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

A. COVER PAGE
Title II, Part A, Supporting Effective Instruction

2020-2021 Individual Program Application
Due by July 1, 2020
Elementary and Secondary Education Act of 1965 (ESEA), as amended by
the *Every Student Succeeds Act of 2015* (ESSA). P.L. 114-95

Place an "X" by the applicable response.

x	Original
	Revision :
	Revision #
	Date:
	Explain
	Amendment:
	Amendment #
	Date:
	Explain

To be Completed by School Division				
Applicant (Legal Name of Agency): Alexandria City Public Schools	Division Number: 101	Title II, Part A, Coordinator: Dr. Debra Lane		
Mailing Address (Street, City or Town, Zip Code): 1340 Braddock Place, Alexandria, VA 22314	Phone:	703-619-6313	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.

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. The assurances and signed cover page are to be retained at the division level.**

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

on June 12, 2020   .

Superintendent's Signature Dr. Gregory C. Hutchings, Jr.	Board Chairperson's Signature Cindy M. Anderson
Superintendent's Name	Board Chairperson's Name
Date	Date

Application Submission, Approval, and LEA Expenditure of Funds: Applications for Federal Funds are due by July 1, 2020. Revisions and Amendments should be submitted in a timely manner. Please note, in order for the funds to be expendable by July 1, 2020, the electronic application must be received at the Virginia Department of Education by July 1, 2020, through the file submission process of the Online Management of Education Grant Awards (OMEGA) system.

Page 1

APPLICATION INFORMATION

2019 - 2020 Allocation	2019 - 2020 Consolidated Yes or No	ELIGIBLE PROGRAM	2020 - 2021 Allocation Total
595,777.03	No	Title II, Part A, Supporting Effective Instruction	595,777.03
		Transferability (funds transferred out of Title IIA)	0.00
		Total Allocation Available for Title II, Part A	**595,777.03**

TRANSFERABILITY

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

Transfer Request Form

1) If funds are to be transferred INTO Title II, Part A, complete Section A.

A. Program from which funds will be transferred		Program TO which funds will be transferred:	Amount
Title IV, Part A	TO	Title II, Part A, Supporting Effective Instruction	

2) If funds are to be transferred OUT of Title II, Part A, complete Section B below.

B. Program from which funds will be transferred:			Select program(s) TO which funds will be transferred:	Amount
Title II, Part A	TO		Title I, Part A	
			Title I, Part C	
			Title I, Part D	
			Title III, Part A	
			Title IV, Part A	
			Title V, Part B	
			Total	**-**

Page 2

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		Date:	
	Amendment		Date:	
2.	Revision		Date:	
	Amendment		Date:	
3.	Revision		Date:	
	Amendment		Date:	
4.	Revision		Date:	
	Amendment		Date:	
5.	Revision		Date:	
	Amendment		Date:	
6.	Revision		Date:	
	Amendment		Date:	
7.	Revision		Date:	
	Amendment		Date:	
8.	Revision		Date:	
	Amendment		Date:	
9.	Revision		Date:	
	Amendment		Date:	

Page 3

B. PROGRAM OVERVIEW (4 PAGES)

The purpose of Title II, Part A, is to improve students' academic achievement by increasing the capacity of states, local educational agencies, schools, and local communities to—

      (1) increase student achievement consistend with the challenging State academic standards;

      (2) improve the quality and effectiveness of teachers, principals, and other school leaders;

      (3) increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and

      (4) provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

Narrative Boxes

Describe the process used for development of the Title II, Part A, plan and identification of priorities, by addressing each of the following:

1. STAKEHOLDER ENGAGEMENT/NEEDS ASSESSMENT: Describe the consultation and needs assessment process used in development of the program, including a description of the stakeholders involved in the process. (Section 2103(b)(3))

Alexandria City Public Schools (ACPS) mission is " Ensure success by inspiring students and addressing barriers to learning." The ACPS 2025 Strategic Plan outlines five goals to strategize attaining educational excellence and high achievement for all students using the Teaching and Learning Framework cycle on continuous improvement. The five goals are: (1.) Systemic Alignment. (2.) Instructional Excellence. (3.) Student Accessibility and Support. (4.) Strategic Resource Allocation. (5.) Family and Community Engagement. Some key performance indicators which Curriculum and Instruction are responsible for: (1.) Transform the division into a learning organization. (2.) Percentage of teachers planning and implementing lessons utilizing the ACPS Instructional Framework. (3.) Percentage of teachers agreeing that they feel well supports with high-quality instructional training and support. (4.) Equity Audit. (5.) Staff retention rates. In June 2020, the ACPS School Board approved Equity for All 2025. This strategic plan places equity at the center of everything that we do as a school division. The five core values we are ensuring are: (1.) We are welcoming. (2.) We will empower our students. (3.) We are equity-focused. (4.) We provide innovation in our curriculum. (5.) We are results-driven. This strategic plan is aligned with multiple citywide organizations involved in supporting children and families.

