

Warning
Enable macros if indicated

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

Title I, Part A, Improving Basic Programs

Due by: **July 1, 2024**
2024-2025

Select the division name from the dropdown box. The division number will auto populate.

School Division: Alexandria City Public Schools
Division Number: 101

Select the appropriate tab(s) and press the "Print" button.

Print Application	
Check Mark	Tab Name
<input type="checkbox"/>	Print All Tabs Below
<input type="checkbox"/>	Budget Check
<input type="checkbox"/>	Narrative
<input type="checkbox"/>	Budget
<input type="checkbox"/>	Transferability
<input type="checkbox"/>	GEPA
<input type="checkbox"/>	Program Requirements
<input type="checkbox"/>	35% and Above Low-Income
<input type="checkbox"/>	Below 35% Low-Income
<input type="checkbox"/>	Private School
<input type="checkbox"/>	School Improvement
<input type="checkbox"/>	Skipped School Provision
<input type="checkbox"/>	Neglected
<input type="checkbox"/>	Foster Care and Homeless
<input type="checkbox"/>	Early Childhood
<input type="checkbox"/>	Expenditure Descriptions
<input type="checkbox"/>	General Assurances
<input type="checkbox"/>	Program Specific Assurances

Print Reports
Select the tabs to print.
Push this button.

Select the appropriate button to move to the desired section within the application.

Application Directory	
Push This Button to go to the Desired Page	
<input type="button" value="Budget Check"/>	
<input type="button" value="Cover Page (Narrative Tab)"/>	
<input type="button" value="Program Overview (Narrative Tab)"/>	
<input type="button" value="Coordination of Services (Narrative Tab)"/>	
<input type="button" value="Measurable Objectives (Narrative Tab)"/>	
<input type="button" value="Budget"/>	
<input type="button" value="Detailed Budget Breakdown (Budget Tab)"/>	
<input type="button" value="Transferability"/>	
<input type="button" value="Detailed Budget Breakdown (Transferability Tab)"/>	
<input type="button" value="General Education Provisions Act (GEPA)"/>	
<input type="button" value="Effective Transitions (Program Requirements Tab)"/>	
<input type="button" value="Reduction of Exclusionary Practices (Program Requirements Tab)"/>	
<input type="button" value="Student Eligibility Criteria (Program Requirements Tab)"/>	
<input type="button" value="New Schoolwide Schools (Program Requirements Tab)"/>	
<input type="button" value="Targeted Assistance Programs (Program Requirements Tab)"/>	
<input type="button" value="Schoolwide Programs (Program Requirements Tab)"/>	
<input type="button" value="Recruitment & Retention of Properly Licensed & Endorsed Teachers (Program Requirements Tab)"/>	
<input type="button" value="Improvement Plan Requirements (Program Requirements Tab)"/>	
<input type="button" value="Maintenance of Effort (Program Requirements Tab)"/>	
<input type="button" value="Eligible Attendance Areas (Program Requirements Tab)"/>	
<input type="button" value="Set-Asides for Divisions (35% and Above Low-Income)"/>	
<input type="button" value="Set-Asides for Divisions (Below 35% Low-Income Tab)"/>	
<input type="button" value="Private School"/>	
<input type="button" value="School Improvement"/>	
<input type="button" value="Skipped School Provision"/>	
<input type="button" value="Neglected"/>	
<input type="button" value="Foster Care and Homeless"/>	
<input type="button" value="Early Childhood"/>	
<input type="button" value="Expenditure Descriptions"/>	
<input type="button" value="General Assurances"/>	
<input type="button" value="Program Specific Assurances"/>	

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Title I, Part A, Improving Basic Programs

2024-2025

Autocalculated Budget Check

Note: Only budget errors will display in column D. If column D is blank after the Budget and Transferability tabs have been updated the budgets are balanced.

School Division: Alexandria City Public Schools
Division Number: 101

Budget Tab		
1000	Total Personnel Services	
2000	Total Employee Benefits	
3000	Total Purchased/Contracted Services	
4000	Total Internal Services	
5000	Total Other Charges	
6000	Total Materials & Supplies	
8000	Total Capital Outlay	
	Does the Budget Summary Match the Total Allocation?	

Detailed Budget Breakdown		
	Does the Detailed Budget Breakdown Match the Total Allocation?	

Transferability Tab		
1000	Total Personnel Services	
2000	Total Employee Benefits	
3000	Total Purchased/Contracted Services	
4000	Total Internal Services	
5000	Total Other Charges	
6000	Total Materials & Supplies	
8000	Total Capital Outlay	
	Does the Transferability Budget Summary Match the Amount Transferred into Program?	

Detailed Budget Breakdown		
	Does the Transferability Detailed Budget Breakdown Match the Transferability Allocation?	



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

A. COVER PAGE
Title I, Part A, Improving Basic Programs

**2024-2025
Individual Program Application**

Due by July 01, 2024

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

Place an "X" by the applicable response.

<input checked="" type="checkbox"/>	Original
<input type="checkbox"/>	Revision:
	Revision # <input type="text"/>
	Date: <input type="text"/>
Explain	
<input type="checkbox"/>	Amendment:
	Amendment # <input type="text"/>
	Date: <input type="text"/>
Explain	

To be Completed by School Division			
Applicant (Legal Name of Agency): Alexandria City Public Schools	Division Number: 101	Title I, Part A, Coordinator: Melvina Crawl	
Mailing Address (Street, City or Town, Zip Code): 1340 Braddock Place Alexandria, Virginia 22314	Phone: 703-619-8000	Ext:	<input type="text"/>
	Email: melvina.crawl@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.

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 included in the application. The assurances and signed cover page are to be retained at the division level and, for the Title I, Part A, application (individual or consolidated form), a scanned PDF of the signed cover page must be uploaded to the ESEA SharePoint Site (below).**

[ESEA SharePoint](#)

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 20, 2024 .

<input type="text"/>
Superintendent's Signature
Dr. Melanie Kay-Wyatt
Superintendent's Name
June 20, 2024
Date

<input type="text"/>
Board Chairperson's Signature
Dr. Michelle Rief
Board Chairperson's Name
June 20, 2024
Date

Application Submission, Approval, and LEA Expenditure of Funds: Applications for Federal Funds are due by July 01, 2024. Revisions and Amendments should be submitted in a timely manner.

Please note, in order for the funds to be expendable by July 01, 2024, the electronic application must be received at the Virginia Department of Education by July 01, 2024, through the file submission process of the Online Management of Education Grant Awards (OMEGA) system.

APPLICATION INFORMATION

2023-2024 Allocation	2023-2024 Consolidated	ELIGIBLE PROGRAM	2024-2025 Allocation Total
3,981,630.54		Title I, Part A, Improving Basic Programs Operated by the LEAs	3,981,630.54
		Title II, Part A Transferability	0.00
		Title IV, Part A Transferability	0.00
		Total Allocation	3,981,630.54

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.

