



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

Place an "X" by the applicable response.

Original

Revision:

Revision #

Date:

Explain

Amendment:

Amendment #

Date:

Explain

A. COVER PAGE

2017-2018 Individual Program Application

Due by July 1, 2017

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

To be Completed by School Division

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

LOCAL EDUCATIONAL AGENCY CERTIFICATION

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

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

http://www.doe.virginia.gov/federal_programs/esea/applications/title1/title1_part-a_app_guidelines.pdf

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

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

on June 22, 2017 .

Superintendent's Signature
Dr. Alvin L. Crawley

Superintendent's Name
June 22, 2017

Date

Board Chairperson's Signature
Ramee A. Gentry

Board Chairperson's Name
June 22, 2017

Date

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

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

APPLICATION INFORMATION

2016-2017 Allocation	2016-2017 Consolidated Yes or No	ELIGIBLE PROGRAM	2017 - 2018 Allocation Total
3,081,328.27	No	Title I, Part A, Improving Basic Programs Operated by the LEAs	2,767,649.05
		Transferability (funds transferred from Title II, Part A) APPROVAL REQUIRED: To transfer funds from Title II, Part A, prior approval is required. The transfer request form is available at: http://www.doe.virginia.gov/federal_programs/esea/title1/part_a/index.shtml	
		Transferability (funds transferred from Title IV, Part A) APPROVAL REQUIRED: To transfer funds from Title IV, Part A, prior approval is required. The transfer request form is available at:	
		Total Allocation Available for Title I, Part A	2,767,649.05

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:	
9.	Revision	<input type="checkbox"/>	Date:	<div style="border: 1px solid black; height: 40px;"></div>
	Amendment	<input type="checkbox"/>	Date:	

B. PROGRAM OVERVIEW (3 PAGES)

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 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.)

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

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

No Changes

2. Provide information about the needs assessment process, including a brief analysis of student achievement data and other data sources reviewed. **For the 2017-2018 year, divisions are not required to complete this section if there are no substantive changes from the 2016-2017 application. In the space below, indicate “No Changes” or describe changes from the 2016-2017 application.**

No Changes

3. Describe the evidence-based activities that will be implemented for each subject addressed, and how these activities address deficiencies noted in the needs assessment. **For the 2017-2018 year, divisions are not required to complete this section if there are no substantive changes from the 2016-2017 application. In the space below, indicate “No Changes” or describe changes from the 2016-2017 application.**

No Changes

4. For Title I, Part A, explain how the division ensures that meaningful parental involvement activities are planned and implemented at each Title I school. **For the 2017-2018 year, divisions are not required to complete this section if there are no substantive changes from the 2016-2017 application. In the space below, indicate “No Changes” or describe changes from the 2016-2017 application.**

No Changes

C. COORDINATION OF SERVICES

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

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

No substantive changes; though please see respective Title IIA, IIIA, and IDEA applications for specifically funded activities for the 17-18 school year.

C. COORDINATION OF SERVICES (Continued)

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D. MEASURABLE OBJECTIVES

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

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

Measurable Objective 1:	For the 2017-2018 year, divisions are not required to complete this section if there are no substantive changes from the 2016-2017 application. In the space below, indicate “No Changes” or describe changes from the 2016-2017 application.
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By June 30, 2018, 70% of Black students will pass the Grade 3-5 Reading SOL, or, at minimum, reduce the failure rate for this group by 10%, or, at a minimum, reduce the achievement gap between this group and the 'All Students' group by at least 20% over the prior year's gap.

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.
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By June 30, 2018, 68% of Hispanic students will pass the Grade 3-5 Reading SOL, or, at minimum, reduce the failure rate for this group by 10%, or, at a minimum, reduce the achievement gap between this group and the 'All Students' group by at least 20% over the prior year's gap.

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, 67% of Black students will pass the Grade 6-8 Reading SOL, or, at minimum, reduce the failure rate for this group by 10%, or, at a minimum, reduce the achievement gap between this group and the 'All Students' group by at least 20% over the prior year's gap.

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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By June 30, 2018, 64% of Hispanic students will pass the Grade 6-8 Reading SOL, or, at minimum, reduce the failure rate for this group by 10%, or, at a minimum, reduce the achievement gap between this group and the 'All Students' group by at least 20% over the prior year's gap.

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 application.
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By June 30, 2018, 70% of Black students will pass the Grade 3-5 Math SOL, or, at minimum, reduce the failure rate for this group by 10%, or, at a minimum, reduce the achievement gap between this group and the 'All Students' group by at least 20% over the prior year's gap.