The top six priorities for Curriculum and Instruction are: (1.) Collaboration. (2.) Quality Instruction. (3.) Empower Leaders. (4.) Curriculum Resource Development and Implementation. (5.) Best Instructional Practices. (6.) Monitor Feedback. The Strategic Plan titled Equity for All 2025 is data-informed, shows less, but more aligned with citywide plans, shows staff voice, and shows a focus on prioritizing equity. At ACPS, our theory of action is grounded in the following belief statements: (1.) Principals are instructional leaders. (2.) The central office's role is to support schools in fully implementing selected division-wide areas of focus that will increase student achievement and eliminate opportunity and achievement gaps. (3.) Although Division-wide areas of focus may change over time, several key principles will guide decision-making and implementation: the core values developed by the School Board; Division-wide areas of focus will be finalized in consultation with school stakeholders; division-wide areas of focus will be well defined and communicated in writing and include resources to support effective implementation and monitoring; and, professional learning, instructional and leadership coaching, and the Superintendent's quarterly improvement planning meetings with school instructional and departmental teams will focus on Division-wide areas of focus. (4.) The Division-wide areas of focus for SY 2020-2025 will contain Balanced Literacy, Social-Emotional Learning, and MTSS.

2. USE OF DATA: Describe results of prior activities and how the division will use data and ongoing consultation to continually update and improve activities supported with Title II, Part A, funds. (Section 2103(b)(2)(D))

In the ACPS 2020 Scorecard teachers reported an increasing level of satisfaction with the resources and supports provided to them, as well as with their work and school climate. Also, our teacher evaluations and feedback exceeded our 2020 targets. Some gains showed in sufficient resources for professional development from 2013 at 67% to 84% in 2019-2020. Collaboration among teachers to achieve consistency in student assessment went from 70% in 2013-2014 to 85% in 2019-2020. Our investment in professional development has also shown gains. In 2013-2014 it was 70% and grew to 85% in 2019-2020. Teachers receiving feedback through Instructional Rounds and walkthroughs went from 68% in 2013-2014 to 83% in 2019-2020. ACPS plans to continue to use the services of Kick-Up to assess the Standards Inventory Assessment provided by Learning Forward to assess professional development in the district. Kick-Up will also aid in the collection of walkthrough data from classroom visits and the ACPS Equity Audit.

ACPS plans to include a leadership development program through the American Institute of Research based on need gathered from the current administration. A growing body of research identifies school or district factors that may contribute to persistent achievement gaps (Public Impact, 2018)—for example, disproportionate discipline or special education referrals for students of color, lack of access to advanced coursework in schools serving greater numbers of low-income students or students of color, and insufficient supplemental resources and supports driven by resource inequities. Research shows that leaders are the second most influential school-level factor in student achievement, after educator quality (Clifford, Behrstock-Sherratt, & Fetters, 2012). In ACPS, the role of teachers and school leaders in closing achievement gaps may be especially critical. The ACPS student body is remarkably diverse and supports students from various backgrounds representing 114 countries of birth. This diversity is further demonstrated through its impressive economic and racial integration in its schools. While in other less integrated systems, inequities may mostly be due to gaps between schools, in ACPS gaps are present within schools, placing school leaders as the key and most important agents of change. ACPS reflects this understanding, that developing excellent school leaders may be the strongest driver for improving schools and closing achievement gaps and that ongoing, thoughtful, and relevant coaching is essential for recruiting,

B. PROGRAM OVERVIEW (CONTINUED)

3. TEACHER QUALITY: Describe results of the 2019-2020 Instructional Personnel and Licensure (IPAL) report. Describe how the division ensures that students are taught by qualified and effective teachers meeting Virginia's licensing and professional teaching requirements. (Section 2001(2-3))

ACPS plans to use Title II part A funds to address ongoing instructional priorities in the areas of instructional capacity and building teacher's knowledge and pedagogy. By providing professional learning experiences for teachers and paraprofessionals that will help student engagement. The 'Grow a Teacher' cohort participates in two intensive summer sessions (nine credits each) and three-four credit sessions each Fall and Spring semester for two-year course completion with the University of Virginia. The licensure requirement would be complete in year 3 with either a year of teaching experience on a provisional license or with the completion of student and teaching requirements at the end of the fall semester. The areas we target for licensure are Special Education and English Learners. The 'Grow a Teacher' cohorts have been surveyed each year on how the program has grown, what do we need to add to courses to help teachers prepare for the classroom, and we have held exit interviews. We now have graduated four teachers into the workforce, and we currently have 18 employees in the program.

Mursion is a technology program provided by Florida State University where avatars are shown on screen and set up as a classroom or principal office or teacher team meeting. A coach, teacher, or administrator interacts with the avatar. The ACPS employee gets coached by a Talent Development Specialist to improve their skills and seek outcomes. This setting helps enhance the quality of teacher outcomes for our employees.

4. PRIORITIZING FUNDS: Describe how the school division will prioritize funds to schools that are implementing comprehensive support and improvement activities and targeted support and improvement activities under section 1111(d) and have the highest percentage of children counted under section 1124(c). If there are no schools identified as comprehensive or targeted support schools, how does the division prioritize funding? (Section 2103(b)(2)(C))

B. PROGRAM OVERVIEW (CONTINUED)

5. ALIGNMENT TO STANDARDS: Describe how the instructional program will align with Virginia's accountability plan, and how the activities are aligned to challenging State academic standards. Describe how the activities funded from Title II, Part A, are expected to increase student achievement. (Section 2103(b)(2)(A))

As ACPS continues to align with the Portrait of a Graduate, the Superintendent and the leadership team have met quarterly with each school leadership team over their School Improvement Plan (SIP). The Accountability team has been working with Improvement Science at the Carnegie Institute on how school leaders can better align their targeted outcomes with their school population. The Strategic Plan sets annual goals to identify more students from traditionally underrepresented populations for their gifted program, thus reducing disproportionality across groups. These students are found in all classes with all teachers across all socio-economic and cultural groups. To increase awareness of these students' characteristics and enhance the skills set of all our teachers, training in gifted instruction strategies and being able to differentiate has been an important priority. ACPS has used multiple data points to provide targets for continuous improvement; specifically, the division uses: Imagine Math Standards, Reading Inventory, Standards of Learning, WIDA test scores, PALS, curriculum benchmark assessments, and transfer tasks well as locally developed alternative assessments. ACPS diverse student population is enrolled as: Asian (5.25%), Black (25.78%), Hispanic (37.29%), White (28.31%), Multi-racial (3.2%). There are 120 countries represented and 121 native languages spoken. ACPS has 56% on free lunch. The EL population is 31.57%, and 10.37% of the population receive special education services.