[Transfer Request Form](#)

Program from which funds will be transferred		Program TO which funds will be transferred:	Amount
Title II, Part A	TO	Title I, Part A, Improving Basic Programs Operated by the LEAs	

Program from which funds will be transferred		Program TO which funds will be transferred:	Amount
Title IV, Part A	TO	Title I, Part A, Improving Basic Programs Operated by the LEAs	

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.

1.	Revision: <input type="checkbox"/>	Date: <input type="text"/>	<input type="text"/>
	Amendment: <input type="checkbox"/>	Date: <input type="text"/>	
2.	Revision: <input type="checkbox"/>	Date: <input type="text"/>	<input type="text"/>
	Amendment: <input type="checkbox"/>	Date: <input type="text"/>	
3.	Revision: <input type="checkbox"/>	Date: <input type="text"/>	<input type="text"/>
	Amendment: <input type="checkbox"/>	Date: <input type="text"/>	
4.	Revision: <input type="checkbox"/>	Date: <input type="text"/>	<input type="text"/>
	Amendment: <input type="checkbox"/>	Date: <input type="text"/>	
5.	Revision: <input type="checkbox"/>	Date: <input type="text"/>	<input type="text"/>
	Amendment: <input type="checkbox"/>	Date: <input type="text"/>	
6.	Revision: <input type="checkbox"/>	Date: <input type="text"/>	<input type="text"/>
	Amendment: <input type="checkbox"/>	Date: <input type="text"/>	
7.	Revision: <input type="checkbox"/>	Date: <input type="text"/>	<input type="text"/>
	Amendment: <input type="checkbox"/>	Date: <input type="text"/>	
8.	Revision: <input type="checkbox"/>	Date: <input type="text"/>	<input type="text"/>
	Amendment: <input type="checkbox"/>	Date: <input type="text"/>	
9.	Revision: <input type="checkbox"/>	Date: <input type="text"/>	<input type="text"/>
	Amendment: <input type="checkbox"/>	Date: <input type="text"/>	
10.	Revision: <input type="checkbox"/>	Date: <input type="text"/>	<input type="text"/>
	Amendment: <input type="checkbox"/>	Date: <input type="text"/>	
11.	Revision: <input type="checkbox"/>	Date: <input type="text"/>	<input type="text"/>
	Amendment: <input type="checkbox"/>	Date: <input type="text"/>	
12.	Revision: <input type="checkbox"/>	Date: <input type="text"/>	<input type="text"/>
	Amendment: <input type="checkbox"/>	Date: <input type="text"/>	

B. PROGRAM OVERVIEW (2 PAGES)

In narrative format:

Describe how the local educational agency’s program activities will align with Virginia’s challenging State academic standards, accountability plan, and agency priorities of setting high expectations for student performance; ensuring every K-12 student has a high quality, licensed teacher; creating innovative pathways for every learning; and promoting parents as partners to increase student achievement. In your description, please include the following information:

- a. The development and implementation of a well-rounded program of instruction to meet the academic needs of all students;
- b. The identification of students who may be at risk for academic failure;
- c. The provision of additional educational assistance to individual students the local educational agency or school determines need help in meeting the challenging State academic standards; and
- d. The identification and use of evidence-based practices intended to strengthen academic programs and improve school conditions for student learning.

1a.	Identify the core instructional reading program(s) and any supplemental or intervention reading programs used in both Title I and non-Title I schools.
<p>Bookworm K-5 reading and writing is used in K-5 as the core reading program in all schools. Really Great Reading is used as an intervention in all schools for K-2 Intervention materials: IXL, Lexia, Study Island, Flocabulary, SeeSaw, Learning A-Z, RAZ-Kids, Ticket to Read, Newsela, Wordly Wise, Achieve 300 ACPS is in the process of selecting a 6-8 core reading program</p>	

1b.	Identify the core instructional math program(s) and any supplemental or intervention math programs used in both Title I and non-Title I schools.
<p>Core Resources: K-5: enVision Math (newly adopted and will be implemented beginning with 24-25 school year 6-12: enVision Math (secondary math will be going through the adoption process for new resources during the 24-25 school year)</p> <p>Interventions: K-5: Dreambox, Do the Math, Zearn 6-8: Math 180, Zearn</p>	

1c.	Describe the division's instructional program as supported by the federal grant. Explain how the instructional program is supported through evidence-based practices and 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.
<p>Alexandria City Public Schools (ACPS) serves one of the most culturally and ethnically diverse student populations in Virginia. ACPS' population is largely comprised of: Asian: 6.6%, Black: 25.0%, Hispanic: 37.7%, White: 26.6%, Native Hawaiian/Pacific Islander: 0.3%, Native American: 0.1%, Multi-racial: 3.7%, Countries of birth: 119, Native languages: 124. English learners (ELs), speaking over 100 different home languages comprise the fastest growing group of ACPS students, currently at 35.7% division-wide. Students with disabilities comprise 10.2% of the population, and 60% of ACPS students are economically disadvantaged (61% in Title I-served schools). One percent of ACPS students are identified as experiencing homelessness and less than one percent are military-connected. For the 24-25 SY, the ACPS Office of Professional Learning and Federal Programs will serve six elementary schools, two PK-8s and one middle school. We are pleased to add an additional Title I school for the 24-25 SY. Additionally, for the 23-24 SY, two Title I schools are identified for Comprehensive Support and Improvement, two Title I schools are identified for Targeted Support and Improvement, and one Title I school is identified for Additional Targeted Support and Improvement. Schools that will be identified for the 24-25 SY are to be determined. The office will continue providing supplemental resources to strengthen instruction in the core academic areas as well as socio-emotional learning via the provision of supports such as additional instructional, coaching, and counseling staff, supplemental tools for instruction, extended learning time for students, and professional learning for staff. Targeted resources buttress initiatives for schools in need of support for academic improvement, to help meet the instructional needs of students who are most challenged academically, to strengthen meaningful parent and family engagement, and to support and integrate academic programming generally. All Title I schools in ACPS operate Schoolwide programs in an effort to enhance the overall academic program and address challenges to student academic growth and eradication of disparities in student group outcomes. The office also continues to support current instructional imperatives including: student growth and proficiency in math and reading, addressing disproportionality, full implementation of the ACPS instructional framework and high-impact instructional strategies, ongoing support and development of PLC structures in all schools, ongoing, integrated monitoring of student performance data, continuous improvement for all schools, and alignment with the Multi-Tiered System of Support (MTSS - a three-tiered approach to providing appropriate student progress monitoring and related tiered interventions). Each activity carried out with Title I funds is designed to complement these vigorous division-led instructional initiatives and services via the provision of integrated supports and supplemental resources for the academic achievement and supporting socio-emotional needs of our most academically at-risk student groups and schools. Title I-funded teachers, interventionists, tutors, coordinators, coaches, and counselors support the implementation of the curriculum and attendant supports side by side, and fully integrated with locally funded educators. Title I-funded services, and materials supplement services already in place via operating and other funds, and target students identified as being in most need of intensive, additional intervention and supports.</p>	

B. PROGRAM OVERVIEW (CONTINUED)

2. Identify the multiple data sources relevant to the purpose of Title I, Part A, and describe the needs assessment process including a brief analysis of student achievement data, teacher licensure, parent engagement activities and other data sources reviewed. This data analysis will correlate with the measurable objectives that will guide the development of the program to be funded with the requested ESEA federal funds.