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

No Changes

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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By June 30, 2018, 68% of Hispanic students will pass the Grade 3-5 Math SOL, or, at minimum, reduce the failure rate for this group by 10%, or, at a minimum, reduce the achievement gap between this group and the 'All Students' group by at least 20% over the prior year's gap.

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 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.
By June 30, 2018, 67% of Black students will pass the Grade 6-8 Math SOL, or, at minimum, reduce the failure rate for this group by 10%, or, at a minimum, reduce the achievement gap between this group and the 'All Students' group by at least 20% over the prior year's gap.	

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

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.
By June 30, 2018, 65% of Hispanic students will pass the Grade 6-8 Math SOL, or, at minimum, reduce the failure rate for this group by 10%, or, at a minimum, reduce the achievement gap between this group and the 'All Students' group by at least 20% over the prior year's gap.	

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 9:	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 10:	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 code totals are to be entered on the Budget Sheet under the appropriate area.

Do the totals equal the Budget Summary sheet?

Yes

DETAILED BUDGET DESCRIPTION OF OBJECT CODE 1000

Provide a description of the positions supported with funds from this program. Indicate if any positions are newly funded under this program. Explain the supplementary nature of any new positions. **Required if staff positions are to be funded by federal funds.**

All Title I funded positions are supplemental and represent an addition in services that would otherwise be unavailable. There is one new position which is new to the division, not moved from another funding source. The position is not required or by formula. A total of 16.75 positions as well as non-FTE stipends/personnel costs are funded on Title I as follows:

In schools:

Interventionists: 1.5

School Improvement/Data (school based): 3.0

Reading: 1.5

Math: 2.5

EL: 1.0 (new)

Special Education: 1.0

TYPES OF STAFF POSITIONS Administrative, Teacher, Paraprofessional, Reading Specialist, Home School Coordinator, Other	FUNDING AMOUNTS	FTEs
School-based teachers/coaches/interventionists	840,487.54	10.50
School-based stipends/hourly and substitutes	416,318.00	
Title I Office salaries	140,985.60	1.75
Priority Set-Aside teachers and coaches	169,947.68	2.00
Priority Set-Aside extended learning stipends	206,550.00	
Focus Set-Aside interventionist	39,837.00	0.50
Homeless Set-Aside case manager	18,578.73	
PI Set-Aside stipends	15,000.00	
Total	1,847,704.55	14.75

DETAILED BUDGET DESCRIPTION OF OBJECT CODE 2000

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

Benefits for employees working under Title I to include: FICA (6.2%), Medicare (1.45%), Virginia Retirement System (14.66%), RHIC (Retired Healthcare Income Credit - 1.11%), VRS Life (0.58%), Disability (0.16%), and contributions to medical (~16.85%) and dental benefits (~0.4%).	
Item Description	Total Cost
Admin and Instruction	370,495.62
Priority	67,033.90
Focus	13,942.95
Homeless	1,421.27
PI	1,147.50
Total for Object Code:	454,041.24

DETAILED BUDGET DESCRIPTION OF OBJECT CODE 3000

Please indicate how these funds will support any services and activities that are described in the application. The following items must be specified below for ESEA programs, if applicable: parental involvement, professional development for priority or focus schools, and division-level allowable set-asides.

Funds in Object Code 3000 support the costs of professional learning in best practices in the delivery of the Balanced Literacy English/Language Arts and SFA frameworks (above operating funds), in-depth analysis of SPBQ data, as well as high yield strategies in curriculum implementation in mathematics, science and social studies/history. Offerings from organizations (to include VDOE, ASCD, NCTM, Responsive Classroom, Nat'l Title I Conf., and more) that strengthen instructional delivery across and in content areas will be undertaken. Data analysis services will be procured. Funds for entrance fees and motorcoach services for students to take SOL-aligned instructional field trips designed to bring Standards of Learning to life are included. Costs of contracted instructional programs and services such as IXL, Lexia, Study Island, Reflex Math, V Math, Learning A-Z, RAZ-Kids, Science A-Z, Vocabulary A-Z, Writing A-Z, Ticket to Read, Newsela, Achieve 3000, Scholastic Reading Counts, and online e-books are included. Funds are also used for the procurement of translation and interpretation services (above and beyond the division provided threshold) to ensure inclusion of ACPS' exceptionally high EL family population in Title I schools.	
Item Description	Total Cost
Contracted professional learning costs (including travel costs)	25,500.00
Contracted data analysis services	10,000.00
Contracted interventions, supplemental instructional services, and online services	68,705.00
Motor coach and entrance fees	18,380.00
Translation and interpretation	500.00
Total for Object Code:	123,085.00

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 intergovernmental services. Public school choice pupil transportation for Title I, Part A, if applicable, should be included here (if your division is paying this expense from other sources, indicate this in your narrative). The following items must be specified below for ESEA programs, if applicable: parental involvement, professional development for priority or focus schools, and division-level allowable set-asides.

