



**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

Title III, Part A, Language Instruction for English Learners and
Immigrant Students

2018-2019 Individual Program Application

Due by July 1, 2018

*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)		Division	Title III Coordinator	
Alexandria City Public Schools		Number	Bethany Nickerson	
Mailing Address (Street, City or Town, Zip Code)		Phone:	703-619-8334	Ext:
1340 Braddock Place, Alexandria, VA 22314		Email:	bethany.nickerson@acps.k12.va.us	

2018-2019 Title III, Part A Allocation	544,221.56	EL Award Amount	504,712.56	I/Y Award Amount:	39,509.00
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If checked, the division is the Consortium Lead School Division.

If checked, divisions must complete the "Immigrant Children and Youth" tab, in red, to describe the Immigrant Children and Youth (IY) Program, after allocations are released.

LOCAL EDUCATIONAL AGENCY CERTIFICATION

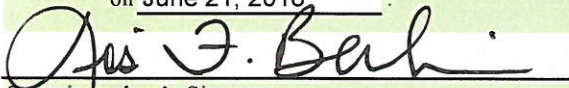
Use of Funds: The applicant designated above applies for an allocation of federal assistance as appropriated under *ESEA*. Funds are available to support local education reform efforts that are consistent with statewide education reform efforts to: 1) provide funding to implement promising education 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 III, Part A, program will be administered and implemented in compliance with all applicable statutes, regulations, policies, program plans, and applications. **Additionally, the local educational agency agrees by signing below to implement the general and program specific assurances located in the "Application Guidelines, Instructions, and Assurances" document. The assurances and signed cover page are to be retained at the division level.**

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


on June 21, 2018



Superintendent's Signature
Lois F. Berlin

Superintendent's Name
June 21, 2018

Date



Board Chairperson's Signature
Ramee A. Gentry

Board Chairperson's Name
June 21, 2018

Date

Application Submission, Approval, and LEA Expenditure of Funds: Applications for Federal Funds are due by July 1, 2018. Revisions and Amendments should be submitted in a timely manner. Please note, in order for the funds to be expendable by July 1, 2018, the electronic application must be received at the Virginia Department of Education by July 1, 2018, 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

APPLICATION INFORMATION

2017 - 2018 Allocation	2017-2018 Consolidated Yes or No	PROGRAM		2018-2019 Allocation Total
544,221.56	No	Title III, Part A, English Learners: (Total of: a + c; b + c; only a; or only c)		544,221.56
		a. EL Subgrant: Not part of a consortium	Subtotal	504,712.56
		b. EL Subgrant: Consortium Lead Total of all consortium member allocations	Subtotal	
		c. Immigrant Children and Youth Subgrant:	Subtotal	39,509.00

TRANSFERABILITY

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

http://www.doe.virginia.gov/federal_programs/esea/forms/lea_funds_transfer_request.docx.

Program from which funds will be transferred		Select program(s) TO which funds will be transferred:	Amount
Title II, Part A	TO	Title III, Part A, English Learners	0.00
		a. EL Subgrant: Not part of a consortium	Subtotal 0.00
		b. EL Subgrant: Consortium Lead Total of all consortium member allocations	Subtotal
		c. Immigrant Children and Youth Subgrant:	Subtotal 0.00

Program from which funds will be transferred		Select program(s) TO which funds will be transferred:	Amount
Title IV, Part A	TO	Title III, Part A, English Learners	0.00
		a. EL Subgrant: Not part of a consortium	Subtotal 0.00
		b. EL Subgrant: Consortium Lead Total of all consortium member allocations	Subtotal
		c. Immigrant Children and Youth Subgrant:	Subtotal 0.00

REVISIONS AND AMENDMENTS

Place an "X" in the first box indicating whether it is a revision or amendment. Enter the date of the revision or amendment. Indicate the tab(s) that have been changed. Provide a concise description of changes (for example, "Programmatic Changes--purchase of additional reading materials, object code 6000; Budget Changes--decreased travel budget in object code 5000 and increased materials to purchase additional reading materials in object code 6000"). When completing an amendment, changes to the program overview may be reflected as additions at the end of the narrative.

NOTE: Any changes to the program budget should first be reflected in an amended application, followed by a budget transfer within 7 business days of approval of the amended application. Budget transfers will not be accepted without an approved amended application reflecting budget changes.

