



**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.

x	Original
	Revision :
	Revision #
	Date:
	<u>Explain</u>
	Amendment:
	Amendment #
	Date:
	<u>Explain</u>

A. COVER PAGE

Title II, Part A, Supporting Effective Instruction

Due by July 1, 2017

2017-2018 Individual Program Application

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

To be Completed by School Division

Applicant (Legal Name of Agency) ALEXANDRIA CITY PUBLIC SCHOOLS	Division Number	101	Title II, Part A, Coordinator Debra E. Lane	
Mailing Address (Street, City or Town, Zip Code) 1340 Braddock Place, Alexandria, 22314	Phone:	703-619-8020	Ext:	
	Email:			
	Debra.lane@acps.k12.va.us			

LOCAL EDUCATIONAL AGENCY CERTIFICATION

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

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

http://www.doe.virginia.gov/federal_programs/esea/applications/title2/title2_part-a_app_guidelines.pdf

Assurances: The local educational agency assures that the Title II, Part A, program will be administered and implemented in compliance with all applicable statutes, regulations, policies, and program plans. **Additionally, the local educational agency agrees by signing below to implement the general and program specific assurances located in the "Application Guidelines, Instructions, and Assurances" document. The assurances and signed cover page are to be retained at the division level.**

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

on 06/22/17 .

Superintendent's Signature
Dr. Alvin Crawley

Superintendent's Name

Board Chairperson's Signature
Ramee Gentry

Board Chairperson's Name

Date

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	ELIGIBLE PROGRAM	2017 - 2018 Allocation Total
462,020.52	No	Title II, Part A, Supporting Effective Instruction	462,020.52
		Transferability (funds transferred to Title I, Part A)	
		Total Allocation Available for Title II, Part A	462,020.52

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:	<div style="border: 1px solid black; height: 40px;"></div>
	Amendment	<input type="checkbox"/>	Date:	
2.	Revision	<input type="checkbox"/>	Date:	<div style="border: 1px solid black; height: 40px;"></div>
	Amendment	<input type="checkbox"/>	Date:	
3.	Revision	<input type="checkbox"/>	Date:	<div style="border: 1px solid black; height: 40px;"></div>
	Amendment	<input type="checkbox"/>	Date:	
4.	Revision	<input type="checkbox"/>	Date:	<div style="border: 1px solid black; height: 40px;"></div>
	Amendment	<input type="checkbox"/>	Date:	
5.	Revision	<input type="checkbox"/>	Date:	<div style="border: 1px solid black; height: 40px;"></div>
	Amendment	<input type="checkbox"/>	Date:	
6.	Revision	<input type="checkbox"/>	Date:	<div style="border: 1px solid black; height: 40px;"></div>
	Amendment	<input type="checkbox"/>	Date:	
7.	Revision	<input type="checkbox"/>	Date:	<div style="border: 1px solid black; height: 40px;"></div>
	Amendment	<input type="checkbox"/>	Date:	
8.	Revision	<input type="checkbox"/>	Date:	<div style="border: 1px solid black; height: 40px;"></div>
	Amendment	<input type="checkbox"/>	Date:	
8.	Revision	<input type="checkbox"/>	Date:	<div style="border: 1px solid black; height: 40px;"></div>
	Amendment	<input type="checkbox"/>	Date:	

B. PROGRAM OVERVIEW (3 PAGES)

For 2017-2018, school divisions are not required to complete this section if there are no substantive changes from activities included in the 2016-2017 application.

In narrative format:

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

- Supporting student mastery of K-12 college-and career- ready reading and mathematics standards, and attainment of proficiency or better on corresponding assessments;
- For high schools with a graduating class, supporting student completion of graduation requirements in a timely fashion; and
- Ensuring that students are taught by qualified and effective teachers meeting Virginia licensing and professional teaching requirements and providing meaningful professional development and support to promote effective instruction to increase student achievement.

Describe the targeted population(s). (Examples are: subgroups of students, homeless and migrant students, instructional and administrative staff, paraprofessionals, parents, etc.)

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

Provide a description of the needs assessment that was conducted to support the proposed activities.

No Changes.

B. PROGRAM OVERVIEW (CONTINUED)

[Empty rectangular box for program overview content]

B. PROGRAM OVERVIEW (CONTINUED)

No Changes

C. COORDINATION OF SERVICES (2 PAGE)

For 2017-2018, school divisions are not required to complete this section if there are no substantive changes from content included in the 2016-2017 application.