Funds in Object Code 4000 are utilized by schools for the internal print shop to produce instructional materials and to pay for the costs of ACPS buses to transport students to Saturday School and families to parent and family engagement programming.	
Item Description	Total Cost
Internal transportation	5,000.00
Internal print shop	8,000.00
PI Internal transportation	1,000.00
Total for Object Code:	14,000.00

DETAILED BUDGET DESCRIPTION FOR OBJECT CODE 5000

Provide a description for expenses related to object code 5000. The following items must be specified below for ESEA programs, if applicable: parental involvement, professional development for priority or focus schools, and division-level allowable set-asides.

Object Code 5000 covers indirect costs that stem from the administrative overhead charges associated with implementing Title I programs throughout the division and within individual schools. Funds are also used for the reimbursement of costs (incurred by staff) associated with attending professional learning offerings. See examples of professional learning offerings under the description in Object Code 3000.

Item Description	Total Cost
Indirect Costs	135,614.80
Professional learning travel costs	3,000.00
Total for Object Code:	138,614.80

DETAILED BUDGET DESCRIPTION FOR OBJECT CODE 6000

Provide a description for expenses related to object code 6000 Materials and Supplies. Include items that are consumed or materially altered when used and minor equipment that is not capitalized. Equipment under \$5,000, including computer equipment, should be reported under this object code unless the LEA has set a lower capitalization threshold. Indicate the quantity for each item. The following items must be specified below for ESEA programs, if applicable: parental involvement, professional development for priority or focus schools, and division-level allowable set-asides.

Funds in Object Code 6000 support the purchase of supplemental materials to include: leveled readers, book room resources, consumable texts, non-fiction texts, journals, Fountas & Pinnell/LLI kits, responsive classroom and guided reading/math materials and texts, A-Z series books, low-level/high-interest novel series', student literary subscriptions (Time for Kids, Scholastic, Lets Find Out), SOL prep materials, composition books, reading logs, writing folders, online e-books, intervention kits, math manipulatives, chart/grid/graph paper, flash cards, number lines, tool kits, rulers, graphing kits, review books, intervention kits, watershed/nonpoint source models, card stock, lamination supplies, markers, easel pads, poster-maker ink and paper, agendas, subject specific dictionaries, student dry erase boards, paints, brushes, pencils, erasers, ink cartridges and copy paper, post-it notes, binders, etc., headphones for use with technology, educational games, Mini iPads and cases (30), iPad carts (2), 3D printer, dash wonder packs, and smartboard installation. Funds are also utilized for professional learning materials and food (when PD occurs over meal times), for division-wide programming, and in the PI set-aside for materials and food used in programming.

Item Description	Quantity	Total Cost
Instructional supplies and technology (schools)		168,155.31
Instructional supplies and technology (division)		11,519.16
PI Set-Aside instructional supplies		10,528.99
Total for Object Code:		190,203.46

DETAILED BUDGET DESCRIPTION FOR OBJECT CODE 8000

All capital outlay expenditures over \$5,000 per unit must be approved in advance by the Virginia Department of Education. If the school division has established a threshold of a lesser amount, items equal to that amount or greater must also receive prior approval by the Virginia Department of Education. Nonconsumable items must be listed in the application. Equipment quantities must be specified. The following items must be specified below for ESEA programs, if applicable: parental involvement, professional development for priority or focus schools, and division-level allowable set-asides.

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).

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F. BUDGET SUMMARY

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

OBJECT CODE	EXPENDITURE	AMOUNT BUDGETED Title I, Part A	Title II, Part A, Transferability	Title IV, Part A, Transferability	FTEs	Does Budget Summary match Detail Budget tab?
1000 - Personal Services	Administration	140,985.60			1.75	
	Teachers	840,487.54			10.50	
	Paraprofessionals					
	Priority Schools, if applicable	376,497.68			2.00	
	Focus Schools, if applicable	39,837.00			0.50	
	Private School Set-Aside					
	Parental Involvement	15,000.00				
	Other	434,896.73				
	Total Personal Services	1,847,704.55	0.00	0.00	14.75	
2000 - Employee Benefits	Fixed Charges (Administrative and Instruction)	371,916.89				
	Fixed Charges (Priority Schools, if applicable)	67,033.90				
	Fixed Charges (Focus Schools, if applicable)	13,942.95				
	Fixed Charges (Other Title I Schools in Improvement, if applicable)					
	Fixed Charges (Parental Involvement)	1,147.50				
	Private School Set-Aside					
	Total Employee Benefits	454,041.24	0.00	0.00		
3000 - Purchased/ Contracted Services	Supportive Services (Med., Dental)					
	Evaluation Services					
	Priority Schools, if applicable					
	Focus Schools, if applicable					
	Private School Set-Aside					
	Parental Involvement					
	Professional Development	25,500.00				
	Tutoring Services					
	Other	97,585.00				
	Total Purchased/Contracted Services	123,085.00	0.00	0.00		