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

B. BUDGET SUMMARY

Title III, Part A

Title III funds may be used to provide supplemental services that improve the English language proficiency and academic achievement of English Learners (ELs), including the provision of language instruction educational programs (LIEPs) and activities that increase the knowledge and skills of teachers who serve ELs. All services provided to ELs using Title III funds must supplement, and not supplant, the services that must be provided to ELs under Title VI of the Civil Rights Act of 1964 (Title VI), the Equal Educational Opportunities Act of 1974 (EEOA), and other requirements, including those under State or local laws.

OBJECT CODE	EXPENDITURE	EL SUBGRANT	IMMIGRANT CHILDREN & YOUTH (IY) SUBGRANT	DOES BUDGET SUMMARY MATCH DETAIL BUDGET?
1000 - Personal Services	Administration			
	Teachers			
	Paraprofessionals			
	Other	204,664.00		
	Private School Set-Asides			
	Total Personal Services	204,664.00	0.00	
2000 - Employee Benefits	Fixed Charges (Administrative and Instruction)	88,178.00		
	Private School Set-Asides			
	Total Employee Benefits	88,178.00	0.00	
3000 - Purchased/Contracted Services	Supportive Services (Med., Dental)			
	Evaluation Services			
	Professional Development	149,040.21	39,509.00	
	Other			
	Private School Set-Asides	736.10		
	Total Purchased/Contracted Services	149,776.31	39,509.00	
4000 - Internal Services	Pupil Transportation			
	Food Services			
	Other			
	Private School Set-Asides			
	Total Internal Services	0.00	0.00	
5000 - Other Charges	Travel (Staff/Administrative)	31,500.00		
	Maintenance of Plant			
	Operation of Plant			
	Indirect Cost	10,094.25		
	Other			

	Private School Set-Asides			
	Total Other Charges	41,594.25	0.00	Yes
6000 - Materials Supplies	Administrative			
	Instructional	20,500.00		
	Private School Set-Asides			
	Total Materials and Supplies	20,500.00	0.00	Yes
8000 - Capital Outlay	Equipment for Instruction			
	Buildings			
	Remodeling			
	All Other Equipment			
	Private School Set-Asides			
	Total Capital Outlay	0.00	0.00	Yes
	TOTAL SUBGRANT BUDGET	504,712.56	39,509.00	
	TOTAL ALLOCATION	544,221.56	Does Total Allocation equal sum of detailed budget?	Yes
	TOTAL PRIVATE SCHOOL SET-ASIDE	736.10		

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

Note: Expenses for parental involvement programs are to be incorporated into the appropriate object code(s) based on the category of the related charges.

C. DETAILED BUDGET BREAKDOWN

Include a detailed breakdown of the budget categories for Object Codes 1000-6000 and 8000, as shown on pages 4-5.

DETAILED BUDGET DESCRIPTION OF OBJECT CODE 1000

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

Two full-time, bilingual, division-wide parent liaison positions to support the increasing number of immigrant students and families with a home language other than English enrolling in ACPS. The parent liaisons interface with families at the time of enrollment, share information about the EL programs, services, standards and assessments, and connect parents with community and city services available in Alexandria City. One full-time Guided Language Acquisition Design specialist to provide professional development to teachers of ELs on guided language acquisition design strategies and develop internal capacity to expand use of the strategies to support EL students. Both EL students and immigrant youth are supported with funds from this program.

Item Description	Funding Source	FTEs	Total Cost
Division-wide Parent Resource Coordinator		1	73,575.00
Division-wide Parent Resource Specialist		1	38,400.00
Guided Language Acquisition Design Specialist		1	92,689.00
Total for Object Code:		3.0	204,664.00

DETAILED BUDGET DESCRIPTION OF OBJECT CODE 2000

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

The fixed charge categories include the division portion of VRS, FICA, life insurance etc. in the amount of approximately 26% of salary, plus the division contributions for health (medical and dental).

Item Description	Funding Source	Total Cost
Division-wide Parent Resource Coordinator - Full-time Position		26,067.00
Division-wide Parent Resource Specialist - Full-time Position		29,670.00
Guided Language Acquisition Design Specialist - Full-time Position		32,441.00
Total for Object Code:		88,178.00

JUSTIFICATION FOR PROFESSIONAL DEVELOPMENT - OBJECT CODE 3000

If program funds are expended for professional development, justify such expenditures by demonstrating a relationship between the proposed expenditure for professional development and the program services and activities described in the application. Please indicate how these funds will support any services and activities that are described in this application.

Ongoing and sustained professional learning will be provided through sessions, workshopseries, conferences and job-embedded coaching; focused on best practices and strategies for increased language acquisition; the development of listening, speaking, reading and writing skills; culturally responsive teaching; and accessing the general education curriculum.