Currently, 77% of ACPS teachers hold advanced degrees, and the division continues to maintain a practice of hiring fully certified teachers or teachers who can be fully certified within their first year of employment. To address the need for hiring more qualified teachers, ACPS continues to use Title IIa funds towards building teacher content knowledge and capacity. Currently, ACPS has a "Grow a Teacher" program in partnership with the University of Virginia. Four applicants have graduated and teaching in Special Education classrooms. We have ten current students in the program and added eight more to a new cohort this summer 2020. The goals of the initiative are to (1) create a pipeline of diverse teachers; (2) improve teacher retention in high needs areas; (3) recruit hard-to-staff schools and positions, especially in the areas of English Learners, Special Education, Math and Science; and (4) increase cultural competence and community connections of teachers within ACPS.

6. PROFESSIONAL GROWTH: Describe the school division's system of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership. (Section 2103(b)(2)(B))

Each year, ACPS collaborates with the City of Alexandria to welcome teachers each August. ACPS offers a three-day new teacher orientation with professional development offered all three days. Also, there have been differentiation professional learning for teachers throughout the school year provided by Dr. Richard Cash. ESSA-funded professional learning will sharpen our teacher's skills and help create more engaging instruction for students. The funds will continue to transform instructional practices in a collaborative and collegial environment that features regularly scheduled professional learning community meetings, which involved data-driven discussions, various modes of student engagement, and show a commitment of learning among the teaching teams. The funds help create a structure in which principals work together on common problems of practice and improve their own leadership methods as they pursue continuous improvement in a teaching and learning framework. This has been evident in the schools we have piloted Instructional Rounds.

7. PROFESSIONAL DEVELOPMENT: If funds are to be used for professional development , describe how they meet the statutory definition of professional development in Section 8101(42), which requires that professional development be: sustained; intensive; collaborative; job-embedded; data-driven; and classroom focused. Describe the alignment to overarching division strategic goals. (Section 2103(b)(3)(E)) (If funds are not used for professional development, indicate N/A.)

The series of seven professional learning sessions for the Leadership Development program with AIR will serve as the primary source for delivering core content for building school leaders' capacity through large-group and breakout sessions. There will be a cohort of 25 current and aspiring school leaders for active and engaging professional development that will prepare participants to acquire the needed knowledge, skills, and tools to develop and enhance their leadership skills, enabling them to increase academic achievement for all students using data-driven and research-based tools to advance equity and accomplish the goals within the SIP. Two AIR leadership experts will deliver each session. The arc of the content is designed to move school leaders through an achievement path to plan and reflect, launch, monitor, and sustain effective school improvement efforts. Opportunities for knowledge building, practice, reflecting, and sharing will be built into the series. Each session will include tools and materials that participants can readily apply and implement within their school and that ACPS can showcase as a recruiting tool for school-based administrators. Also, AIR will convene a Community of Practice (CoP) to deliver targeted technical assistance to the cohort of participants. Sustainable change will occur through multiple learning opportunities over time—opportunities will be experiential, relevant, and ongoing. These core areas will show sustainability to leadership decisions. It will be intensive, collaborative, and job-embedded. The selected participants (current principals, aspiring principals, and district staff) will participate virtually in six 60-minute CoP sessions during the 18-month contract. The topics for each CoP will be determined collaboratively by ACPS leadership, participants, and AIR team members. The collaborative process is designed to build CoPs in which participants openly and honestly reflect on their practice and collaborate to solve problems of practice. The six sessions will be designed to do the following:
• Focus on collaboratively exploring questions that guide school improvement and equity within the context of the selected problem of practice:
– What specifically are we trying to accomplish?
– What change might we introduce and why?
– How will we know that a change is an improvement?
• Develop principals' data analysis skills through multiple measures, including outcomes and primary drivers.
• Accelerate principals' growth in using data to make equitable decisions.

8. PROFESSIONAL DEVELOPMENT: If funding is to be used for professional development activities, cite evidence base used for decision, including anticipated outcomes. Provide impact data on any prior implementation, if applicable. (Section 2103(b)(3)(E)) (If funds are not used for professional development, indicate N/A.)

When reviewing ACPS SAI (Standard Assessment Inventory) between 2016-2020, there has been an increase in instructional coaches understanding their role and their work. 73% of coaches responded that they work in PLCs (Professional Learning Communities), and this is where they do a bulk of their coaching. In 2016 teachers did not know who the coaches were, and many did not know what a PLC is, so ACPS has grown in these areas. Coaches also showed they coach in content areas; some of these situations can lead to 1:1 coaching. One of the areas we have concentrated on was the use of Mursion with coaching. This program has shown strong results as we gather coaches in small groups to interact with avatars and coach them on how to handle various scenarios through sessions. Another area shown in our assessments is our approach with Cultural Competence (CC) courses and focusing in areas of social/emotional, engaged/inspired learners, physical integration, opportunities to learn, and instructional excellence. These were the areas Kick-Up gathered assessments from our employees to observe the application of learning from the courses. There have been areas we have gathered data for instruction with our walkthrough observations. Kick-Up has also helped us gather this data and analyze over time how we may improve instruction.