4000 - Internal Services				
	Pupil Transportation	5,000.00		
	Food Services			
	Priority Schools, if applicable			
	Focus Schools, if applicable			
	Private School Set-Aside			
	Parental Involvement	1,000.00		
	Other	8,000.00		
	Total Internal Services	14,000.00	0.00	0.00
5000 - Other Charges	Equipment for Instruction			
	Travel (Staff/Administrative)	3,000.00		
	Maintenance/Operation of Plant			
	Indirect Cost	135,614.80		
	Priority Schools, if applicable			
	Focus Schools, if applicable			
	Private School Set-Aside			
	Parental Involvement			
	Other			
Total Other Charges	138,614.80	0.00	0.00	
6000 - Materials and Supplies	Administration	11,519.16		
	Instructional	168,155.31		
	Priority Schools, if applicable			
	Focus Schools, if applicable			
	Private School Set-Aside			
	Other			
	Parental Involvement	10,528.99		
	Total Materials and Supplies	190,203.46	0.00	0.00
8000 - Capital Outlay	Equipment for Instruction			
	Buildings			
	Remodeling			
	All Other Equipment			
	Total Capital Outlay	-	0.00	0.00
	TOTAL	2,767,649.05	0.00	0.00
	TOTAL BUDGET			2,767,649.05
	Does Total Budget above equal the 2017-2018 Allocation on the "Narrative & Detail Budget" Tab?	Yes		

	Yes
	Yes
	Yes
	Yes

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

This goal is supported by several school division policies designed to further outline and elaborate on the school division's commitment to all beneficiaries of the division's programming, regardless of gender, race, national origin, color, disability or age. In particular, Policy AC: Non-Discrimination states; 'The Alexandria City School Board is committed to nondiscrimination with regard to age, race, national origin, ancestry, disability, religion, gender, gender identity, gender expression, sex, sexual orientation, genetic information, pregnancy, marital status, status as a parent, or political affiliation. This attitude will prevail in all of its policies concerning staff, students, educational programs and services, and individuals with whom the Board does business. Further, Policy AE states; 'The school division is committed to excellence in education, equality of educational opportunity, and the recognition of each student's individuality. Inasmuch as students differ in their rate of physical, mental, emotional, and social growth and vary in their needs and abilities, learning opportunities are provided that are consistent with personal development and potential. Programs shall emphasize diagnostic and prescriptive instruction, allowing an individual approach to each student's learning style and educational needs.' These commitments apply to any program or service offered by ACPS, regardless of funding source, and apply wholly to all federally funded programs offered by the school division.



I. STUDENT ELIGIBILITY CRITERIA FOR TITLE I TARGETED ASSISTANCE SCHOOLS

Describe the eligibility criteria by subject area that will be used to select students for participation in the Title I program in Targeted Assistance schools. Eligible children are children identified by the school as failing, or most at risk of failing, to meet the state’s challenging student academic achievement standards on the basis of multiple, educationally related, objective criteria established by the school divisions with input from the schools. Children from preschool through grade 2 shall be selected solely on the basis of such criteria as teacher judgment, interviews with parents, and developmentally appropriate measures. [ESEA, Title I, Part A, Section 1115] **For the 2017-2018 year, divisions are not required to complete this section if there are no substantive changes from the 2016-2017 application. In the space below, indicate “No Changes” or describe changes from the 2016-2017 application.**

No Changes

J. TITLE I, PART A, NEW SCHOOLWIDE SCHOOL PROGRAMS FOR 2017-2018

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

Name of School(s) Implementing New Schoolwide Programs for 2017-2018:
No new SWPs

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

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Was the waiver granted by the SEA?	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
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K. TARGETED ASSISTANCE PROGRAMS

Provide the number of full-time equivalent (FTE) staff funded through Title I, Part A, participating in targeted assistance programs by job category. For administrators and supervisors who serve both targeted assistance and schoolwide programs, report the FTE attributable to the targeted assistance duties only. See guidelines for full description of staff categories. *Staffing information in this section must be identical to the information listed on the 35% and Above or Below 35% Low-Income tab (whichever is applicable), in the TITLE I, PART A, ALLOCATION TO ELIGIBLE SCHOOLS section in Columns 7-10 for Targeted Assistance Program.*
NOTE: During the 2017-2018 transition to ESSA, this section is not required.