Professional learning supported through this funding targets teachers of EL students, promoting the teaching and learning of academic language of content areas and integration of the four domains of language through cooperative learning structures, activation of prior knowledge, provision of comprehensible input for students, differentiation and culturally responsive teaching and learning.

Item Description	Funding Source	Total Cost
Language acquisition, cooperative learning, culturally responsive teaching and learning		136,790.21
Conference registrations		12,250.00
Private school set-aside		736.10
Coursework on reading strategies for immigrant SLIFE students	Immigrant Youth (IY)	39,509.00
Total for Object Code:		189,285.31

DETAILED BUDGET DESCRIPTION OF OBJECT CODE 3000

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

Item Description	Funding Source	Total Cost
Total for Object Code:		0.00

JUSTIFICATION FOR INTERNAL SERVICES - OBJECT CODE 4000

If program funds are expended for internal services, describe these services below.

Item Description	Funding Source	Total Cost
Total for Object Code:		0.00

JUSTIFICATION FOR TRAVEL COSTS - OBJECT CODE 5000

Travel must be justified by demonstrating a relationship between the proposed travel and the needs of the program. Please indicate the estimated cost and the estimated number of people attending.

Funding from Title III will be used for travel expenses for approximately 35 administrators, teachers, coaches, and/or EL specialists to attend workshops and conferences related to best practices for ELs and the purposes of Title III, and for travel associated with the delivery of professional development for teachers of ELs.

Item Description	Funding Source	Total Cost
Travel for approximately 35 administrators, teachers, coaches, and/or EL specialists		31,500.00
Total for Object Code:		31,500.00

JUSTIFICATION FOR CAPITAL OUTLAY - OBJECT CODE 8000

All capital outlay expenditures over \$5,000 per unit must be approved in advance by the 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 Department of Education. Equipment quantities must be specified.

Item Description	Funding Source	Quantities	Total Cost
Total for Object Code:		0.00	0.00

DETAILED BUDGET DESCRIPTION FOR OBJECT CODE 8000

Provide a description for expenses related to object code 8000 not included in the justification above.

Item Description	Funding Source	Quantities	Total Cost
Total for Object Code:		0.00	0.00

EXPENDITURE ACCOUNTS DESCRIPTIONS

These accounts are for budgeting and recording expenditures of the educational agency for activities under its control. Below definitions of the major expenditure categories. The descriptions provided are examples only. For further clarification on the proper expenditures of funds, contact your school division budget or finance office, the grant specialist in the Virginia Department of Education, or refer to the appropriate federal act.

OBJECT CODE DEFINITIONS:

(revised 5/16/17)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Capital Outlay Replacement

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

• **Special Note - Classification of Hardware and Infrastructure Expenditures:**

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

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

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

D. 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 http://www.doe.virginia.gov/federal_programs/essa/forms/esa_funds_transfer_request.docx.

OBJECT CODE - EXPENDITURE TYPE	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 II, Part A Transferability	Title IV, Part A Transferability	Title II, Part A Transferability	Title IV, Part A Transferability		
Amount Transferred to Program												
1000 - Personal Services												
Administration												
Teachers												
Paraprofessionals												
Teacher Incentives												
Private School Site-Aids												
Parent and Family Engagement												
Professional Development												
Value of professional development personnel-related services or stipends on behalf of private schools												
Other												
2000 - Employee Benefits												
Freed Charges (Administrative and Instruction)												
Teacher Incentives												
Private School Site-Aids												
Freed Charges (Parent and Family Engagement)												
Freed Charges (Professional Development)												
Value of professional development personnel-related benefits on behalf of private schools												
3000 - Purchased/Contracted Services												
Supportive Services (Med., Dental)												
Evaluation Services												
Parent and Family Engagement												
Private School Site-Aids												
Professional Development												
Teacher Quality (i.e., assessments, recruitment)												
Tutoring Services												
Other												
Total Purchased/Contracted Services												

E. PROGRAM OVERVIEW

Section 3116 of the ESEA, as amended by ESSA, requires each subgrantee accepting Title III funds to submit a local plan that describes how Title III funds will be used to provide supplemental services to improve the English language proficiency and academic achievement of ELs. This includes the provision of language instruction educational programs (LIEPs) and activities that increase the knowledge and skills of teachers who serve ELs. All services provided to ELs using Title III funds must supplement, and not supplant, the services that must be provided to ELs under Title VI of the Civil Rights Act of 1964 (Title VI), the Equal Educational Opportunities Act of 1974 (EEOA), and other requirements, including those under State or local laws.

