for the legislative text.</p>
<p>The reserved funds support a Homeless Education Liaison Social Worker position. This social worker is responsible for working closely with the Homeless Education Liaison to ensure that homeless students are identified, enrolled, and linked to appropriate services. The Homeless Education Social Worker and the Homeless Caseworker attend to the day-to-day needs of students experiencing homelessness to ensure that their needs are met once identified. Both the Homeless Social Worker and the Caseworker assist the Homeless Education Liaison in providing services; i.e. identifying homeless students and addressing their needs, assisting in delivering interventions and social-emotional supports, and making the necessary referrals for additional supports through Alexandria Community and Human Services, local food banks, referral for clothing, and legal and medical services. The Homeless Social Worker meets with students and families with social, emotional, academic, and behavioral challenges, to include attendance. The Homeless Education Social Worker promotes regular school attendance and emphasizes academic achievement. The Homeless Education Social Worker and the Caseworker work with the liaison to provide outreach and facilitate community and school workshops focused on identification, enrollment, and registration of youth experiencing homelessness.</p>

3. Describe the method used for determining the amount reserved* and listed in the division set-asides, whether by a needs assessment or some other method (e.g., past homeless student enrollment and support service cost data), and how the liaison was consulted or involved in determining the set-aside. Place cursor over this comment for the legislative text.

Sufficient funding is set aside to ensure that the Homeless Education Social Worker and the Caseworker can provide social work services, case management services, and social-emotional support to students and families experiencing homelessness. Needs assessment and prior service model data were considered in conjunction with the number of students experiencing homelessness to identify these services as the best use of reserved funds. The Homeless Education Liaison and the Director of Title I and School Improvement Programs meet quarterly to reassess needs of students experiencing homelessness and determine if additional supports are needed. The decision was made to increase the amount of funding set-aside for support the division's homeless students due in part to observations made during the most recent monitoring visit by the Department of Education. The State Homeless Education Liaison indicated that the Homeless Education Liaison needed significantly greater assistance in fulfilling the role of the Homeless Education Liaison. She also commented that our homeless number appears to be low based on the number of people experiencing poverty in this jurisdiction. The division continues to exhaust every avenue to identify our homeless students, and to continue to build community relationships and trust that will enable families to feel comfortable in identifying themselves.

*If an LEA has not identified any students experiencing homelessness during the last three school years, no set aside is required if the following McKinney-Vento Education of Homeless Children and Youth Program (Title IX, Part A) requirements have been fulfilled:

- a. The LEA can document outreach and coordination activities with other entities and agencies to identify homeless children and youths [Section 722(g)(6)(i)]
- b. Public notice of the educational rights of homeless children and youths is disseminated in locations frequented by parents or guardians of such children and youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens in a manner and form understandable to the parents and guardians of homeless children and youths, and unaccompanied youths [Section 722(g)(6)(iv)]
- c. The LEA can document that school personnel receive professional development and support to assist in the identification and support of homeless children and youths [Section 722(g)(6)(ix)]

Guidance related to the local homeless education liaison, the definition of homelessness for educational purposes, identification strategies, professional development, and other services that can be provided through Title I, Part A, funding can be found on the Project HOPE-VA website: www.wm.edu/hope or by contacting Project HOPE-VA, Virginia's Education for Homeless Children and Youth Program: phone: 757-221-4002 or email: homlss@wm.edu.

W. TITLE I, PART A, EARLY CHILDHOOD PROGRAM (if applicable)

Number of Participating Students:			
Number of Eligible Students on Waiting List:			
Number of Participating Schools or Centers:			
Number of Title I funded Teachers:			
Number of Title I funded Paraprofessionals:			
Average Number of Pupils Per Class/Average Class Size:			
Number of Classrooms:			
Total Early Childhood Budget (Personnel and Program):			
School Year Title I, Part A, Early Childhood First Established:		FY	
Length of the Program Day (type X to left of selection):	<input type="checkbox"/>	Half Day	<input type="checkbox"/>
			Full Day
Curriculum:	Primary Curriculum		
	Secondary Curriculum (if applicable)		
Test/Evaluation Design:	Primary Test		
	Secondary Test (if applicable)		
Other Early Childhood Programs with which Title I is collaborating:	<input type="checkbox"/>	Virginia Preschool Initiative	<input type="checkbox"/>
	<input type="checkbox"/>	Early Childhood Special Education	<input type="checkbox"/>
	<input type="checkbox"/>	Others (specify)	
Students Must Be:	<input type="text"/>	by	<input type="text"/>
		Age	Date

Describe how the local educational agency will support, coordinate, and integrate services provided under this part with early childhood education programs at the local educational agency or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

While ACPS operates no Title I funded pre-school programs, the division fully supports and coordinates an integrated approach in ensuring a smooth transition from early childhood programs to all ACPS schools, including Title I schools. In preparation for transition, early childhood teachers and Kindergarten teachers meet to discuss educational, developmental, and other needs of individual children. Parents are also provided assistance to understand the instructional and school registration process, including assistance to parents of children with limited English proficiency and special instructional needs. During the summer, each elementary school hosts K-prep, a week-long program designed to introduce new kindergartners to their respective schools, teachers, classrooms, and classmates. This program also helps to facilitate the transition for students who may have no previous school experience. Title I schools often host additional Open Houses, coffees, and other special programs for entering students and families transitioning to Title I schools. These events allow families and students to further familiarize themselves with the schools they will be attending, as well as the supports and services available to them from both the school and division.

ACPS's early childhood programs consist of three components: Virginia Preschool Initiative (VPI), Early Childhood Special Education