Staff Category	Staff FTE	Percentage Qualified	Staff FTE funded w/ 2016-2017 Year Funds	Staff FTE funded w/ Prior Year Funds
Teachers				
Paraprofessionals				
Other Paraprofessionals (paraprofessionals that do not provide instructional support such as parental involvement, computer assistance)				
Clerical support staff				
Administrators (nonclerical)				

SCHOOLWIDE PROGRAMS

Provide the number of FTE paraprofessionals who serve in schoolwide program schools and the percentage of these paraprofessionals who are qualified in accordance with Section 1119 (c) and (d) of ESEA. *This number includes ALL paraprofessionals, not only Title I funded paraprofessionals.*
NOTE: During the 2017-2018 transition to ESSA, this section is not required.

	Paraprofessionals FTE	Percentage Qualified
Paraprofessionals		

L. Improvement Plan Requirements

The LEA understands that schools designated as priority or focus schools will be required to use an improvement planning tool as determined by the Office of School Improvement.

M. TITLE I, PART A, MAINTENANCE OF EFFORT

Average Per Pupil Expenditure from Non-Federal Funds:

(A) For FY Ending June 30, 2016	\$17,092.00	(B) For FY Ending June 30, 2017	\$17,447.00
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N. TITLE I, PART A, ELIGIBLE ATTENDANCE AREAS

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

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

ELIGIBLE ATTENDANCE AREAS (Indicate with an "X")

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

PRIVATE SCHOOL MEMBERSHIP

Is your school division in the Bypass for Private Schools? Yes No

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

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

Yes No No Private Schools

ELIGIBLE ATTENDANCE AREAS (Indicate requested information in columns.)

After completing the ELIGIBLE ATTENDANCE AREAS section, continue to the bottom of the sheet.

Name of Public School	Grade Span of School	Total Number of Children Residing in Attendance Areas							
		Total School Membership	Low-Income Private School Membership	Low-Income Public School Membership	Total Low-Income	CEP School* (Yes/No)	CEP Multiplier Applied* (Yes/No)	Low-Income Count used to Allocate Title I Funds	Percentage of Low-Income
1	2	3	4	5	6	7	8	9	10
William Ramsay Elementary	KG - 05	884		759	759	No	No	759	85.86%
Cora Kelly Magnet Elementary	KG - 05	404		339	339	No	No	339	83.91%
Francis C. Hammond Middle	06 - 08	1417		1123	1,123	No	No	1,123	79.25%
Patrick Henry Elementary	KG - 05	567		441	441	No	No	441	77.78%
Jefferson-Houston Elementary	PK - 08	516		388	388	No	No	388	75.19%
John Adams Elementary	PK - 05	883		638	638	No	No	638	72.25%
James K. Polk Elementary	KG - 05	775		539	539	No	No	539	69.55%
T.C. Williams High	09 - 12	3728		2327	2,327	No	No	2,327	62.42%
Mount Vernon Elementary	PK - 05	878		477	477	No	No	477	54.33%
Samuel W. Tucker Elementary	KG - 05	765		399	399	No	No	399	52.16%
George Washington Middle	06 - 08	1330		595	595	No	No	595	44.74%
Charles Barrett Elementary	KG - 05	465		167	167	No	No	167	35.91%
Douglas Macarthur Elementary	KG - 05	694		240	240	No	No	240	34.58%
Maury Elementary	KG - 05	415		124	124	No	No	124	29.88%
George Mason Elementary	KG - 05	549		154	154	No	No	154	28.05%
Lyles-Crouch Elementary	KG - 05	437		105	105	No	No	105	24.03%
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Grade Span Averages

Grade Spans	Grade Span Average
PK - PK	
PK - KG	
PK - 01	
PK - 02	
PK - 03	
PK - 04	
PK - 05	63.3%
PK - 06	
PK - 07	
PK - 08	75.2%
PK - 12	
KG - 01	
KG - 02	
KG - 03	
KG - 04	
KG - 05	54.9%
KG - 06	
KG - 07	
KG - 08	
KG - 12	
01 - 05	
01 - 07	
01 - 08	
02 - 04	
02 - 05	
02 - 06	
03 - 04	
03 - 05	
03 - 06	
03 - 07	
03 - 08	
04 - 05	
04 - 06	
04 - 07	
04 - 08	
05 - 06	
05 - 07	
05 - 08	
06 - 06	
06 - 07	
06 - 08	62.5%
06 - 12	
07 - 08	
07 - 09	
07 - 11	
07 - 12	
08 - 08	
08 - 09	
08 - 12	
09 - 10	
09 - 11	
09 - 12	62.4%
10 - 12	
11 - 12	