Instruction Programs and Services for ELs and their Families**Narrative Boxes:**

Box 1: Academic Support -- Describe how the division provides ELs with meaningful and equitable access to academic support as required under Title VI of the Civil Rights Act of 1964. Describe the training that divisions have offered to ensure that teachers providing core instruction to ELs can work effectively with this population so that these students have meaningful and equal access to the same curriculum as all students.

ACPS uses the content-based ESL program model where the goal is acquisition of English through the study of content. Our EL students learn language and content simultaneously, through the core content courses. ACPS also has developed and provides for EL students the following English Language Development courses: English for Academic Purposes (EAP) courses at the secondary level and Accelerating Academic Language (AAL) at the elementary level. These ELD courses are aligned with the general education curriculum, and front-load the language that students need to access the general education curriculum and successfully complete transfer task assessments. The professional development focuses on the intergration of content and language, and research-based best practices and strategies for ELs, for all teachers of ELs. Trainings include Kagan Cooperative Learning Structures, Guided Language Acquisition Design (GLAD), Co-teaching, Quality Instruction for EL Students, Meeting the Needs of ELs in Three Tiers, Supporting Early Literacy Strategies for ELs, Writing Quality Language Objectives, Increasing the Quality of Student Interaction, Intro to RIGOR Reading Intervention Program, Teaching Struggling Readers, QRI Administration & Interpretation of Data, Implementing EL Best Practices into Lesson Planning, Supporting ELs in Readers and Writers Workshop, Using Data to Inform Instruction, and WIDA Writing Rubrics and Scoring Protocols. The professional development is supported by a combination of Title III funds and local operating funding of EL Instructional Specialists.

E. PROGRAM OVERVIEW (CONTINUED)

Box 2: Language Instruction Educational Program (LIEP) -- Describe how effective Language Instruction Educational Programs and services are implemented to ensure that ELs develop English proficiency as required under the Lau v. Nichols Supreme Court Decision of 1972. Include information about how the division ensures that language instruction programs and services for ELs are sufficiently staffed with qualified personnel. Describe the training that divisions have offered teachers providing an effective Language Instruction Educational Program (LIEP).

At the elementary, middle and high school levels, a content-based EL instructional program model is used. A variety of service delivery models, including co-teaching and sheltered instruction, are used according to the needs and resources of each school. General education and EL teachers work collaboratively to build student background knowledge, explicitly teach academic language, and utilize strategies to increase integration and use of the four language domains. Program and service models incorporate co-planning at the team, grade and/or individual teacher level in order to build the capacity of all of our teachers to effectively serve our EL students.

Additionally, at the secondary level, ACPS partners with the Internationals Network for Public Schools to provide an instructional language program designed to meet the unique needs of immigrant students. A combined model of sheltered and content-based instruction is utilized, incorporating project based learning, portfolio assessment, structured collaborative planning blocks, and supports tailored to meet students' social and emotional needs. At the elementary level ACPS also has two dual language immersion program models to support EL students progress in learning and attaining English and achieving academically.

ACPS ensures that content teachers meet the state requirements for teaching content, and that EL teachers are endorsed or in a program to obtain endorsement. ACPS is in partnership with the University of Virginia (UVA) offering a two-year program in which a cohort of general education teachers receive the coursework for EL certification. Extensive training is offered to teachers of language instruction education programs in areas such as Cooperative Learning, Guided Language Acquisition Design (GLAD), English Language Development, Co-teaching, Using ACCESS for ELLs data to Inform Instruction, and RIGOR Reading Intervention Program.

E. PROGRAM OVERVIEW (CONTINUED)**Box 3: Title III Progress in Achieving English Language Proficiency**

ACPS plans to increase the percentage of students making progress in achieving English language proficiency through a combination of locally-funded and Title III-funded activities designed to build the capacity of EL teachers and general education teachers of ELs to utilize best practices and strategies for language development and academic achievement of EL students. ACPS will support teachers of ELs through division-wide initiatives including Professional Learning Community (PLC) training and the role of the EL teacher in PLCs, and the Multi Tier System of Support (MTSS) training focusing on best practices for ELs in Tier I core instruction and the use of data to appropriately identify EL students for Tier II and Tier III interventions.

ACPS will focus on the explicit instruction of language through English language development courses: English for Academic Purposes at the secondary level and Accelerating Academic Language at the elementary level. ACPS will continue to fund coursework for general education teachers seeking an EL endorsement, and will continue to engage in and support innovative, research based approaches to integrate language and content instruction such as the Internationals Network for Public Schools model and Project Guided Language Acquisition Design (GLAD). Title III funds will be used to provide professional learning to teachers and administrators on EL best practices and strategies, and will focus on cooperative learning structures designed to promote integration of listening, speaking, reading and writing and increase language acquisition; scaffolding and differentiation for beginning, intermediate and high language level EL students; activating and building upon prior knowledge; and culturally responsive teaching and learning.