9. CLASS-SIZE REDUCTION: If funding is to be used for class-size reduction, cite evidence base used for decision, including how the local context aligns with research-based practice. Provide impact data on any prior implementation, if applicable. How does the division ensure effectiveness of teachers hired to reduce class size? How will the impact of the smaller class sizes be measured? (Section 2103(b)(3)(D)) (If funds are not used for class-size reduction, indicate N/A.)

N/A

C. COORDINATION OF SERVICES (2 PAGES)

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. Describe any partnerships with local universities, regional collaborations or other entities to improve teacher and principal quality through such efforts as high-quality professional development for teachers, principals and other school leaders; recruitment; mentoring, etc.

For the Leadership Development program, AIR will provide 1:1 Leadership coaching for administrators. The outputs expect leaders to expand their capacity to identify problems of practice, develop and enhance leadership skills and competencies, and examine and address equity issues. This work will lead to students attaining the goals within their School Improvement Plan (SIP); Teachers receive more frequent higher quality feedback on instruction which motivates changes in practice; Teachers deepening relationships with leaders, which improves retention; and, school culture focus on improvement, equity, and excellence giving students equitable opportunities to be able to excel to mastery. The AIR approach to professional learning reflects key evidence-based levers that are job-embedded, ongoing, and relevant for adult learners. AIR believes it is critical to keep research-based assumptions at the forefront of planning and delivering trainings. The adult learner is someone who (1) can direct his or her learning, (2) has accumulated a reservoir of life experiences that are a rich resource for learning, (3) is problem-centered and interested in immediate application of knowledge, and (4) is motivated to learn by internal rather than external factors (Beavers, 2009).

ACPS collaborates across the school division and with multiple agencies and organizations across the City of Alexandria. To access the Title II part A funds, ACPS plans to develop teacher engagement and responsibility toward the teaching and learning framework. The funds will continue to transform instructional practices and develop leadership skills that will involve data-driven discussions, collaborations of various modes of student engagement, and show a commitment of learning among the teaching teams and leaders. The ACPS staff coordinate many programs with local public and non-profit organization representatives. Division personnel work with Head Start, as well as the division's 11 VPI preschool programs, and at privately operated child care centers to share strategies teachers, caretakers, and parents employ to ensure that young children are prepared for school. Also, ACPS specialized instruction staff share their expertise with community-based instructional staff to ensure that children with developmental delays who reside in the City of Alexandria receive high-quality services that prepare them for success in inclusive kindergarten classes. Currently, division staff are working with community leaders and organizations to ensure that all four-year-old children have a prekindergarten experience, and all three-year-old children and their parents have a playgroup experience.

Investment of local resources is conducted in coordination with and in support of, ESSA-funded activities. Examples of these activities include: EL staffing, Specialized reading, EL teachers in middle schools, expanded instructional and professional learning time, and salary payments to teachers for extended collaborative planning. ACPS provides local operating funds to principals for additional resources, personnel, and instructional materials to increase achievement levels of all students. The Family and Engagement Center (FACE), assists parents and their children in reaching full potential as learners. The FACE Center offers multiple opportunities to integrate relevant after-school activities. The FACE center is a central place where families and community members can get information about and support with educational issues for their children. Multiple community organizations within ACPS boundaries provide both daytime and evening English classes to non-English speaking residents throughout the year. The classes are offered at Presidential Greens apartment complex, William Ramsay Recreation Center, Brent Place apartment homes, Alexandria Redevelopment and Housing Authority (ARHA) Family Center, Field of Alexandria apartment homes, Community Lodgings Family Resources Center, ACPS Adult Learning Center, Campagna Center, and three ACPS schools.

ACPS has taken advantage of a wide range of community organizations that offer mentoring, tutoring, part-time employment, counseling internships, family services, health services, and other ways to support ACPS students. Some of these partners include Greater D.C. Cares, Tenants and Workers United, Alfred Baptist Church, Arlington Chapter of the Links, Alexandria Tutoring Consortium, Alexandria's Bookshelf, and the Alexandria Seaport Foundation. Other organizations have volunteered their time and provided direct student services include the Alexandria Police Department, Alexandria Fire Department, City of Alexandria Parks and Recreation Department, Department of Health and Human Services, and Housing and Opportunities Commission. ACPS Curriculum and Instruction maintain a strong relationship with the Alexandria Library to support students' information literacy and digital citizenship skills while fostering a love for reading.

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.

   What is a Measurable Objective?
   A measurable objective has four components:
   a) **Subject** (Who is the target or focus?);
   b) **Behavior** (What will be changed/improved?);
   c) **Specific criteria** for assessing improvement, readiness, or achievement, and tools to be used to measure effectiveness; and
   d) **Time period** for performance or assessment.

2. Describe the evidence-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: For class-size reduction and professional development activities, cite at least one research study that supports the initiative for your division's context. Note that conferences, unless part of a larger strategic initiative, do not constitute high quality professional development.