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

DIVISION LEVEL: IMPROVEMENT ACTIVITIES (Optional for Divisions with Priority or Focus Schools)	A	B
Up to 20 percent may be set aside for divisions that have Priority or Focus Schools. This figure represents the maximum amount that may be set aside out of Title I, Part A, funds.		
Twenty percent of the total allocation representing the maximum allowable set-aside for Priority or Focus Schools		553,529.81
Indicate amount of set-aside for each category, if applicable:		
Set-Aside for Priority Schools	443,531.58	
Set-Aside for Focus Schools	53,779.95	
	0.00	
Total Amount Set-Aside for Priority or Focus Schools		497,311.53
DIVISION LEVEL: PROGRAM ADMINISTRATION		
(1000) Personal Services - Nonsalary Differential		140,985.60
(1000) Personal Services - Salary Differential		
(2000) Employee Benefits (Fixed Charges)		49,910.76
(3000) Purchased/Contracted Services		
(4000) Internal Services		
(4000) Other Charges: Public School Choice Transportation, if applicable		0.00
(5000) Other Charges		135,614.80
(6000) Materials and Supplies		11,519.16
(8000) Capital Outlay		0.00
Initiatives		
Title I Preschool Program		0.00
Private School Services (as necessary; not applicable for bypass divisions) These funds are in addition to school-level allocations for private school services.		0.00
Parental Involvement (Required if allocation is \$500,000 or more)		
Amount of school division allocation ESEA funds (from Page 2):	2,767,649.05	
1 percent of allocation (This amount is calculated if school division receives \$500,000 or more from Title I, Part A.)	27,676.49	27,676.49
90 percent of 1 percent must be used at the school level	26,292.67	
10 percent of 1 percent is set aside by the school division for parental involvement initiatives	1,383.82	
Parental Involvement funded by LEA Funds		
Homeless (as necessary)		20,000.00
Foster Care (as necessary)		0.00
Neglected/Delinquent (as necessary)		0.00
School Division Set-Asides TOTAL (Feeds Box A on Allocation to Eligible Schools Page)		883,018.34

TITLE I, PART A, ALLOCATION TO ELIGIBLE SCHOOLS

Low-Income Factor
35 percent and Above

A. Division's Title I Allocation : <u>2,767,649.05</u> Minus Set-Asides (if applicable): <u>883,018.34</u> Amount for Distribution to Schools: <u>1,884,630.71</u> Divisionwide Average From Low-Income Families <u>59.9%</u>	B. *PER PUPIL EXPENDITURE CALCULATION Step 1: $\frac{1,884,630.71}{\text{Amount for Distribution to Schools}} \div \frac{3,688.0}{\text{Low-Income Pupils in Public Schools Served}} = \frac{511.02}{\text{Per Pupil Expenditure (PPE)}}$
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C. (1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)
List of schools from highest poverty to lowest	Is School Served? Yes or No	Grade Span of School	Targeted Assistance School? Yes or No	Schoolwide Program School? Yes or No	Priority School? Yes or No	Focus School? Yes or No	Number of Title I, Part A FTE Teachers funded with 2017-2018 funds	Number of Title I, Part A FTE Teachers funded with Prior Year funds	Number of Title I, Part A FTE Para-professionals funded with 2017-2018 funds	Number of Title I, Part A FTE Para-professionals funded with Prior Year funds	Low-Income Private School Membership	Low-Income Public School Membership	Percent Low-Income	Minimum School Allocation	Distribution Balance: 1884630.71 from Box A	School Reallocation Amount	School Allocation Total (Cols. 12 and 13)	Adjusted PPE