ACPS now has an Office of School Improvement to help to coordinate the practical integration of all improvement work, including the specific actions identified under each of these guiding documents. For the 24-25 SY, ACPS will use the newly developed School Needs Assessment and Comprehensive School Support Plan developed by the Office of School Quality at VDOE. ACPS will use the Continuous Improvement Process to complete the Needs Assessment and prioritize needs, and then determine research based or evidence based interventions to support the identified needs. Once the support plan is written, and implemented, the schools will evaluate the effectiveness of the support plan quarterly. A cohesive, integrated monitoring and school support quarterly meeting model is also implemented and allows Central Office and school-based staff to coordinate and collaborate on efforts to improve and guide instructional practices and interventions via ongoing comprehensive data analysis and reflection. These SIPs form the basis of each Title I school's Schoolwide Plan. Schools are encouraged and guided in conducting a number of data examination measures to enable them to dig deeper into problems of practice as identified by data analysis across both academic and non-academic supporting areas, and in seeking the underlying factors at the heart of these problems. Under the new Office of School Improvement, this approach has evolved into an exciting and energizing division-wide Innovation Workshop taking place each summer, wherein each school team comes together to reflect on the myriad data points from the year in review, identify root causes of outcomes and key high-leverage strategies for improvement, and begin the development of the upcoming year's SIP/SWP based on these factors. Utilizing a continual improvement process, schools began working on the 2024-2025 SIP in April 2023.

Analysis of MAP Growth data from the Spring 2024 administration of the assessment indicates that only 42.5% of students in Title I schools are performing above the 40th percentile in Reading and math combined (the benchmark set by the division - as the 50th percentile indicates pacing with the national cohort of students in the same grade). In math, 42% of students perform in the 40th percentile or higher. Across Title I grades 2-8, percentages of students above the 40th percentile in math (by grade, starting with 2nd) are 44%, 43%, 46%, 45%, 41%, 35%, and 35%. In ELA/Reading, only 43% of students in Title I schools are performing above the 40th percentile. Across Title I grades 2-8, percentages of students above the 40th percentile in ELA/Reading (by grade, starting with 2nd) are 41%, 41%, 49%, 41%, 43%, 42%, and 45%. These trends indicate the continued need for targeted, strategic deployment of resources to support achievement across content areas for our underperforming subgroups, particularly in Title I schools. Additional data for Science and SEL is provided in the Measurable Objectives for those areas. In addition to academic data, the division also considers data gleaned from family surveys and other sources of family feedback.

Based on further analysis of MAP Growth data from Spring 2024 linking study data that projects proficiency levels on the Virginia Standards of Learning (VA SOL) assessments, 42%

3. For Title I, Part A, explain how the division ensures that meaningful parent and family engagement activities are planned and implemented at each Title I school. Please also include all PFE related expenses, such as: personnel, activities, stipends, etc.

Meaningful family and community engagement is one of the five primary goals of the 2025 ACPS Strategic Plan. Multiple strategic, coordinated efforts to secure parent and family engagement and input are undertaken by both the division and schools to equip parents with strategies and materials to support students' academic success. Title I schools are provided technical assistance guidance on best practices in informing and involving families, including guidance regarding the involvement of parents and families in the development and revision of plans (SIPs/SWPs) and policies (PAFE policy/compact), participation in school- and division-based committees, and the solicitation of parent input in the development of meaningful, academically focused school-based parent programming. Historically, the Title I Office in conjunction with the division's Office of Family and Community Engagement (FACE) distributed PAFE surveys to schools in an effort to gather information regarding the experiences our families have in their interactions with school and division-services, including the provision of family programming. More recently, the division held the division-wide Title I meeting to solicit feedback and input on both the division wide Parent and Family Engagement Policy and the budget for PFE activities. The Office of Professional Learning and Federal Programs worked collaboratively with the Office of School and Community Relations and English Learner (EL) Instructional Program/translation service to hold the meeting. The offices then worked collaboratively to develop questions for the Title I survey to send to all parents in a Title I school. This survey will be used to assist us in ensuring we create the most welcoming environments for families, enables us to genuinely gauge family engagement, solicit feedback and input, and ultimately, to plan both school- and division-based services - to include family programming.

When Title I schools plan family engagement activities, they are asked to submit a Parent and Family Engagement (PAFE) Planning Guide. This electronic document guides school teams in thoughtfully planning and executing meaningful, engaging, relevant, instructionally focused family engagement activities. The guides require schools to provide information such as focus/content area for programming, intended impacts on student/parent learning, evidence of family input on programming, event logistics, and attendant budget specifics. The LEA reserves 1% of its allocation to support school-based family engagement, but in actuality, spends far more on PAFE needs than this. In addition to school-based programming, the division offers multiple division-wide parent and family engagement events for all families. Ensuring consideration of the significant EL population and extensive programming the division and schools offer, funds are generally spent on translations and interpretation, staffing for events, and instructional supplies and refreshments for parent and family events.

4. Describe the results of prior activities funded with Title I and how the division will use data to continually update and improve activities supported with Title I, Part A, funds. Describe progress made toward meeting measurable objectives from the 2023 application.

Priory activities funded under Title I for the 23-24 SY include reading and math interventionists, coaches in reading and math, supplemental teachers to support EL students, tutors in after school programs, and instructional materials all designed to increase student achievement. Data is an integral part of the CNA and CSIP process and is reviewed quarterly with the school and division level improvement teams. Instructional updates, intervention, and supports can be adjusted to meet students' needs or professional development can be provided to support staff. 2023 measurable objectives focus on student achievement based on reading and math MAP assessments, as well as the ACPS science benchmark. Additionally, a measurable objective focuses on the decrease of discipline referrals in Title I schools. Currently, while not met, the division continues to make progress on the 2023 measurable objectives and will include similar goals in the 24-25 application with a specific focus on reporting groups, such as black students, economically disadvantaged students, etc. Current data is discussed in question 2.

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.

ACPS strives to integrate the work of the Title I Office with the goals and objectives laid out in the 2025 ACPS Strategic Plan and the individual School-based SIPs, as well as the work carried out by each of the other offices housed under the newly redesigned Department of Teaching Learning and Leadership, to include: all PreK-12 programs, Instructional Support, English Learner Services, Specialized Instruction, Early Childhood Education, AVID, and Talented and Gifted amongst others. Additionally, the Title I team meets regularly with the Foster Care and Homeless Coordinator to support the needs of these students. The Title I and II staff also collaborate on professional development needs of staff in Title I schools. The Office of Accountability is a key partner to the Title I program and we collaborate to support schools, including federally identified schools. All offices and departments work together to support the attainment of the aggressive goals contained in the new strategic plan. Integral to these goals are key measures specifically targeting racial equity, ensuring educational excellence for all children and eradicating disparities in outcomes for students with disabilities, English learners, Black, and Hispanic students. All services intended to be carried out under Title I reflect this process and inherently integrated in the work of the division as a whole.