E. PROGRAM OVERVIEW (CONTINUED)

Box 4: Parent, Family, & Community Engagement – Describe how the division provides and implements effective activities and strategies to enhance limited English proficient (LEP) parent, family, and community engagement activities.

Parental, family and community participation are promoted through a combination of outreach activities for limited English speakers. The ACPS Family and Community Engagement Center provides events and workshops throughout the year using The Dual Capacity Building Framework for Family-School Partnerships. All of our events provide interpretation services and outreach is customized taking in consideration preferred language, targeted audience and data. EL and immigrant families are invited to a series of community based information and training sessions held throughout the school year to support families in

understanding EL language instruction education programs, ACCESS for ELLs data, and the English language proficiency levels of their children. Families are provided information and support in connecting to local city and community services. ACPS has a locally-funded Language Access Coordinator position which supports division and school-based interpretation and translation services to ensure that information available to non-EL parents is provided to the parents of ELs as well, in a language they can understand. ACPS also has locally-funded English/Spanish, English/Arabic and English/Amharic translators on staff. All ACPS

schools and departments have access to live interpretation services for school-based events such as parent-teacher conferences and meetings, as well as access to the locally-funded Language Line, a telephone-operated system of language interpretation, and locally-funded multi-channel audio-headsets so that schools can provide presentations to families in various languages at one time. Additionally, school-based parent liaisons support local school translations and enhance parental communication and the school-home connection with culturally and linguistically diverse families.

E. PROGRAM OVERVIEW (CONTINUED)

Box 5: Title III Funding -- Describe how the division will expend Title III funds to provide supplemental academic support and Language Instruction Educational Programs (LIEPs) and services as described in Narrative Boxes 1 and 2. Specifically address how the proposed expenditure of Title III funds meets the Title III supplement, not supplant, requirements.

Title III funds will be used to provide outreach to families through the services of parent outreach specialists, a Guided Language Acquisition Design specialist, professional development on second language acquisition and best practices and strategies for EL students, and supplemental literacy materials above and beyond the core program. The parent outreach specialists provide information, orientations, and workshops for EL parents to assist them in understanding the EL program, language acquisition, and their children's English language proficiency levels as well as information on ways to become active participants in

the education of their children. The Guided Language Acquisition Design specialist provides professional development to teachers of ELs on guided language acquisition design strategies and develops internal capacity to expand use of the strategies to support EL students. Additionally, Title III funds will be used for long-term, sustained professional development focused on cooperative learning structures to increase the integration of content and language in the four domains, and the implementation of the WIDA ELP Standards and explicit instruction of academic language. Lastly, Title III funds will be expended on supplemental resources designed to improve literacy and access to core content material.

E. PROGRAM OVERVIEW (CONTINUED)**Program Evaluation**

Box 6: Evaluation -- Describe the process for evaluating the effectiveness of division Language Instruction Educational Programs (LIEPs) to ensure that ELs are acquiring English proficiency and exiting services. Information about the following topics should be included:

1. Participating stakeholders
2. Data analysis procedures
3. Implementation of program modifications as appropriate
4. Timeline for implementation of program modifications

The effectiveness of the local plan and division core language programs and services is evaluated through an annual division-wide EL program review that occurs when the ACCESS for ELLs data are available (June) and when the Standards of Learning (SOL) data are available (August). The review is led by the EL Office, utilizing the division-wide ACCESS for ELLs data, SOL data for the EL subgroup, and EL drop-out and graduation rates, as well as division-wide WIDA Writing Rubric data and EL

Classroom Observation Checklist data. The EL Office collaborates with Information Technology, the Department of Accountability, and the Curriculum and Instruction Department. The data are disaggregated and analyzed at the division, school, and individual student level. The ACCESS for ELLs data are examined in the areas of listening, speaking, reading, and writing, and are analyzed with regard to average gain for students to attain proficiency on a 5-7 year track and with regard to the

established VDOE Composite Proficiency Level Gains to meet the Progress in Achieving English Language Proficiency (ELP) Indicator. ACCESS for ELLs gains at the individual student level are also examined in comparison with SOL data for individual students and WIDA Writing Rubric gain for individual students. The data are used to identify students who are on-track for language development, and to identify those who require additional assistance through MTSS Tier II or Tier III intervention.