TOTALS FOR DIVISION							0.00	0.00	0.00	0.00	0	3,688		1,884,630.71	1,884,630.71	0.00	1,884,630.71	
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														Yes	No	Balance to Reallocate		0.00
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William Ramsay Elementary	Yes	KG - 05									0	759	85.9%	387,861.91	1,496,768.80		387,861.91	511.02
Cora Kelly Magnet Elementary	Yes	KG - 05									0	339	83.9%	173,234.76	1,323,534.04		173,234.76	511.02
Francis C. Hammond Middle	Yes	06 - 08									0	1,123	79.3%	573,872.10	749,661.94		573,872.10	511.02
Patrick Henry Elementary	Yes	KG - 05									0	441	77.8%	225,358.50	524,303.45		225,358.50	511.02
Jefferson-Houston Elementary	Yes	PK - 08									0	388	75.2%	198,274.60	326,028.85		198,274.60	511.02
John Adams Elementary	Yes	PK - 05									0	638	72.3%	326,028.85	0.00		326,028.85	511.02
James K. Polk Elementary	No	KG - 05											69.5%	0.00	0.00		0.00	
T.C. Williams High	No	09 - 12											62.4%	0.00	0.00		0.00	
Mount Vernon Elementary	No	PK - 05											54.3%	0.00	0.00		0.00	
Samuel W. Tucker Elementary	No	KG - 05											52.2%	0.00	0.00		0.00	
George Washington Middle	No	06 - 08											44.7%	0.00	0.00		0.00	
Charles Barrett Elementary	No	KG - 05											35.9%	0.00	0.00		0.00	
Douglas Macarthur Elementary	No	KG - 05											34.6%	0.00	0.00		0.00	
Maury Elementary	No	KG - 05											29.9%	0.00	0.00		0.00	
George Mason Elementary	No	KG - 05											28.1%	0.00	0.00		0.00	
Lyles-Crouch Elementary	No	KG - 05											24.0%	0.00	0.00		0.00	

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											#DIV/0!	0.00	0.00	0.00

P. PRIVATE SCHOOL PARTICIPATION

Each year, the school division must contact all eligible private (nonprofit) schools and engage in meaningful consultation on the availability of equitable services funded by Title I, Part A. (ESEA Section 1117(a) and Title VIII Uniform Provisions, Part F, Subpart 1).

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

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

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

2. Place an "X" in the appropriate block(s) to indicate how private schools were notified of the availability of equitable services funded by Title I, Part A. (Copies of the notification must be kept on file for monitoring purposes.)

Regular Mail

Certified Mail

Telephone Calls

Meetings

Visits to the Private School

Other (Please specify)

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

3,688

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

0

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

0.00%

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

a. Total Title I, Part A Allocation	\$ 2,767,649.05
b. Proportionate share of Title I funds available to provide equitable services	\$ 0.00
c. Amount of funds for 1% for parent and family engagement (If LEA's Title I allocation exceeds \$500,000)	\$ 0.00
d. School Division Admin set-aside (Optional)	\$
e. Total Private School Set-Aside for Non-Administration	0.00

7. Complete the chart below:

- In Column A, list all private schools which students residing within the Title I attendance zone attend.
- In Column C, enter the number of students in private schools participating in services for the 2017-2018 award year.
- In Column D, enter the description of services provided for participating children

A	B	C	D
Private Schools	Participation Status for 2017-2018 award year? (Yes/No)	Number of Participating Children	Description of Services

8. Enter the private school services set-aside in the detailed budget description and Budget Summary.

Q. Narrative: Priority and Focus Schools

This section should be completed only if the division has priority or focus schools identified by the Virginia Department of Education and will be using a portion or all of the allowable Title I set-aside (up to 20 percent), as identified on the "35% and Above Low-Income" or "Below 35% Low-Income" tab on line 13, to help fund required interventions in these schools. School divisions may use funds from multiple sources to fund the required interventions.

Required interventions for priority schools may be funded with: 1) School Improvement 1003(g) or 1003(a) grants as awarded by the Office of School Improvement; 2) Title I, Part A, funds reserved at the division level; or 3) other local, state, or federal funds.

Required interventions for focus schools will be funded mainly from the allowable Title I set-aside (up to 20 percent), or other local, state, or federal funds.

Priority Schools

For divisions that have schools identified as priority schools, Title I, Part A, funds may be needed to support required interventions. Describe how the designated amount of Title I, Part A, funds set aside will be used to meet these requirements. The description provided below should be an overview of how the set-aside funds will support the implementation of interventions. Please consult the Office of School Improvement for additional details about interventions.

In the Spring of 2015, the extended day program at Jefferson-Houston was completely reformatted to address concerns regarding student engagement, efficacy, and age-appropriate intervention structures across the grade spans. As a result, the newly named 'Jaguar Time' (named after the school's mascot), was created. This model which was modified to meet needs identified (via data and interviews with staff and parents) in SY16-17 will continue largely unchanged for SY17-18. Primary differences from the initial model include: sessions will be shortened to four weeks to allow for more incremental instructional adjustment, and a break between sessions will be included (instead of running sessions back to back). Sessions will begin in October, 2017 and end June, 2018. The program will consist of four week sessions, after which, data will be reviewed and groups will be

Focus Schools

For divisions that have schools identified as focus schools, Title I, Part A, funds may be needed to support interventions as determined by the Office of School Improvement. Describe how the designated amount of Title I, Part A, funds set aside will be used to implement the intervention strategies and supports to improve the achievement of proficiency gap groups and other subgroups not meeting federal AMOs. (See pages 16 in the Guidance, Instructions, and Assurances document for the requirements.)