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.

No Changes.

C. COORDINATION OF SERVICES (CONTINUED)

[Empty rectangular box for content]

D. MEASURABLE OBJECTIVES

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

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.

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.
By June 30, 2018, all schools will meet or exceed the Annual Performance Target, as indicated on the ACPS 2020 Scorecard (progress monitoring tool for ACPS 2020 Strategic Plan), for the achievement of students in grades 3-12 on Standards of Learning (SOL) assessments. In the subject area of Literacy, 77% of students will be proficient in reading and 78% in Writing.	

Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:	
No changes.	

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.
By June 30, 2018, all schools will meet or exceed the Annual Performance Target, as indicated on the ACPS 2020 Scorecard (progress monitoring tool for ACPS 2020 Strategic Plan), for the achievement of students in grades 3-12 on Standards of Learning (SOL) assessments. In the subject area of mathematics, 75% will test in the proficiency range.	

Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:	
No changes.	

D. MEASURABLE OBJECTIVES (CONTINUED)

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.
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By June 30, 2018, ACPS will meet or exceed its Annual Performance Target, as indicated on the ACPS 2020 Scorecard (progress monitoring tool for ACPS 2020 Strategic Plan), for the achievement of Students with Disabilities (SWD) and English Learners (EL) on Standards of Learning (SOL) assessments. 53% of SWD and 61% of EL will be proficient in Reading. 51% of SWD and 65% of EL will be proficient in Mathematics.

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

No changes

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.
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No changes.

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

No changes.

D. MEASURABLE OBJECTIVES (CONTINUED)

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

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

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D. MEASURABLE OBJECTIVES (CONTINUED)

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.

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

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.

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

E. DETAIL BUDGET BREAKDOWN

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

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

**BREAKDOWN OF STAFF POSITIONS
OBJECT CODE 1000**

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

Director of Talent Development, 1.0 FTE. The Director of Talent Development is responsible for coordinating all ESEA-funded professional learning activities, including Professional Learning Communities, Coaching Program, Teacher Assistant to Teacher Program, Instructional Rounds Plan, and Leadership Development. The Director of Talent Development is also responsible for coordinating Title II, Part A, Equitable Services, with the private schools in the City of Alexandria.

Item Description	FTEs	Total Cost
Value of professional development personnel-related services or stipends on behalf of private schools		
Director of Talent Development	1	133,785.60
Total for Object Code:		133,785.60

DETAILED BUDGET DESCRIPTION OF OBJECT CODE 2000

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

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

Item Description	Total Cost	
Private School Set-aside		
Director of Talent Development	26,757.20	
Total for Object Code:		26,757.20

JUSTIFICATION FOR SUPPORTIVE SERVICES OBJECT CODE 3000

If program funds are expended for supportive services, justify such expenditures as they relate to the identified programs and activities to achieve the measurable objective(s).

ACPS will continue working with Learning Forward on two programs: (1) Coaching (2) Professional Learning Systems. These select programs will exemplify best practices and current innovative instructional strategies related to key focus area of instruction with the ACPS Program Overview. Mursion provides a virtual reality simulation for individuals and teams (teachers, paraprofessionals, administrators, directors, and parents) on classroom management, working with children on special needs or English Learners, as well as practicing instructional routines relevant to a particular subject area. No equipment is purchased with these funds. In addition, ACPS has started working with Kick-Up to provide long and short-term assessments on professional development in the area of instructional coaching.

Item Description	Total Cost
Coaching Program	54,788.62
Professional Learning Communities	56,595.34
Mursion	6,500.00
Assessment Data on Coaching Program	20,000.00
Total for Object Code:	137,883.96

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 the application.

ACPS supports a generous tuition assistance reimbursement program to certified staff who complete graduate level courses related to content and/or instruction of mathematics, literacy, students with disabilities, and/or English Learners. Each year, many tuition reimbursement applicants are denied to lack of funding. Title II, Part A funds will allow the Division to expand its tuition reimbursement program. ACPS is currently working with the University of Virginia to grow paraprofessionals into teachers. The cost of the tuition is \$15, 682.50 per 3 credit hours for a cohort of 15 students.

Item Description	Total Cost
Private School Set-aside	55,954.75
Tuition Reimbursment	25,000.00
Grow a Teacher Program	25,000.00
Total for Object Code:	105,954.75

DETAILED BUDGET DESCRIPTION OF OBJECT CODE 3000

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

Item Description	Total Cost
Total for Object Code:	0.00

DETAILED BUDGET DESCRIPTION OF OBJECT CODE 4000

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

Item Description	Total Cost
Total for Object Code:	0.00

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. Indicate the estimated cost.