Programmatic areas of need are also identified and inform decision-making for professional development offerings for the subsequent school year. Data are also shared with principals and school-based EL instructional teacher leaders to ensure individual students receive the appropriate supports and to inform school-based professional development prioritization. Throughout the school year there are quarterly school-based reviews of student grade data, EL writing assessment data are

reviewed utilizing the WIDA Writing Rubric and Scoring Protocol, benchmark assessment data reviews occur, and central office and school-based walkthrough observations are conducted to gather data on EL best practices and strategies in areas such as comprehensible input, explicit instruction of language, student engagement and differentiation.

F. COORDINATION OF SERVICES

Describe the partnership within your division between this program and other local, state and/or federal 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.

A variety of other services through multiple organizations are made available to our EL students and their families, as well as through our locally funded Family and Community Engagement Office, including child development services; computer literacy; tutoring and mentoring; mental health counseling for children and adults; preventive health and medical treatment, such as immunizations and dental services; emergency assistance including food, clothing, furniture, and limited financial aid; summer jobs; and internships. The EL Program coordinates with the Title I Program in content-specific areas such as reading, mathematics, and science support for EL students, and the Title II Program in EL endorsement support, Professional Learning Community (PLC) training and implementation, instructional rounds training, and video development of best teaching practices for EL students.

G. MEASURABLE OBJECTIVES

Note: Measurable objectives should be quantitative and aimed at supporting the mastery of K-12 college- and career-ready standards, proficiency on corresponding state assessments, properly endorsed teachers, professional development, 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:

By June 2019, the Division will meet the Objective of 46% of English learner students (K-12) making progress in achieving the VDOE established English Language Proficiency (ELP) Indicator as measured by performance on ACCESS for ELLs: For students at ELP levels 1.0-2.4, a composite level gain of 1.0 (grades K-2), 0.7 (grades 3-5) and 0.4 (grades 6-12). For students at ELP levels 2.5-3.4, a composite level gain of 0.4 (grades K-2 and grades 3-5) and 0.2 (grades 6-12). For students at ELP levels 3.5-4.4, a composite level gain of 0.2 (grades K-2 and grades 3-5) and 0.1 (grades 6-12).

Effective research-based instruction and other supports will be implemented with requested funds so that ELs can achieve English language proficiency and perform academically at the same high levels as their non-EL peers.

Professional learning on language acquisition and EL best practices, including differentiation and student engagement, will be provided to principals and teachers of EL students with an emphasis on cooperative learning strategies designed to promote integration of listening, speaking, reading, and writing and on the Guided Language Acquisition Design (GLAD) model to build academic language and literacy in the content areas. English language development (ELD) will explicitly be taught through English for Academic Purposes (EAP) courses at the secondary level and through the Accelerating Academic Language (AAL) courses at the elementary level. The ELD courses are designed to front-load and explicitly teach the language that is required for students to meaningfully access the ACPS general education curriculum.

G. MEASURABLE OBJECTIVES (CONTINUED)**Measurable Objective 2:**

By June 2019, the Division will meet or exceed the State target (53%) of students comprising the EL subgroup taking the Reading/Language Arts Standards of Learning (SOL) assessment, scoring at the proficient level.

Effective research-based instruction and other supports will be implemented with requested funds so that ELs can achieve English language proficiency and perform academically at the same high levels as their non-EL peers.

ACPS will implement English Language Development (ELD) courses to increase the explicit instruction of language for EL students; provide professional development to teachers and administrators to ensure educators are equipped to implement the ACPS Curriculum and effectively utilize EL best practices and strategies in Tier I core instruction; provide training on Professional Learning Communities (PLCs) and the role of the EL teacher in PLCs; promote professional learning at conferences and workshops; and provide cross-functional team trainings for general education teachers and EL teachers, incorporating English language acquisition, explicit instruction of language, scaffolding and differentiation practices and strategies. Professional learning will also be provided on implementation of cooperative learning strategies that promote listening, speaking, reading, and writing and on implementation of the GLAD model to promote building academic language and literacy in the content areas.

Measurable Objective 3:

By June 2019, the Division will meet or exceed the State target (57%) of the students comprising the EL subgroup taking the Mathematics Standards of Learning (SOL) assessment, scoring at the proficient level.

Effective research-based instruction and other supports will be implemented with requested funds so that ELs can achieve English language proficiency and perform academically at the same high levels as their non-EL peers.