Title I funds frequently extend or expand division offerings that are primarily supported by state, local or other funds. Cross-functional teaming is employed across Teaching, Learning and Leadership to ensure effective integration of division-provided supports to schools experiencing the greatest academic challenges. In these efforts, the Office of Professional Learning and Federal Programs participates in the coordination of programming, progress monitoring, and interventions in these schools.

D. MEASURABLE OBJECTIVES

What is a Measurable Objective?

A measurable objective has four components:

- 1) **Subject** (Who is the target or focus?);
- 2) **Behavior** (What will be changed/improved?);
- 3) **Specific criteria** for assessing improvement, readiness, or achievement, and tools to be used to measure effectiveness; and
- 4) **Time period** for performance or assessment.
 - 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.
 - 3. Include all applicable grade spans supported by Title I, Part A funding.

Measurable Objective 1:

ELA/Reading: By June 30, 2025, 81% of the All Students subgroup in Title I schools will pass/show growth on the 24-25 ELA SOL assessment.

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

For the 22-23 SY, ACPS all students group scored at 60% for ELA on the SOL assessments. Data for the 23-24 SY is not available yet. Title I will fund supplemental EL teachers, interventionists, tutors, coordinators, counselors, and coaches to support the implementation of the curriculum side by side and fully integrated with locally and other federally-funded positions to bolster growth and achievement of underperforming subgroups. Professional development for teachers and administrators will be provided to strengthen instructional delivery and support a core program that addresses the science of reading. Additionally, schools have planning teams in place to unpack and address the new English standards. Supplemental instructional supplies and educational technology will be utilized to support diverse learning needs. Parent and family engagement will be strengthened to ensure reinforcement of strategies and the importance of connecting classroom learning to real-world experiences. Strategies reflect research by Boyd-Zaharias, J. & Pate-Bain, H. (2008), ...

D. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 2:

Math: By June 30, 2025, 76% of the All Student subgroup in Title I schools will pass/show growth on the 24-25 math SOL assessment.

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

For the 22-23 SY, the all students group scored at 53% on the math SOL assessment. 23-24 SY math SOL data is not yet available. Title I will fund supplemental teachers, interventionists, tutors, coordinators, counselors, and coaches to support the implementation of the curriculum side by side and fully integrated with locally and other federally-funded positions to bolster growth and achievement of underperforming subgroups. Professional development for teachers and administrators will be provided to strengthen instructional delivery. Supplemental instructional supplies and educational technology will be utilized to support diverse learning needs. Parent and family engagement will be strengthened to ensure reinforcement of strategies and the importance of connecting classroom learning to real-world experiences. Strategies reflect research by Boyd-Zaharias, J. & Pate-Bain, H. (2008), Rothstein, R. (2004), Marzano, R.J. (2004), (2007), Marzano, R.J., Pickering, D.J., & Pollock, J.E. (2001), Barton, P. (2003), Kumanyika, S. & Grier, S. (2006), Opfer et al (2007), Snipes et al (2002), Showers, B. & Joyce B. (2002), Darling-Hammond, L. (2009) and the USED - Raise the Bar: Strategies to Improve Student Achievement, 2009.

Measurable Objective 3:

Science: By June 30, 2025, 50% of students in grades 4-5 (in Title I schools) will be scored 'proficient' on the ACPS Science Benchmark.

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

Title I will fund supplemental teachers, coaches, and Specialists to support the implementation of the curriculum side by side and fully integrated with locally and other federally-funded positions to bolster growth and achievement of underperforming subgroups. Professional development for teachers and administrators will be provided to strengthen instructional delivery. Supplemental instructional supplies and educational technology will be utilized to support diverse learning needs. Parent and family engagement will be strengthened to ensure reinforcement of strategies and the importance of connecting classroom learning to real-world experiences. Strategies reflect research by Boyd-Zaharias, J. & Pate-Bain, H. (2008), Rothstein, R. (2004), Marzano, R.J. (2004), (2007), Marzano, R.J., Pickering, D.J., & Pollock, J.E. (2001), Barton, P. (2003), Kumanyika, S. & Grier, S. (2006), Opfer et al (2007), Snipes et al (2002), Showers, B. & Joyce B. (2002), Darling-Hammond, L. (2009) and the USED - Raise the Bar: Strategies to Improve Student Achievement, 2009.

D. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 4:

SEL/Discipline: By June 30, 2025, discipline referrals in Title I schools will be reduced by 10%. Specific numbers (of referrals) will be included once this data becomes available.

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

Title I funds will be used to fund services from supplemental counselors to reduce counselor to student ratio - given exhibited student need, and for supplies and materials to support SEL for students. Strategies reflect research by ASCA (2021), Van Velsor (2009), Weissber et al (2008), Bowers et al (2017), Corcoran (2018), Maras et al (2015), Lemberger-Truelove et al (2021), Buchanan (2009).

Measurable Objective 5:

By June 30, 2025, school and division level parent and family engagement Title I activities will see a 10% increase in parent and family attendance, as measured by attendance at events and participation in surveys.

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

Title I will reserve 1% of the funds requested in this application to ensure that schools continue to provide programming that engages parents and families in their children's education. Funds may pay for programming supplies and materials, teacher stipends to plan and conduct said programming, to perform home visits to engage families, translation of invitations and materials to other languages, English interpretation during events, transportation to and from events, for childcare, and for refreshments for parent and family programming that is scheduled during meal times. Strategies reflect research by Ferlazzo, J. (2011); Dearing, E., Kreider, H., Simpkins, S., & Weiss, H. B. (2006); Sheldon, S. B., & Jung, S. B. (2015); National PTA (2000); Reynolds, Arthur and M. Clements (2005); National Household Education Surveys Program (2016); McQuiggan, M. & Megra, M. (2017), the S E D L article, The Impact of School, Family, and Community Connections on Student Achievement which supports the need for parent and family engagement as well as the AIR article, How

D. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 6:

--

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

--

Measurable Objective 7:

--

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

--

D. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 8:

--

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

--

Measurable Objective 9:

--

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

--

D. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 10:

--

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

--

E. BUDGET SUMMARY

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

		Title I, Part A Budget for 2024-2025 Award: S010A240046 Project Code: APE42901	
		Allocation:	3,981,630.54
OBJECT CODE	EXPENDITURE	AMOUNT BUDGETED	DOES THE BUDGET SUMMARY MATCH THE DETAILED BUDGET BREAKDOWN?
1000 - Personnel Services	Non Set-Aside	2,266,601.51	
	Set-Aside	331,197.82	
	Parent and Family Engagement Set-Aside	0.00	
	Private School Set-Aside	0.00	
	Total Personal Services	2,597,799.33	
2000 - Employee Benefits	Non Set-Aside	728,871.26	
	Set-Aside	130,983.64	
	Parent and Family Engagement Set-Aside	0.00	
	Private School Set-Aside	0.00	
	Total Employee Benefits	859,854.90	
3000 - Purchased/Contracted Services	Non Set-Aside	127,342.23	
	Set-Aside	0.00	
	Parent and Family Engagement Set-Aside	15,000.00	
	Private School Set-Aside	0.00	
	Total Purchased/Contracted Services	142,342.23	
4000 - Internal Services	Non Set-Aside	15,456.00	
	Set-Aside	1,000.00	
	Parent and Family Engagement Set-Aside	5,000.00	
	Private School Set-Aside	0.00	
	Total Internal Services	21,456.00	
5000 - Other Charges	Non Set-Aside	22,000.00	
	Set-Aside	217,326.41	
	Parent and Family Engagement Set-Aside	3,000.00	
	Private School Set-Aside	0.00	
	Total Other Charges	242,326.41	
6000 - Materials and Supplies	Non Set-Aside	81,217.67	
	Set-Aside	10,000.00	
	Parent and Family Engagement Set-Aside	26,634.00	
	Private School Set-Aside	0.00	
	Total Materials and Supplies	117,851.67	
8000 - Capital Outlay	Non Set-Aside	0.00	
	Set-Aside	0.00	
	Parent and Family Engagement Set-Aside	0.00	
	Private School Set-Aside	0.00	
	Total Capital Outlay	0.00	
TOTAL BUDGET		3,981,630.54	
TOTAL PARENT AND FAMILY ENGAGEMENT SET-ASIDE		49,634.00	
TOTAL PRIVATE SCHOOL SET-ASIDE		0.00	
DOES THE BUDGET SUMMARY MATCH THE TOTAL ALLOCATION?		Yes	Difference

F. DETAILED BUDGET BREAKDOWN

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

Does the Detailed Budget Breakdown Match the Total Allocation? 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. Please include any teachers or paraprofessionals paid for using prior year (2023-2024) funds in your narrative and indicate how much prior year funding is being used for those positions. Required if staff positions are to be funded by federal funds.

Title I office - division set aside
1.0 Title I office admin (\$47470.00)
.98 Homeless Liaison (\$106357 - is \$104,229.86)
.2 Foster care Liaison (2% is \$2109.46)
.90 Title I Coordinator (\$124,888.50)
NEW Position - .70 Federal Programs Grant Administrator (70% of \$75,000 - \$52,500) This is a newly created position split between Title I, Part A and Title II. This position will support the management of the two grants, manage school and division budgets, and assist with Title I data collection

School based staff
CK - Data coach and interventionist (2 .5 FTEs), stipends
FTD - ELA coach, MTSS/Data Coach, Science coach (.5)
FC Hammond - School improvement and testing coordinator, SPED accountability Specialist, Math interventionists (2 FTEs), English Learner ELA teachers (2.0 FTE), Stipends
Polk - Instructional coach for MTSS and Interventions, Academic interventionist, stipends
Jefferson Houston - STEM instructional coach, Stipends
John Adams - Reading interventionist, Accountability coach, Stipends
Patrick Henry - Math interventionist, (.5), accountability specialist, Middle School Literacy coach Stipends
William Ramsey - School improvement coach, literacy coach, math instructional coach (.5), Stipends
Tucker - school improvement coordinator, math coach (2 .5 positions for one FTE)

Table with 5 columns: Types of Staff Positions, Measurable Objective, Set Aside Category, FTEs, Total Cost. Rows include school FTEs/stipends, Co staff (Division, Foster Care, Homeless), and a Total for Object Code row.

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.

Funds in Object Code 4000 are utilized by schools for the internal print shop to produce instructional materials, to pay for the costs of ACPS buses to transport students to Saturday School and families to parent and family engagement programming, and to pay for mailings and travel reimbursements.

Item Description	Measurable Objective	Set Aside Category	Total Cost
transportation (parents to events)		PFE (School Level)	5,000.00
printing and mailing costs		Division	1,000.00
school based printing and buses			15,456.00
		Total for Object Code:	21,456.00

G. TRANSFERABILITY

Section 5103(b)(2) of ESSA allows divisions to transfer all or a portion of the funds received from Title II, Part A, or Title IV, Part A, into: Title I, Part A; Title I, Part C; Title I, Part D; Title II, Part A; Title III, Part A; Title IV, Part A; or Title V, Part B.

Complete the tab below if funds will be transferred under Section 5103(b)(2). Please note that prior approval is required to transfer funds. The transfer request form is provided at [Transfer Request Form](#)

OBJECT CODE	EXPENDITURE	AMOUNT TRANSFERRED INTO PROGRAM		DOES THE BUDGET SUMMARY MATCH THE DETAILED BUDGET BREAKDOWN?
		Title II, Part A, Transferability Award S367A240044 Project Coe APE61481	Title IV, Part A, Transferability Award S424A240048 Project Code APE60019	
		0.00	0.00	
1000 - Personnel Services	Non Set-Aside	0.00	0.00	
	Set-Aside	0.00	0.00	
	Parent and Family Engagement Set-Aside	0.00	0.00	
	Private School Set-Aside	0.00	0.00	
	Total Personal Services	0.00	0.00	
2000 - Employee Benefits	Non Set-Aside	0.00	0.00	
	Set-Aside	0.00	0.00	
	Parent and Family Engagement Set-Aside	0.00	0.00	
	Private School Set-Aside	0.00	0.00	
	Total Employee Benefits	0.00	0.00	
3000 - Purchased/Contracted Services	Non Set-Aside	0.00	0.00	
	Set-Aside	0.00	0.00	
	Parent and Family Engagement Set-Aside	0.00	0.00	
	Private School Set-Aside	0.00	0.00	
	Total Purchased/Contracted Services	0.00	0.00	
4000 - Internal Services	Non Set-Aside	0.00	0.00	
	Set-Aside	0.00	0.00	
	Parent and Family Engagement Set-Aside	0.00	0.00	
	Private School Set-Aside	0.00	0.00	
	Total Internal Services	0.00	0.00	
5000 - Other Charges	Non Set-Aside	0.00	0.00	
	Set-Aside	0.00	0.00	
	Parent and Family Engagement Set-Aside	0.00	0.00	
	Private School Set-Aside	0.00	0.00	
	Total Other Charges	0.00	0.00	
6000 - Materials and Supplies	Non Set-Aside	0.00	0.00	
	Set-Aside	0.00	0.00	
	Parent and Family Engagement Set-Aside	0.00	0.00	
	Private School Set-Aside	0.00	0.00	
	Total Materials and Supplies	0.00	0.00	
8000 - Capital Outlay	Non Set-Aside	0.00	0.00	
	Set-Aside	0.00	0.00	
	Parent and Family Engagement Set-Aside	0.00	0.00	
	Private School Set-Aside	0.00	0.00	
	Total Capital Outlay	0.00	0.00	
TOTAL BUDGET		0.00	0.00	
TOTAL PARENT AND FAMILY ENGAGEMENT SET-ASIDE		0.00	0.00	
TOTAL PRIVATE SCHOOL SET-ASIDE		0.00	0.00	
DOES THE TRANSFERABILITY BUDGET SUMMARY MATCH THE TRANSFERABILITY ALLOCATION?		Yes		Difference
				-

I. 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 2025: Equity for All) undergird the school division's commitment to ensuring equitable access to, and participation in all instructional programs for all students, teachers, and other beneficiaries - including those programs supported by federal funds. Equity for All pledges Alexandria City Public Schools will provide an equitable, high quality education which is accessible and engaging to all students - this includes ensuring physical accessibility of all facilities. The plan's mission: 'to ensure success by inspiring students and addressing barriers to learning', is supported by five core values, including one that specifically charges ACPS with being equity-focused in all we do, actively working to remove barriers to educational access.