Measurable Objective 1:
Instructional Rounds are a process for school improvement that are based on the Medical Rounds model. It brings educators together to look at what is happening in their schools, develop a collaborative learning environment, and improve student learning. In 2018-19, ACPS took Instructional Rounds to two elementary schools: William Ramsay and Cora Kelly. Each of these schools hosted one Instructional Round, over seven classrooms were visited, and the learning experience of some 300+ children was observed. The focus for Rounds this past year (2019-20) is on academic discussions and adding five additional schools to our training. The following goals are expected: (1) Examine to what extent are practices in use and to what extent are practices in use aligned to school improvement plan? When are they? What is happening for students(a.) Teachers and Administrators to have organic conversations about instruction. (b.) Teachers wanting to participate in the process and learning plan. (c.) Teachers asking their colleagues about practices they observe - we have seen discussions of differences and develop a

Evidence-based services and activities that will be implemented and supported by the requested funds to achieve the objective:
Five more schools will receive training on Instructional Rounds (IR) during SY 2020-21. There will be a team of leaders who attend Harvard and learn about IR for an entire week. There will also be a trainer from Marzano Research, Dr. Michael Ruyle, who will work with school teams to get more in-depth on their problem of practice. At this time, we have five schools trained, and another five will give us a total of ten. In SY 2021-22, ACPS will train all schools.

Measurable Objective 2:
ACPS will provide leadership development for 25 leaders in 2020-2021. Consistent with the Reform Support Network, "Sustainability Rubric for Local Education Agencies" (2015), AIR will work on the following sustainability goals with ACPS: (1) Participants will demonstrate a thorough understanding of how their individual work/goals contribute to the ACPS leadership development model. (2) ACPS will recruit top aspiring leaders to build a cadre of leaders for the district and ensure continuous improvement in leadership development (3) training will be anchored in leadership development models, and clear roles and line of expectations will exist for implementation. Using the AIR Leadership Competencies Rubric, principals will develop an individualized plan based on an assessment of their leadership competencies to lead equitable school outcomes for all children.

Evidence-based services and activities that will be implemented and supported by the requested funds to achieve the objective:
As defined by Steiner, Hassel, and Hassel (2008), "A competency is a pattern of thinking, feeling, acting, or speaking that causes a person to be successful in a job or role" (p. 4). The Leadership Competencies Principal Self-Reflection Tool will guide principals in gaining insight into their own leadership competencies. This tool is designed for collaborative use as a fundamental basis for the coaching work between AIR leadership coaches and principals. The AIR leadership coaches will facilitate this process to initiate the work and set the course for the upcoming year. Principals will self-assess and note examples of evidence to support the selection of a level of competency. The outcome of the self -reflection will be used as our coaches and principals set goals and benchmarking progress. This information is shared with the coach, and one cluster is designated for priority focus, with the understanding that all clusters are important for effectiveness. The principal will then select specific skills, behaviors, strategies, and processes within the competency level to strategically plan growth and implementation actions.

D. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 3:

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

Measurable Objective 4:

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

D. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 5:

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

Measurable Objective 6:

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

Page 12

D. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 7:

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

Measurable Objective 8:

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

Page 13

E. DETAIL BUDGET BREAKDOWN

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

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

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.)

Item Description	Category	FTEs	Total Cost
Value of professional development personnel-related services or stipends on behalf of private schools			
	Total for Object Code:	0.0	0.00

DETAILED BUDGET DESCRIPTION OF OBJECT CODE 2000
Indicate the fixed charge categories (such as FICA, health, etc.) and specify the amount of each.

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

DETAILED BUDGET DESCRIPTION OF OBJECT CODE 3000

Provide a description for expenses related to object code 3000. Please describe planned expenditures as they relate to the identified programs and activities to achieve stated measurable objective(s). Indicate how these funds will support any services and activities that are described in the application. Note: All tuition-related expenses should be included in this object code.

ACPS supports tuition assistance through the "Grow a Teacher" program. This program helps bridge those professionals who work in ACPS to consider becoming a teacher. ACPS has also partnered with Kick-Up to assess professional learning around our PLCs, Coaching, and Equity. The data analysis uses a Guskey model to measure the application of professional learning and weighing how future spends may be considered. Mursion provides an avatar model of professional learning in the following sessions: Classroom management, feedback to teacher/parent/child/principal, and parent conferences. The Leadership Development plan will involve administration and central office leaders in engaging in leadership skills, reflection, and assessment using the American Institute of Research services.

Item Description	Category	Total Cost
Private School Set-aside		63,925.86
Leadership Development	Leadership	394,905.00
Mursion	Mentoring/Induction	9,000.00
Assessment	Evaluation	45,000.00
Grow a Teacher Program	Recruitment/Retention	30,307.17
	Total for Object Code:	543,138.03

Page 15

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	Category	Total Cost
	Total for Object Code:	0.00

DETAILED BUDGET DESCRIPTION OF OBJECT CODE 5000

Provide a description for expenses related to object code 5000.

ACPS plans to send a team of six to Harvard University for their Instructional Rounds training. It costs approximately $5000 per person to attend this program.

Item Description	Category	Total Cost
Private School Set-aside		
Instructional Rounds	Professional Development	30,000.00
Indirect Costs	Title IIA Administration	22,639.00
	Total for Object Code:	52,639.00

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

DETAILED BUDGET DESCRIPTION FOR 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	Category	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 <u>examples only</u>.   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

Page 20

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.

Page 23

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.