Travel costs for Harvard Graduate School of Education's Instructional Rounds training are approximately \$5,000 (tuition for program is \$3,000) per participant. ACPS expects to send 7 instructional leaders to Instructional Rounds training this year. Indirect costs are calculated at the current rate of 4.9%.

Item Description	Total Cost
Private School Set-aside	
Instructional Rounds	35,000.00
Indirect Costs	22,639.01
Total for Object Code:	57,639.01

DETAILED BUDGET DESCRIPTION FOR OBJECT CODE 5000

Provide a description for expenses related to object code 5000 not included in the travel justification above.

Item Description	Total Cost
Total for Object Code:	0.00

DETAILED BUDGET DESCRIPTION FOR OBJECT CODE 6000

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

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

**JUSTIFICATION FOR CAPITAL OUTLAY
OBJECT CODE 8000**

All capital outlay expenditures in the aggregate over \$5,000 must be approved in advance by the Virginia Department of Education. If the local school division has established a threshold of a lesser amount, items equal to that amount or greater must also receive prior approval by the Virginia Department of Education. Nonconsumable items must be listed in the application.

Item Description	Quantity	Cost Per Item	Total Cost
Total for Object Code:			0.00

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).*

F. BUDGET SUMMARY
Title II, Part A

		B. Budget for 2017-2018	
2017-2018 Allocation:		\$462,020.52	
OBJECT			
CODE	EXPENDITURE	AMOUNT BUDGETED	FTEs
1000 - Personal Services	Administration of Title IIA program	0.00	
	Professional Development	133,785.60	1.00
	Class-Size Reduction Teachers	0.00	
	Substitute Teachers	0.00	
	Other	0.00	
	Value of professional development personnel-related services or stipends on behalf of private schools	0.00	
	Total Personal Services	133,785.60	
2000 - Employee Benefits	Fixed Charges (Title IIA Administration)	0.00	
	Fixed Charges	26,757.20	
	Value of professional development personnel-related benefits on behalf of private schools	0.00	
	Total Employee benefits	26,757.20	
3000 - Purchased/ Contracted Services	Supportive Services (Med., Dental)		
	Professional Development	167,883.96	
	Teacher Quality (i.e., assessments; recruitment)	20,000.00	
	Private School Set-Aside	55,954.75	
	Other	0.00	
	Total Purchased/Contracted Services	243,838.71	
4000 - Internal Services	Pupil Transportation		
	Food Services	0.00	
	Other	0.00	
	Total Internal Services	0.00	
5000 - Other Charges	Professional Development (conference registrations, tuition, etc)	0.00	
	Travel	35,000.00	
	Maintenance of Plant		
	Operation of Plant		
	Indirect Cost	22,639.01	
	Other	0.00	
	Private School Set-Aside	0.00	
	Total Other Charges	57,639.01	
6000 - Materials and Supplies	Administrative(Title IIA program)	0.00	
	Professional Development	0.00	
	Private School Set-Aside	0.00	
	Total Materials and Supplies	0.00	

8000 - Capital Outlay	Equipment for Instruction	
	Buildings	
	Remodeling	
	Professional Development Equipment	0.00
	Total Capital Outlay	0.00
	TOTAL BUDGET	462,020.52
	462,020.52	
	Does Grand Total above equal the 2017-2018 Allocation on the "Narrative & Detail Budget" Tab?	Yes

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.

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

H. 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.' The 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.



I. TEACHER QUALITY

Part 1

Teacher Quality

Under USED’s authority to ensure an orderly transition from ESEA to ESSA, states will no longer be required to report highly qualified teacher (HQT) data for the 2016-2017 school year and beyond, nor will they be required to identify for improvement divisions that fail to meet the HQT requirements. Instead, states may rely on licensure and other professional requirements for teachers. However, for program planning purposes for the 2017-2018 school year, the following information on teacher and paraprofessional quality from the 2016-2017 data collection may assist school divisions. These data may be obtained from the most recent verified Instructional Personnel and Licensure Report (IPAL), which provides division results on the highly qualified status of instructional personnel for the 2016-2017 school year.

See Instructional Personnel and Licensure Report (IPAL), as outlined in Superintendent's Memorandum Number #268-16, October 21, 2016.