The strategic plan is supported by a host of school board policies (AC, AD, AE, JB, JBA, JECA) designed to further outline and elaborate on the school division's commitment to all beneficiaries of the division's programming, regardless of difference or perceived difference. In particular, Policy AC: Non-Discrimination states: 'The Alexandria City School Board is committed to nondiscrimination with regard to age, race, color, national origin, ancestry, disability, religion, gender, gender identity, gender expression, sex, sexual orientation, genetic information, marital status, pregnancy, childbirth or related medical conditions, status as a parent, political affiliation, status as a veteran or any other characteristic protected by law. This commitment prevails in all of its policies and practices concerning staff, students, educational programs and services, and individuals and entities 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 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.

J. EFFECTIVE TRANSITIONS

Describe how the local educational agency will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable-

- a. through coordination with institutions of higher education, employers, and other local partners; and
- b. through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

Middle school students in ACPS begin college and career planning via the Individual Career and Academic Planning (ICAP) process, in conjunction with their counselor who loops alongside them throughout middle school. This yearly revised plan, which follows students through high school, includes course selection after an examination of academic standing and career interest inventories data. All middle school students also take part in a state-required course (Career Investigations), which expands student college and career knowledge. All middle schools are AVID Schoolwide sites (including the middle grades at P/K-8 schools), where purposeful implementation of rigorous instruction, a college-going environment, regular college campus (and/or virtual) visits, and a (currently virtual and face to face) college-age tutor program are required within the framework. Through work with local agencies and organizations, students take part in civic learning, after school virtual college-knowledge clubs, and hear from career speakers. Our high school, Alexandria City High School (ACHS), is a comprehensive, college preparatory high school. ACHS's counseling department supports college and career planning by: guiding student-led ICAPs; conducting parent workshops related to college and workforce access, financial planning, and testing; career counseling, and career assessments through the use of the Naviance platform. Through the onsite College and Career Center, additional resources are available such as: virtual visits from more than 200 colleges and universities with onsite admissions; partnership with George Mason for the Early Identification Program, Northern Virginia Community College (NOVA) onsite staffing for Pathways to Baccalaureate transition program; NOVA-GMU Advance agreements designed to support the two-year matriculation into the higher education partnership; Virginia Polytechnic Institute and State University (VATech) partnership at all levels supporting STEM initiatives for future occupations; college planning presentations for each grade level; workforce development training; FAFSA guidance, and weekly internship and part-time employment fairs with Alexandria City agencies.

We have also developed institutionalized partnerships with multiple local organizations that offer tutoring, training, internships, jobs, and guidance. Typically, the annual Senior Experience program allows more than a third of graduates to take part in a personalized two week internship. The Office of Professional Learning and Federal Programs is pleased to host a student intern for 23-24. ACPS partnered with the College Board to offer a limited SAT Suite of Assessments, including free school-day PSAT/SAT testing available to interested students who agreed to onsite safety measures. Dual enrollment courses (19) are offered through NOVA to include: nursing, business, auto-tech, early childhood, and TV production pathways. More than 34 Advanced Placement (AP) courses are offered to students through open-enrollment, as well as free AP testing for students who enroll in and complete AP courses. T.C. Williams has also partnered with George Washington University for the past four years by developing a Health Medical Science pathway for interested and accepted students. This summer will mark the inaugural graduating class who will have the option to matriculate to GW. An additional pathway program through the Career and Technical Education Department will allow a small cohort of students to focus on the Architecture, Construction and Energy career clusters pathways and produce student graduates who will obtain an Associate's Degree through a five year program. A recent K-12 partnership with Virginia Tech will continue to support STEM fields with students in grades leading up to high school as a way to further expose students to local and global high-need career fields. Another piece to this partnership includes partnering with VTech's CAC, College Access Collaborative, to expose minority students to VTech campus programming during grades 6-12. Additionally, A.C. High School continues to work alongside AVID Center who supports the focus on AVID Schoolwide practices that promote a college-going environment.

K. REDUCTION OF EXCLUSIONARY DISCIPLINE PRACTICES

Describe how the local educational agency will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students, as defined in section 1111(c)(2).

ACPS utilizes a restorative practices approach in support of safe school environments where all students can learn and thrive. When a student displays a behavior that compromises her/his safety or that of others, tiered interventions are offered to support that student. We acknowledge and understand that behavior is learned. Therefore, we work to understand the learned behavior and explicitly teach replacement behaviors that can assist our students with building positive skills around managing feelings and emotions, effective communication, peacefully resolving conflicts, developing critical thinking skills, step-by-step problem-solving and making good decisions. These tools help develop the whole child and promote strong peer relationships among students. Social emotional learning opportunities are presented in each of our schools in developmentally appropriate ways and include a variety of research-based tiered strategies to include RULER and PBIS. Emphasis on Multi-Tiered Systems of Supports to identify how to be more effective in identifying, intervening, and monitoring students for improved/optimal outcomes related to academic performance and behavior that directly impacts school/class attendance, growth in assessment data, and positive climate overall.

The following board policies (JFC, JFC-R, JFC-R2, JFCA, JGD/JGE, JDE-R/JGE-R, JGDA, JGDB) provide guidance in each individual case. Efforts to reduce exclusionary disciplinary practices include:

1. Reviewing disciplinary data quarterly at the division level, and with building administrators.
2. Providing ongoing professional learning opportunities for administrators regarding discipline as a continuum that includes, but is certainly not limited to, alternatives to out of school suspension, clearly stated school-wide behavioral expectations that are taught and supported, tiered systems of support to differentiate for students. Quarterly and monthly meetings occur with administrators and particularly, with
3. Providing consultation on a daily basis to school staff in disciplinary matters to include exploration of the range of alternatives to out-of-school suspension.
4. Providing opportunities for alternative program placement for secondary students with a tiered approach to improving the attendance, behavioral actions, and academics of the student.
5. Implementation of PBIS and Restorative Practices at all levels throughout the division. During the 2022-23 school year, ACPS expanded the use of a social emotional learning program called RULER to all schools. Intensive training occurred for a core group of strategically selected school staff (teacher leaders, Student Support Team, administrators) who were responsible for conducting school-wide training with all school staff.
6. Ongoing anti-racism training for central office departments and school-based administrators with the expectation that they hold these equity conversations in their schools and departments with staff to address inequities in our data. Our anti-racism work also includes a review of policies to examine the extent to which they reflect bias and are impacting our student groups who are disproportionately overrepresented in discipline data.
7. Yearly updates to the Student Code of Conduct that includes securing feedback from division and community stakeholders, including parents and students. Furthermore, ACPS recognizes the critical importance of reducing disproportionality in exclusionary disciplinary practices and has captured our commitment to this in the Equity for All ACPS 2025 Strategic Plan with a key performance indicator to examine the disproportionality rate of suspensions (out of school and in school) by school and student group.