Page 24

F. SUMMARY BUDGET
Title II, Part A

OBJECT CODE	EXPENDITURE	A. Title II, Part A Budget for 2020-2021 Award S367A200044		Does the Budget Summary Match the "Narrative & Detail Budget" Tab?
	2019-2020 Allocation	**595,777.03**		
OBJECT CODE	EXPENDITURE	AMOUNT BUDGETED TITLE II, PART A	FTEs	
1000 - Personal Services	Administrative			
	Non-Administrative			
	Private School Set-Aside			
	Total Personal Services	**0.00**		**Yes**
2000 - Employee Benefits	Administrative			
	Non-Administrative			
	Private School Set-Aside			
	Total Employee Benefits	**0.00**		**Yes**
3000 - Purchased/ Contracted Services	Administrative			
	Non-Administrative	479,212.17		
	Private School Set-Aside	63,925.86		
	Total Purchased/Contracted Services	**543,138.03**		**Yes**
4000 - Internal Services	Internal Services			
	Total Internal Services	**0.00**		**Yes**
5000 - Other Charges	Indirect Cost	22,639.00		
	Non-Administrative	30,000.00		
	Private School Set-Aside			
	Total Other Charges	**52,639.00**		**Yes**
6000 - Materials and Supplies	Administrative			
	Non-Administrative			
	Private School Set-Aside			
	Total Materials and Supplies	**0.00**		**Yes**
8000 - Capital Outlay	Non-Administrative			
	Total Capital Outlay	**0.00**		**Yes**
	Total Budget	**595,777.03**	Does the Total Budget Match the Allocation on the "Narrative & Detail Budget" Tab?	**Yes**
	Total Private School Set-Aside	**63,925.86**	Does the Total Private School Set-Aside Match the "Private Schools" Tab?	**Yes**

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

Page 25

G. 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. The transfer request form is provided at
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	Title IV, Part A, Transferability	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 **Award S424A200048 Project Code APE60022**	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					
OBJECT CODE - EXPENDITURE												
1000 - Personal Services												
Administrative							0.00					
Non-Administrative							0.00					
Private School Set-Aside							0.00					
Total Personal Services							0.00					
2000 - Employee Benefits												
Administrative							0.00					
Non-Administrative							0.00					
Private School Set-Aside							0.00					
Total Employee Benefits							0.00					
3000 - Purchased/Contracted Services												
Administrative							0.00					
Non-Administrative							0.00					
Private School Set-Aside							0.00					
Total Purchased/Contracted Services							0.00					
4000 - Internal Services												
Internal Services							0.00					
Total Internal Services							0.00					
5000 - Other Charges												
Indirect Cost							0.00					
Non-Administrative							0.00					
Private School Set-Aside							0.00					
Total Other Charges							0.00					
6000 - Materials and Supplies												
Administrative							0.00					
Non-Administrative							0.00					
Private School Set-Aside							0.00					
Total Materials and Supplies							0.00					
8000 - Capital Outlay												
Non-Administrative							0.00					
Total Capital Outlay							0.00					
Total Budget							0.00					
Total Private School Set-Aside							0.00					
Does the Total Budget Match the Amount Transferred into Program?							**Yes**					

| School Division: | Alexandria City Public Schools | | | Division Number: | |

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

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.)

Item Description	Category	Funding Source	FTEs	Total Cost
Value of professional development personnel-related services or stipends on behalf of private schools				
		Total for Object Code:	0.0	0.00

DETAILED BUDGET DESCRIPTION OF OBJECT CODE 2000

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

Item Description	Category	Funding Source	Total Cost
Value of professional development personnel-related services or stipends on behalf of private schools			
		Total for Object Code:	0.00

DETAILED BUDGET DESCRIPTION OF OBJECT CODE 3000

Provide a description for expenses related to object code 3000. Please describe planned expenditures as they relate to the identified programs and activities to achieve stated measurable objective(s). Indicate how these funds will support any services and activities that are described in the application.

Item Description	Category	Funding Source	Total Cost
Private School Set-aside			
		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	Category	Funding Source	Total Cost
		Total for Object Code:	0.00

DETAILED BUDGET DESCRIPTION OF OBJECT CODE 5000

Provide a description for expenses related to object code 5000.

Item Description	Category	Funding Source	Total Cost
Private School Set-aside			
		Total for Object Code:	0.00

School Division: Alexandria City Public Schools

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	Category	Funding Source	Quantity	Total Cost
Private School Set-aside				
			Total for Object Code:	0.00

DETAILED BUDGET DESCRIPTION FOR 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	Category	Funding Source	Quantity	Cost Per Item	Total Cost

| | Total for Object Code: | 0.00 |

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.

ll ACPS schools have rates of poverty ranging from 24% to 88%. 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 provide an equitable education to all of the city's children. Properly licensed and fully endorsed teachers are placed in low poverty schools. The Human Resources department and the current school administration, actively recruit fully licensed teachers at many job fairs throughout the school year. These job fairs are in the mid-Atlantic region, Miami, Puerto Rico, Kansas, and Texas. As part of the "Grow a Teacher" program with the University of Virginia, we are currently funding 18 diverse paraprofessionals and support employees to become licensed teachers in the areas of Special Education and EL. ACPS Leadership Team has also continued cultural competency work for a third year for all ACPS staff. We continue to work towards culturally relevant or culturally responsive course work. ACPS mentoring program will also continue to reach our diverse teacher community. Each school has a Mentor Coordinator. We now have over 200 mentors.

I. TEACHER QUALITY

Section A

TEACHER QUALITY

Under USED's authority to ensure an orderly transition from ESEA to ESSA, states are no longer required to report highly qualified teacher (HQT) data. Instead, states may rely on licensure and other professional requirements for teachers. However, for program planning purposes for the 2020-2021 school year, the following information on teacher and paraprofessional quality from the 2019-2020 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 licensure and endorsement status of instructional personnel for the 2019-2020 school year.
See Instructional Personnel and Licensure Report (IPAL), as outlined in Superintendent's Memorandum Number #245-19, October 11, 2019.