Teachers (all schools and all federal core content subjects)

Number of classes taught by Highly Qualified Teachers in core subjects	<u>4,248</u>
Number of classes taught by non-Highly Qualified Teachers in core subjects	<u>128</u>
Total classes within Core Academic Subjects	<u>4,376</u>
Percent of classes taught by Highly Qualified Teachers in core subjects	<u>97.07%</u>

Paraprofessionals (Title I schools only)

For **targeted assistance** schools, only count instructional paraprofessionals working in the Title I classrooms.
 For **schoolwide** schools, count all instructional paraprofessionals in the entire school.

Total Highly Qualified Instructional Paraprofessionals	<u>79</u>
Total Instructional Paraprofessionals who are Not Highly Qualified	<u>0</u>
Total Instructional Paraprofessionals	<u>79</u>
Percent of Highly Qualified Paraprofessionals	<u>100.00%</u>

Part 2

EQUITABLE DISTRIBUTION OF QUALIFIED AND EXPERIENCED TEACHERS

Describe how the division assures that students in high poverty and/or high minority schools are not taught by inexperienced, unqualified, or out-of-field teachers at a higher rate than students in other schools. To do this, divisions may wish to examine highly qualified teacher (HQT) data from the 2016-2017 school year or other available teacher quality data and teachers' experience levels at the highest poverty and/or highest minority schools at each grade span and indicate whether these percentages are similar in other schools with lower poverty or minority percentages. Outline strategies used to ensure an equitable distribution, including mentoring programs to support new teachers and professional development activities to support teachers in working with diverse student populations. (Please note that while highly qualified teacher data are not required for the analysis, these data may be helpful for determining distribution of qualified teachers during the 2016-2017 school year.)

All ACPS schools have rates of poverty ranging from 22% to 86%. More racial and linguistic minority students live in poverty than do white students. Population demographics, the limited number of schools in ACPS, and the commitment of ACPS leaders and administrators to provide equitable education to all of the city's children prevent situations in which properly endorsed and fully-licensed veteran teachers are concentrated in low poverty schools. The Human Resources Department, as well as current school administration, actively recruit fully-licensed teachers at several career fairs throughout the spring in the mid-Atlantic region. Only as a last resort does ACPS assign staff to teach sections for which they are not licensed.

J. PRIVATE SCHOOL PARTICIPATION

Each year, the school division must contact all eligible private (nonprofit) schools and engage in meaningful consultation on the availability of equitable services funded by Title II, Part A. (ESEA Section 8501 and Title VIII, Uniform Provisions, Part F, Subpart 1).

1. Are there private nonprofit schools in your 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 in the division were notified on the availability of equitable services funded by Title II, 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. What is the public school division's projected K-12 enrollment for the 2017-2018 school year? 15,000

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

a. Proposed Budget	\$	462,020.52
b. Amount of funds allocated for administration	\$	22,639.01
c. Amount to use for set-aside calculations	\$	439,381.51

5. Complete the chart below:

- In Column A, list all eligible private schools in the geographic boundaries of the school division.
- In column B, indicate the participation status of the listed private school(s) for the **2017-2018 award year**, as a result of consultation.
- In column C, enter the K-12 enrollment of private schools participating in services for the **2017-2018 award year**.
- Column D will automatically calculate the value of services for the **2017-2018 award year**.
- In Column E, indicate the method of notification for each private school.

6. For the 2017-2018 award year, enter the estimated private school-set aside (Cell J96) onto the Summary Budget Tab under the "Budget for 2017-2018" column in the appropriate object codes on the "Private School Set-Aside" lines. On the Budget Detail pages, list the amounts in the appropriate object codes in the "Private School Set-Aside for 2017-2018" lines.

Value of services for participating private schools - from 2017-2018 allocation	Total Value of Services for Public Schools from 2017-2018 allocation
\$55,954.75	\$406,065.77

A	B	C	D	E
Private Schools	Participation Status for 2017-2018 award year? (Yes/No)	K-12 Enrollment	Estimated Value of Services from 2017-2018 allocation, per school (calculated field)	Method of Notification (for non-participating schools only)
St. Mary School	Yes	719	18,378.92	
Blessed Sacrament	Yes	326	8,333.14	
Alexandria Country Day School	No		0.00	
Bishop Ireton High School	Yes	785	20,066.00	
St. Rita School	Yes	245	6,262.64	
St. Stephen 7 St. Agnes	No		0.00	