L. STUDENT ELIGIBILITY CRITERIA FOR TITLE I TARGETED ASSISTANCE SCHOOLS

Describe the targeted assistance program in Title I schools. Include the approximate number of students served, who provides services, and how often services are provided.

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 Early Childhood 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]

M. TITLE I, PART A, NEW SCHOOLWIDE SCHOOL PROGRAMS FOR 2024-2025

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

Name of School(s) Implementing New Schoolwide Programs for 2024-2025. Were new schoolwide schools identified on the Identification of Title I Schools Form submitted in the spring? Have schoolwide plans for new schoolwide schools been reviewed by a Title I specialist?
 New Title I school for the 2024-2025 SY, schoolwide program: Samuel Tucker

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

Was the waiver granted by the SEA?		Yes		No
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N. 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 6-7 for Targeted Assistance Program.**

Please include staff FTE and percentage qualified for 2024-2025 school year.		
Staff Category	Staff FTE 2024-2025	Percentage Qualified 2024-2025
Teachers		
Paraprofessionals		
Other Paraprofessionals (paraprofessionals that do not provide instructional support)		
Clerical support staff		
Administrators (nonclerical)		

O. 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 FTE 2024-2025	Percentage Qualified 2024-2025
Paraprofessionals	110	100%

P. RECRUITMENT AND RETENTION OF PROPERLY LICENSED AND ENDORSED TEACHERS

Describe how the local educational agency will identify and address, as required under State plans as described in section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

ACPS continues to undertake a new approach to a strategically focused effort to ensure equity in distribution of experienced, effective, and in-field teachers. Annually, ACPS will utilize the data available in the IPAL report in conjunction with the data compiled for the Spring Record Collection (SRC). This data will be used to determine rates of inexperienced, ineffective, and out-of-field teachers at all schools, and to determine disproportionality, if any, in schools with high concentrations of low-income and minority students. In school year 2023-2024, the Department of Teaching, Learning, and Leadership will continue to collaborate with school principals and the Department of Human Resources to ensure actions are taken to address disparities. In the initial efforts to address any disparity, ACPS will seek to fill vacancies at schools experiencing disproportionately high numbers of ineffective, inexperienced, and/or out-of-field teachers with candidates who meet target metrics (in-field, experienced and/or highly effective).

Beginning in school year 2020-21, ACPS also instituted a plan to address challenges with ensuring all Title I schools are fully staffed with properly licensed and endorsed teachers. This plan includes specific steps to be taken by both HR staff and school-based leadership both prior to and during the hiring process in order to address licensure challenges. Highlights include: the development of an ongoing staffing document/tool for all Title I principals so that they can track licensure and endorsement progress for all new-hires in real time, early non-compliance notifications for staff, and reassignment as substitutes for staff that have not applied for appropriate licensure/endorsement (out-of-field) within 90 days of hire.

Inexperienced teachers are assigned mentors so that they might have embedded, on-the-job support to improve their practice, ineffective teachers are supported by myriad professional learning and coaching supports - both from the division and school-based staff - as well as being placed on formal plans to monitor and evaluate their performance improvement.

Q. IMPROVEMENT PLAN REQUIREMENTS

Yes

The LEA understands that schools designated as comprehensive support and targeted support and improvement schools will be required to use an improvement planning tool as determined by the Office of School Quality.

R. TITLE I, PART A, MAINTENANCE OF EFFORT

Average Per Pupil Expenditure from Non-Federal Funds:

(A) For FY Ending June 30, 2022

(B) For FY Ending June 30, 2023

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

ELIGIBLE ATTENDANCE AREAS (Indicate with an "X")

Rank by:

<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
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Grade Span(s) Served:

First Grade Span	<input type="text" value="PK - 08"/>	Second Grade Span (if applicable)	<input type="text"/>	Third Grade Span (if applicable)	<input type="text"/>
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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?

<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	No Private Schools
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ELIGIBLE ATTENDANCE AREAS (Indicate requested information in columns.)
After completing the ELIGIBLE ATTENDANCE AREAS section, continue to the bottom of the sheet.

Provide information about the data that was used to identify low-income students, include the type of data, month, and year.

Data was used from the Spring Student Record Collection results for Alexandria City Schools that provides the economically disadvantaged students from the May 2024 report. The CEP based on the free and reduced eligibility report as March 2024.

Do Not Copy & Paste Information into this Section

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
Ferdinand T. Day Elementary	KG - 05	605		504	504	Yes	No	504	83.3%
William Ramsay Elementary	KG - 05	615		490	490	Yes	No	490	79.7%
James K. Polk Elementary	KG - 05	823		621	621	Yes	No	621	75.5%
John Adams Elementary	PK - 05	730		546	546	No	No	546	74.8%
Cora Kelly Magnet Elementary	PK - 05	287		202	202	Yes	No	202	70.4%
Patrick Henry Elementary	KG - 07	1018		704	704	Yes	No	704	69.2%
Francis C. Hammond Middle	06 - 08	1522		1025	1,025	Yes	No	1,025	67.3%
T.C. Williams High	09 - 12	4548		2713	2,713	Yes	No	2,713	59.7%
Samuel W. Tucker Elementary	KG - 05	706		418	418	Yes	No	418	59.2%
Jefferson-Houston Elementary	PK - 08	528		291	291	Yes	No	291	55.1%
Charles Barrett Elementary	PK - 05	506		259	259	No	No	259	51.2%
Mount Vernon Elementary	PK - 05	889		454	454	No	No	454	51.1%
George Washington Middle	06 - 08	1362		674	674	No	No	674	49.5%
Douglas Macarthur Elementary	KG - 05	565		242	242	No	No	242	42.8%
George Mason Elementary	KG - 05	323		129	129	No	No	129	39.9%
Early Childhood Center	PK - PK	194		72	72	No	No	72	37.1%
Maury Elementary	KG - 05	331		116	116	No	No	116	35.0%
Lyles-Crouch Elementary	KG - 05	430		101	101	No	No	101	23.5%
					0			0	0.0%
					0			0	0.0%
					0			0	0.0%
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*For more information on the Community Eligibility Provision (CEP), refer to the Eligible Attendance Areas section of the Application Guidelines, Instructions, and Assurances.