Teachers (all schools and all federal core content subjects)

Number of **classes** taught by properly licensed and endorsed teachers	3,621
Number of **classes not** taught by properly licensed and endorsed teachers	143
Total **classes**	3,764
Percent of classes taught by properly licensed and endorsed teachers	96.20%

Section B

EQUITABLE DISTRIBUTION OF QUALIFIED, EXPERIENCED AND EFFECTIVE TEACHERS

In the next four blocks (Parts 1-4), please describe how the division assures that students in high poverty (Title I) and/or high minority schools are not taught by inexperienced, out-of-field, or ineffective teachers at a higher rate than students in other schools. To do this, divisions may wish to examine teacher licensure and endorsement data from the 2019-2020 school year or other available teacher quality data and teachers' experience levels at the highest poverty (Title I) and/or highest minority schools at each grade span and indicate whether these percentages are similar in other non-Title I 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.

Page 34

EQUITABLE DISTRIBUTION OF QUALIFIED, EXPERIENCED AND EFFECTIVE TEACHERS (CONTINUED)

Part 1: From data analysis, outline any identified gaps between Title I and non-Title I schools related to licensure/endorsements; experience; and effectiveness of teachers.

Part 2: Describe strategies to address identified licensure/endorsement issues. (e.g., Praxis, coursework, residencies, etc.)

ACPS has worked extremely hard to attract excellent educators to the classroom. This past year four teachers graduated from the "Grow a Teacher" program. We have ten students in the "Grow a Teacher" cohort and just approved another eight applicants. ACPS also has a tuition assistance program that provides $800 per 3-hour courses, with no more than 2 courses per school year. ($1600) Also, ACPS supports at 50-75% tuition for cohorts in EL at the University of Virginia, Talented and Gifted at William & Mary, and Leadership at George Mason University. There has also been financial support provided for Praxis courses and residencies at the secondary level.

Part 3: Describe strategies to support inexperienced teachers. (e.g., mentoring; coaching; targeted professional development, etc.)

ACPS has been training mentor coordinators each summer at Virginia Commonwealth University under the Santa Cruz Mentoring model. There have been 200+ mentors trained under this model. In addition to the mentoring program, ACPS contracted Learning Forward to lead a Coaching Academy for all instructional coaches in elementary and secondary schools. The Academy lasted six days, and we hosted one in the fall of 2019 and one in the spring of 2020. Learning Forward was also contracted to lead a Teacher Leadership Academy targeted for department leads at the secondary level and grade level leaders at the elementary level. Teachers struggling with classroom management were provided guided coach sessions using our Mursion program. These sessions were extremely valuable as teachers interacted with avatars and were provided feedback on various options they could use to interact with students.

Part 4: Describe strategies to improve effectiveness of teachers, particularly related to poverty, diversity, cultural competency, English Learners, exceptional learners, etc.)

El services provide a Dual Language program and GLAD training for our teachers. The EL department has also offered Kagan training for all teachers to encourage student engagement. Recently ACPS put a focus on fully funding those teachers who would get their dual certification in Literacy and EL qualifications. This is being funded with Title III and Operating funds. There have been a plethora of courses offered on cultural competency by our student service office. Principals and Assistant Principals were required to take a 1.5-hour course each month.

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?

| x | **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.)

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

3. Determining Set-Asides from Title IIA Budget (These fields will calculate automatically once enrollment figures have been entered.)

a. Proposed Budget	$595,777.03
b. Amount of funds allocated for administration	$22,639.00
c. Amount to use for set-aside calculations	**$573,138.03**

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

a. Proposed Budget	$0.00
b. Amount of funds allocated for administration	$0.00
c. Amount to use for set-aside calculations	**$0.00**

CALCULATION OF SET-ASIDES

5. What is the **PUBLIC SCHOOL DIVISION'S** projected K-12 enrollment for the 2020-2021 school year? <u>16,473</u>

6. 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 2020-2021 award year, as a result of consultation.
• In column C, enter the K-12 enrollment of private schools participating in services for the 2020-2021 award year.
• Columns D and E will automatically calculate the value of services for the 2020-2021 award year.
• In Column F, indicate the method of notification for each private school.

7. For the 2020-2021 award year, enter the estimated private school-set aside (Cell K97) onto the Summary Budget Tab under the "Budget for 2020-2021" 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 2020-2021" lines.

Value of Services f**or Participating Private Schools** from Title IIA **2020-2021 Budget**	Value of Additional Services for **Participating Private Schools** from **2020-2021 TRANSFERABILITY**	Total value of services for **Public Schools** from **2020-2021 Budget**	Total Value of Additional Services for **Public Schools** from **2020-2021 TRANSFERABILITY**
$63,925.86	**$0.00**	**$509,212.17**	**$0.00**

