

BOARD MEMO

Date: June 17, 2021

For ACTION X

For INFORMATION

Board Agenda: Yes X

No

FROM: Terri H. Mozingo, Ed.D., Chief of Teaching, Learning, and Leadership
Gerald R. Mann, Jr., Ed.D., Executive Director of Instructional Support
Natalie Mitchell, Director of Title I Programs
Bethany Nickerson, Ed.D., Executive Director, English Learner Services

THROUGH: Gregory C. Hutchings, Jr., Ed.D., Superintendent of Schools

TO: Meagan L. Alderton, Chair, and
Members of the Alexandria City School Board

TOPIC: Entitlement Grants: Title I, Title II, and Title III

ACPS 2025 STRATEGIC PLAN GOAL

Goal 2: Instructional Excellence

SY 2020-2021 FOCUS AREA

Focus Area 3: Strategic Plan Implementation

Focus Area 5: Academic Disparities

FY 2021 BUDGET PRIORITY

MTSS including Restorative Practices and PBIS

Increased Staff Retention

BACKGROUND

Under the Elementary and Secondary Education Act, Alexandria City Public Schools (ACPS) is entitled to secure grants available through Title I, Part A; Title II, Part A; and Title III, Part A. The applications are submitted to the Virginia Department of Education (VDOE) to secure funds. Applications are due July 1, 2021.

SUMMARY

A total of \$4,326,240.67 is requested from Title I, Part A to serve Title I-designated schools: Cora Kelly School for Math, Science, and Technology; Ferdinand T. Day Elementary School; James K. Polk Elementary School; John Adams Elementary School; William Ramsay Elementary School; as well as Jefferson-Houston PreK-8 Internal Baccalaureate (IB) School; Patrick Henry K-8 School; and Francis C. Hammond Middle School. This figure is calculated at 92.92% of the current year funding levels in accordance with predicted decreases indicated in the preliminary allocation calculation for the 2021-2022 school year. This slight reduction in funding is due to changes in census data for the eligible population. Title I provides additional funding to schools serving the highest concentrations of students living in low-income households. The funds will be primarily used to support additional FTEs for reading, math, and science teachers, coaches, and

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interventionists; counselors to support socio-emotional needs, extended learning and academic interventions for students; targeted professional learning in areas of data-indicated need; meaningful parental and family engagement; supports for students experiencing homelessness and those in foster care; instructional technology; and supplemental instructional supplies.

A total allocation of \$619,778.21 is requested from Title II, Part A. These funds support professional learning for Project-Based Learning for the High School Project. In addition, funds will be used to continue the “Grow Your Own” teacher program and provide educators tuition assistance in the areas of Mathematics, Literacy, Special Education, and Leadership. The goals of these programs are to build the capacity of all members of the school community, provide dual certification in English Learner (EL) and Special Education, and move paraprofessionals towards certified teaching positions. A central focus for next year is to design a divisionwide Leadership Development plan for ACPS utilizing some of the Title II, Part A funds. There is also one FTE on the grant, a Title IIa specialist to support efforts such as “Grow Your Own” teacher program and Title IIa. This funding also includes a private school set aside of \$50490.70 for equitable services required by the statute.

A total of \$582,836.83 is requested to support Title III, Part A. These funds will support professional learning for teachers to promote English language proficiency development and academic achievement for English Learner (EL) students. The professional learning is focused on strategies to integrate language and content instruction, promote language acquisition in listening, speaking, reading and writing, and enhance the knowledge and skills of our general education teachers in the best practices and strategies for teaching EL students. The funds will support English learners and immigrant families through two-parent resource positions, and teachers of EL students through a Guided Language Acquisition Design (GLAD) specialist position. Additionally, supplemental literacy materials to enhance access to the general education curriculum are supported through this grant.

IMPACT

These funds provide additional support and resources for ensuring academic excellence and educational equity.

RECOMMENDATION

The Superintendent recommends that the School Board approve the Title I, Part A; Title II, Part A; and Title III, Part A applications for the 2021-2022 school year.

ATTACHMENTS

1. 210617_TitleIA_Grant_v1
2. 210617_TitleIIA_Grant_v1
3. 210617_TitleIIIA_Grant_v1

CONTACTS

1. Natalie Mitchell regarding Title I, Part A, natalie.mitchell@acps.k12.va.us
2. Dr. Gerald R. Mann, Jr. regarding Title II, Part A, gerald.mann@acps.k12.va.us
3. Dr. Bethany Nickerson regarding Title III, Part A, bethany.nickerson@acps.k12.va.us