ACPS currently has one Focus School; William Ramsay Elementary School. In keeping with the requirements for Focus Schools in SY16-17, it is expected that that Ramsay will be provided an Office of School Improvement (OSI)-assigned OP (contractor) to serve the school and division as a coach. No funds have been set aside for this purpose as it is expected that OSI will fund the OP as they have done so previously. However, if it is later determined that the division must fund this service ourselves, funding will be set aside for this purpose under an amendment to the application. In addition to this requirement, a 0.5 math Interventionist will be provided to William Ramsay via the Focus Schools set-aside for the purposes of providing additional push-in interventions to students most at need of additional assistance. William Ramsay will fund additional activities and personnel from their school allocation to ensure that their identified underperforming groups make sufficient progress

R. SKIPPED SCHOOL PROVISION

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

The criteria for the skipped school provision can be found in the guidelines, instructions, and assurances document on page 12.

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

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

Yes

No

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

S. TITLE I, PART A, Neglected Children and Youth

All school divisions must complete this page.

Title I, Part D Coordinator

Jeff Carpenter, Executive Director of Student Services

0 Total number of children and youth who are identified as neglected (year-to-date) for 2016-2017 based on the definition in Title I, Part D Section 1432(4)(A). (automatically populates)

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

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

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

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

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

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

1. Describe the process used to identify the needs of neglected students. Include a brief summary of the needs assessment process and how services are coordinated with the neglected facilities or programs.

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

- a. Describe the facility and/or population that will be served.
- b. Describe each specific activity that will be implemented based on data analysis of neglected/delinquent children in local institutions or at-risk programs.
- c. Describe how the funds will be distributed to benefit neglected children being served.
- d. Describe how the LEA will monitor the implementation of these activities.

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

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

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

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

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

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

125 Total number of children and youth identified as homeless in the school division (year-to-date) for 2016-17 based on the definition in Title IX, Part A, Section 725. (*Place mouse cursor over comment in cell A9 for definition.)

1. Describe the process used to identify students experiencing homelessness and how the needs of homeless children and youths are determined.

The homeless liaison completes a needs assessment for each child to determine necessary supports. Needs typically include transport, school supplies, clothing, before/after-school care, supportive counseling, food assistance, supplemental tutoring, and quality pre-school. The liaison works with the community and schools to ID students experiencing homelessness and ensure that they are enrolled in school. Close communication is maintained with city shelter staff and the Department of Human Services for the purpose of enrolling new homeless students and tracking those previously ID'd. A variety of print and electronic media are used to inform the public of children's entitlement to services that enable them to maintain attendance in their home schools. A homeless questionnaire is attached to the FARM application as an additional ID method.

2. Describe the services provided to students experiencing homelessness by the Title I, Part A program to support their enrollment, attendance, and success. Include a description of the services provided with funds reserved under Title I, Part A, Section 1113(c)(3)(A)-(C). Place cursor over this comment for the legislative text.

The reserved funds support a Homeless Caseworker who is responsible for ensuring the day-to-day needs of students experiencing homelessness are met, and assisting the Homeless Education Liaison in providing services; i.e. identifying homeless students and their needs, assisting in providing interventions and social-emotional supports, and making necessary referrals for additional supports through Alexandria Community and Human Services, local food banks, and for medical services. The caseworker meets with students with attendance or truancy issues to promote regular school attendance via a PBIS framework emphasizing academic achievement. The caseworker works with the liaison to provide outreach and facilitate community and school workshops focused on identification, enrollment and registration of youth experiencing homelessness.

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

Sufficient funding is set aside to ensure that the Homeless Caseworker is able to provide case management services and social-emotional support to students and families three days per week. Needs assessment and prior service model data were considered in conjunction with the number of students experiencing homelessness in order to identify these services as the best use of reserved funds. The Homeless Education Liaison and the Director of Title I Programs meet quarterly to reassess needs of students experiencing homelessness and determine if additional supports are needed.

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

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

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

U. TITLE I, PART A, PRESCHOOL PROGRAM (if applicable)

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

TITLE I, PART A, PRESCHOOL PROGRAM (if applicable) (continued)

Provide a list of all schools and/or centers in your school division that house Title I, Part A, preschool programs. Indicate the eligible Title I school zone(s) served by the school or center. In addition, include the total number of all Title I, Part A, preschool teachers who are housed in each of the schools.

List Schools and Early Childhood Centers with Title I, Part A, Preschool Programs

School or Early Childhood Center Name	Principal Name and Address	Eligible Title I School Zone(s) Served	Number of Title I Funded Teachers	Number of Title I Funded Paraprofessionals