ACPS will implement English Language Development (ELD) courses to increase the explicit instruction of language for EL students; provide professional development to teachers and administrators to ensure educators are equipped to implement the ACPS Curriculum and effectively utilize EL best practices and strategies in Tier I core instruction; provide training on Professional Learning Communities (PLCs) and the role of the EL teacher in PLCs; promote professional learning at conferences and workshops; and provide cross-functional team trainings for general education teachers and EL teachers, incorporating English language acquisition, explicit instruction of language, scaffolding and differentiation practices and strategies. Professional learning will also be provided on implementation of cooperative learning strategies that promote listening, speaking, reading, and writing and on implementation of the GLAD model to promote building academic language and literacy in the content areas.

G. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 4:

By June 2019, the Division will meet the VDOE established federal four-year cohort graduation target (65%) for EL students.

Effective research-based instruction and other supports will be implemented with requested funds so that ELs can achieve English language proficiency and perform academically at the same high levels as their non-EL peers.

ACPS has partnered with the Internationals Network for Public Schools to provide a program at T.C. Williams High School and Francis C. Hammond Middle School designed to meet the unique needs of immigrant students. Small learning communities are established as teams of teachers serve small cohorts of students. Teachers engage in structured collaborative planning blocks that include a dedicated weekly time to discuss and address individual student issues and concerns. Students in the International Academy Network participate in an advisory program and have individualized supports and services tailored to meet their social and emotional needs. The International Academy Network has a full-time social worker and bilingual guidance counselors who collaborate with teachers to ensure students are fully supported, stay in school, and graduate from high school. Research indicates that schools which hope to improve EL achievement should emphasize literacy, personalized learning communities, distributed leadership, and teacher collaboration. ACPS will also incorporate EL representation on a newly establish college and career readiness team at the Central Office level.

Measurable Objective 5:

Effective research-based instruction and other supports will be implemented with requested funds so that ELs can achieve English language proficiency and perform academically at the same high levels as their non-EL peers.

H. TITLE III PROGRAM DETAILS**Types of Service Programs**

Indicate with an X the service program used by your school division or consortium members. If multiple programs are used, please report each program. For program definitions, please go to the following link:

<https://www2.ed.gov/rschstat/eval/title-iii/language-instruction-ed-programs-report.pdf>

Dual Language	X
Two-way immersion	
Transitional bilingual	
Developmental bilingual	
Heritage language	X
Sheltered English instruction	X
Structured English immersion	
Specially designed academic instruction delivered in English (SDAIE)	
Content-based ESL	X
Pull-out ESL	X
Other (Explain)	

Professional Development Activities

Indicate the number of professional development activities your school division or consortium members plan to conduct with Title III funds and/or Immigrant Children and Youth (IY) funds.

	Per PD Event
Instructional strategies for ELs	35
Understanding and implementation of assessment of ELs	2
Understanding and implementation ELD standards and academic content standards for ELs	2
Alignment of the curriculum in language instruction educational programs to ELD standards	4
Subject matter knowledge for teachers	2

Participant Information

Indicate the estimated number of teachers, administrators, and other personnel who will participate in each type of professional development activity to be funded by Title III by putting the total number of participants in the corresponding box. Do not use X's instead of numbers.

Professional development provided to content or classroom teachers (Number of content or classroom teachers receiving professional development)	1050
Professional development provided to EL classroom teachers (Number of content or classroom teachers receiving professional development)	150
Professional development provided to principals (Number of principals receiving professional development)	17
Professional development provided to administrators/other than principals (Number of administrators/other than principals receiving professional development)	25
Professional development provided to other school personnel/non-administrative staff (Number of other school personnel/non-administrative staff receiving professional development)	15
Professional development provided to community-based organizational personnel (Number of community-based organizational personnel receiving professional development)	17

I. TITLE III CONSORTIUM AGREEMENT

According to Title III, Part A, Sections 3111 and 3114, a state educational agency shall not award an EL formula subgrant if the amount of the subgrant is less than \$10,000. However, the law permits school divisions to apply in consortium with one or more other school divisions to reach the \$10,000 threshold. School divisions that meet this criterion and wish to apply for Title III EL formula subgrant in a consortium must identify a lead school division. The lead school division will be responsible for completing the application and serving as the fiscal agent. One (1) application should be submitted per consortium. One (1) certification should be submitted by each participating school division to the lead school division. The Department will consider consortium memberships finalized by July 1. Requests to join or exit a consortium will not be accepted after July 1.