A	B	C	D	E	F	G
Name of Each Private School	**Participation Status for 2020-2021 Award Year? (Yes/No)**	**K-12 Enrollment**	**Estimated Value of Services from 2020-2021 Title IIA budget, per school (calculated field)**	**Estimated Value of Additional Services from 2020-2021 Transferability Funds (calculated field)**	**Method of Notification (for Non-Participating Schools Only)**	**Notes**
St. Mary's School	Yes	719	$22,225.68	$0.00		
Blessed Sacrement	Yes	225	$6,955.18	$0.00		
Alexandria County Day School	No		$0.00	$0.00		**mailed letter**
Bishop Ireton	Yes	774	$23,925.83	$0.00		
St. Rita School	Yes	244	$7,542.51	$0.00		
St. Stephen/St. Agnes	No		$0.00	$0.00		**mailed letter**
Episcopal High School	No		$0.00	$0.00		**mailed letter**
Alexandria Friends School	No		$0.00	$0.00		**mailed letter**
Grace Episopal School	Yes	106	$3,276.66	$0.00		
			$0.00	$0.00		
			$0.00	$0.00		
			$0.00	$0.00		
			$0.00	$0.00		
			$0.00	$0.00		
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			$0.00	$0.00
			$0.00	$0.00
			$0.00	$0.00

Per Pupil Expenditure (calculated field):	30.91	**Total Private School Set-Asides**	**$63,925.86**	**$0.00**
Per Pupil Expenditure for Transferability funds (calculated field):	0.00		**Use this Figure for Private School Set-Asides in 2020-2021 Budget**	**Use this Figure for Private School Set-Asides in 2020-2021 Transferability**

Page 38

GENERAL ASSURANCES

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

The school division/grantee assures:

I.   Each program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;

II.   The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a nonprofit private agency, institution, organization, or an Indian tribe, if the law authorizing the program provides for assistance to those entities;

III.   The public agency, nonprofit private agency, institution, organization, or Indian tribe, will administer the funds and property to the extent required by the authorizing statutes;

IV.   It will adopt and use proper methods of administering each program, including -

A.   The enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program;

B.   The correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation and that:

1.   It will maintain fiscal effort in support of free public education;

2.   It will provide services with state and local funds that are at least comparable to services provided in schools and areas not receiving special federal funds;

3.   The majority of the resources in the school division are derived from nonfederal funds;

4.   It is in compliance with the requirements in Title VIII, Section 8524 and has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary and secondary schools;

5.   It will comply with the audit requirements for each program;

6.   The federal funds are used to supplement, not supplant regular nonfederal funds;

7.   It will cooperate in carrying out any evaluation of each program conducted by or for the state educational agency, the Secretary, or other federal officials;

8.   It will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, federal funds paid to the applicant under each program;

9.   It will submit such reports to the state educational agency (which shall make the reports available to the Governor) and the Secretary of Education as the state educational agency and Secretary may require to enable the state educational agency and the Secretary to perform their duties under each program;

10.   It will maintain such records for five years, provide such information, and afford such access to the records as the state educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the state educational agency's or the Secretary's duties;

GENERAL ASSURANCES (CONTINUED)

11.   It consulted with teachers, school administrators, parents, members of the community, nonprofit organizations and other interested parties in the development of this plan;

12.   It afforded a reasonable opportunity for public comment on the plan or application and considered such comment before the application was submitted;

13.   It will provide information in an understandable and uniform format and, to the extent practicable, be provided in a language that the parents can understand;

14.   It is in compliance with the requirement regarding equal access to public school facilities as specified in Title VIII, Section 8525;

15.   It is in compliance with the requirement regarding the prohibition on aiding and abetting sexual abuse as specified in Title VIII, Section 8546;

16.   It will comply with the other application requirements outlined in

Section 8501. Private School Children;

Section 8502. Bypass; and

Section 8521. Maintenance of Effort under Title VIII –Other Provisions;

17.   It will ensure that funds are expended in accordance with the school division's approved application or amended application. In the event the local division needs to expend funds in any manner other than stipulated in the approved application, the plan must be amended using the amendment process provided by the Department of Education. The application must be amended <u>before</u> funds can be expended for activities not approved in the original application;

C.   It will collect and disseminate information collected under Section 1111 in a manner that protects the privacy of individuals;

D.   It will adhere to the provisions of the Federal Funding Transparency and Accountability Act (FFATA), and will obtain a valid DUNS number prior to applying for funds.

V.   It will comply with Section 22.1-277.07, of the Code of Virginia that requires the expulsion for one year of any student determined to have brought a firearm to school. A description of each incident, the name of the school concerned, the number of students expelled from each school, and the type of firearm used in each instance of expulsion will be reported to the Virginia Department of Education in compliance with provisions under Section 8561 (Gun-Free Schools Act). This agency has a policy that requires referral to the criminal justice or the juvenile delinquency system of any student who brings a firearm or weapon to school; and

VI.   It will participate, if selected, in the state National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under Section 303 of the National Assessment of Educational Progress Act.

PROGRAM SPECIFIC ASSURANCES

The school division/grantee assures:

I.   Professional development activities provided through this program are coordinated with professional development activities provided through other federal, state, and local programs;

II.   It will comply with Section 8501 (regarding participation by private school children and teachers);

III.   The plan is based on consultation with a variety of stakeholders, including teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of this title;

IV.   Activities and programs will address the needs of all students, including children with disabilities, English learners, and gifted and talented students;

V.   The funds are expended according to Title II, Part A guidelines for teachers, administrators, other school leaders, and paraprofessional staff only. These guidelines can be found within the guidance document: ESSA Title II, Part A Guidance – Supporting Educators;

VI.   Professional development activities are for teachers, administrators, paraprofessionals, and other school leaders to ensure "high quality" instruction and leadership. These activities should be based on evidence-based research and should adhere to the requirements of high quality professional development; and

VII.   Students in high-poverty or high-minority Title I schools will not be taught by inexperienced, out-of-field, or ineffective teachers at a higher rate than students in other schools.

Page 41