Lead Consortium School Division

Name of Lead School Division: <u>Alexandria City Public Schools</u>	School Division Number: <u>101</u>
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Typed Name of Superintendent: _____

Signature of Superintendent: _____ Date: _____

Typed name of contact for Title III consortium if different than superintendent :

Title III Contact: _____

Title: _____

Mailing Address: _____

City, State, Zip: _____

Telephone: _____	E-mail: _____	Fax: _____
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LIST OF PARTICIPATING SCHOOL DIVISIONS

The following school divisions have applied to participate in this consortium. The EL formula subgrant award corresponds to the 2018-2019 EL formula subgrant allocation

Please check to assure that signed copies of participating consortium member certification pages for all member divisions are on file with the lead school division.

Name of School Division	Division Number	EL Subgrant Award Amount
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
Total		0.00

J. Immigrant Children and Youth (IY) Funds under Title III

Complete if IY funds are allocated

Purpose of Immigrant Children and Youth (IY) Funds

Under Section 3114 of the ESEA, Immigrant Children and Youth (IY) funds may be used for supplemental services to improve the academic achievement of IY students including activities that increase the knowledge and skills of teachers who serve IY students. All services provided to IY students using IY funds must supplement, and not supplant, the services that must be provided to IY students under Title VI of the Civil Rights Act of 1964 (Title VI), the Equal Educational Opportunities Act of 1974 (EEOA), and other requirements, including those under State or local laws. Immigrant Children and Youth (IY) funds must solely be expended on programs and services for immigrant students or their families.

Description of Program and Services for Immigrant Students

Describe how the division will use Immigrant Children and Youth (IY) funds to provide enhanced instructional opportunities specifically for immigrant students or their families:

ACPS will use IY funds to build the capacity of EL teachers to support our immigrant students with limited or interrupted formal education (SLIFE) through a partnership with the University of Virginia. The IY funds will support a cohort of elementary and secondary ACPS EL teachers to take graduate classes on how to teach reading in order to more effectively serve our immigrant SLIFE population.

Describe how the division will evaluate the success of the enhanced instructional opportunities targeting immigrant students or their families:

The Division will use formative and summative assessments to evaluate student growth in the language domain of Reading, including RIGOR, DRA, and Fountas and Pinnell. Teachers will administer beginning, mid and end of year assessments, and central office personnel in the English Learner Office will review results division-wide. The English Learner Office will also review on an annual basis ACCESS for ELLs data to analyze growth in the domain of Reading, and compare results with previous gain as well as among teachers who have had coursework on reading instruction.

K. 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 III, Part A (SEA Title VIII Uniform Provisions, Part F, Subpart 1).

Are there eligible private schools in the school division's attendance area?

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

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

2. Place an "X" in the appropriate block(s) to indicate how private schools were notified of the availability of equitable services funded by Title III, 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)

email _____

3. What is the number of English Learners receiving services in the public school division for the 2018-2019 school year

4,430

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

a. Title III Budget	\$544,221.56
b. Proportionate Share	\$736.10
c. Additional set-aside for equitable services (if necessary)	
d. Amount to use for set-aside calculations	\$736.10

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

a. Title III Budget	\$0.00
b. Proportionate Share	\$0.00

6. For the 2018-2019 award year, enter the estimated private school-set aside (Cell R67) onto the Summary Budget Tab under the "Budget for 2018-2019" column in the appropriate object codes on the "Private School Set-Aside" lines. On the Budget Detail pages, list the amounts in the appropriate object codes in the "Private School Set-Aside for 2017-2018" lines.

7. Complete the chart below:

- In Column A, list all eligible private schools in the school division.
- In column B, indicate the participation status of the listed private school(s) for the 2018-2019 award year, as a result of consultation.
- In Column C, enter number of English learner students in private schools participating in services for the 2018-2019 award year.
- In Column D, enter the description of services provided for participating children.
- Columns E and F will automatically calculate the value of services for the 2018-2019 award year.

A	B	C	D	E	F
Private Schools	Participation Status for 2018-2019 award year? (Yes/No)	Number of identified students	Description of Services	Estimated Value of Services from 2018-2019 Title IIIA budget, per school	Estimated Value of additional services from Transferability funds
Bishop Ireton High School	Yes	1	Professional Development for Teachers	\$122.68	\$0.00
Blessed Sacrament School	Yes	1	Professional Development for Teachers	\$122.68	\$0.00
St. Mary's Catholic School	Yes	1	Professional Development for Teachers	\$122.68	\$0.00
St. Rita School	Yes	3	Professional Development for Teachers	\$368.05	\$0.00
				\$0.00	\$0.00
				\$0.00	\$0.00
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				\$0.00	\$0.00
				\$0.00	\$0.00
Total identified students		6	Total Private school set-asides	\$736.10	\$0.00
				Use this figure for private school set-asides in 2018-2019 budget	Use this figure for private school set-asides in 2018-2019 budget Transferability



L. 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