Grade Span Averages

Grade Spans	Grade Span Average
PK - PK	37.1%
PK - KG	
PK - 01	
PK - 02	
PK - 03	
PK - 04	
PK - 05	60.6%
PK - 06	
PK - 07	
PK - 08	55.1%
PK - 12	
KG - 01	
KG - 02	
KG - 03	
KG - 04	
KG - 05	59.6%
KG - 06	
KG - 07	69.2%
KG - 08	
KG - 12	
01 - 05	
01 - 06	
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	58.9%
06 - 12	
07 - 08	
07 - 09	
07 - 11	
07 - 12	
08 - 08	
08 - 09	
08 - 12	
09 - 10	
09 - 11	
09 - 12	59.7%
10 - 12	
11 - 12	

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

DIVISION LEVEL: IMPROVEMENT ACTIVITIES		A	B
Up to 5 percent may be set aside for divisions to provide financial incentives and rewards to teachers who serve in schools identified for comprehensive support and improvement or targeted support and improvement activities for the purposes of attracting and retaining qualified and effective teachers.			
Five percent of the total allocation representing the maximum allowable set-aside for Comprehensive Support and Improvement and Targeted Support and Improvement			199,081.53
Indicate amount of set-aside for each category, if applicable:			
	Set-Aside for Teacher Incentives and Rewards Comprehensive		
	Set-Aside for Teacher Incentives and Rewards Targeted		
	Total Amount Set-Aside for Comprehensive Support and Improvement and Targeted Support and Improvement		0.00
DIVISION LEVEL: PROGRAM ADMINISTRATION			
	(1000) Personnel Services		224,858.50
	(1000) Personnel Services - Salary Differential		0.00
	(2000) Employee Benefits		82,302.00
	(2000) Employee Benefits - Differential		0.00
	(3000) Purchased/Contracted Services		0.00
	(4000) Internal Services		1,000.00
	(5000) Other Charges		217,326.41
	(6000) Materials and Supplies		10,000.00
	(8000) Capital Outlay		0.00
Initiatives			
	Title I Early Childhood Budget (Personnel and 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
	Additional Private School Funds		0.00
Parent and Family Engagement (Required if allocation is \$500,000 or more)		0.00	
	Amount of school division allocation ESEA funds (from Page 2):	3,981,630.54	
	1 percent of allocation (This amount is calculated if school division receives \$500,000 or more from Title I, Part A.)	39,816.31	39,816.31
	90 percent of 1 percent must be used at the school level	35,834.68	
	10 percent of 1 percent is set aside by the school division for parent and family engagement initiatives	3,981.63	
	Additional Parent and Family Engagement Funds	9,817.69	
	Has the required parent and family engagement set aside been met?	Yes	
Homeless (as necessary based on needs identified on homeless tab, question 2)			151,937.86
Foster Care (as necessary)			3,083.10
Neglected/Delinquent (as necessary)			0.00
School Division Set-Asides TOTAL (Feeds Box A on Allocation to Eligible Schools Page)			740,141.87

TITLE I, PART A, ALLOCATION TO ELIGIBLE SCHOOLS

					Low-Income Factor 35 percent and Above										
A.					B.										
Division's Title I Allocation :					*PER PUPIL EXPENDITURE CALCULATION										
					Step 1:										
Minus Set-Asides (if applicable):					3,981,630.54		3,241,488.67		4,801.00		=		675.2		
Amount for Distribution to Schools:					740,141.87		Amount for Distribution to Schools		Low-Income Pupils in Public Schools Served		Per Pupil Expenditure (PPE)				
Divisionwide Average From Low-Income Families					3,241,488.67										
					0.598235515										

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
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	Number of Title I, Part A School Level FTE Personnel Funded with 2024-2025 Funds	Number of Title I, Part A School Level FTE Paraprofessionals Funded with 2024-2025 Funds	Low-Income Private School Membership	Low-Income Public School Membership	Percent Low-Income	Minimum School Allocation	Distribution Balance: 3241488.67 from Box A	School Reallocation Amount	School Allocation Total	Adjusted PPE
TOTALS					21.70	0.00	0.00	4,801.00		3,241,488.67	3,241,488.67	0.00	3,241,488.67	
The totals in columns 6 & 7 applies to all school level personnel funded with Title I except for early childhood personnel included on line 23 above, and parent and family engagement personnel included on lines 28 and 31 above.											Balance to Reallocate		0.00	
Ferdinand T. Day Elementary	Yes	KG - 05	No		2.70		0	504	83.3%	340,285.42	2,901,203.25		340,285.42	675.17
William Ramsay Elementary	Yes	KG - 05	No		2.50		0	490	79.7%	330,833.04	2,570,370.21		330,833.04	675.17
James K. Polk Elementary	Yes	KG - 05	No		2.00		0	621	75.5%	419,280.25	2,151,089.96		419,280.25	675.17
John Adams Elementary	Yes	PK - 05	No		2.00		0	546	74.8%	368,642.54	1,782,447.43		368,642.54	675.17
Cora Kelly Magnet Elementary	Yes	PK - 05	No		1.00		0	202	70.4%	136,384.23	1,646,063.19		136,384.23	675.17
Patrick Henry Elementary	Yes	KG - 07	No		2.50		0	704	69.2%	475,319.31	1,170,743.88		475,319.31	675.17
Francis C. Hammond Middle	Yes	06 - 08	No		6.00		0	1,025	67.3%	692,048.72	478,695.16		692,048.72	675.17
Samuel W. Tucker Elementary	Yes	KG - 05	No		2.00		0	418	59.2%	282,220.84	196,474.32		282,220.84	675.17
Jefferson-Houston Elementary	Yes	PK - 08	No		1.00		0	291	55.1%	196,474.32	0.00		196,474.32	675.17

U. 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.)

X No (If division participated in the bypass)

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 4,801.00

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. 0.0000000

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

a. Total Title I, Part A Allocation	3,981,630.54
b1. Proportionate share of Title I funds available to provide equitable services - 35% and Above Low-Income	0.00
b2. Proportionate share of Title I funds available to provide equitable services - Below 35% Low-Income	0.00
c1. Amount of funds for 1% for parent and family engagement (If LEA's Title I allocation exceeds \$500,000) - 35% and Above Low-Income	0.00
c2. Amount of funds for 1% for parent and family engagement (If LEA's Title I allocation exceeds \$500,000) - Below 35% Low-Income	0.00
d. School Division Admin set-aside (Optional)	
e1. Total Private School Set-Aside for Non-Administration - 35% and Above Low-Income	0.00
e2. Total Private School Set-Aside for Non-Administration - Below 35% Low-Income	0.00
Has the required private school set-aside been met? - 35% and Above Low-Income	Yes
Has the required private school set-aside been met? - Below 35% Low-Income	Yes

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

a. Total Title I, Part A Transferability	0.00
b1. Proportionate share of Title I funds available to provide equitable services - 35% and Above Low-Income	0.00
b2. Proportionate share of Title I funds available to provide equitable services - Below 35% Low-Income	0.00
c1. Amount of funds for 1% for parent and family engagement (If LEA's Title I allocation exceeds \$500,000) - 35% and Above Low-Income	0.00
c2. Amount of funds for 1% for parent and family engagement (If LEA's Title I allocation exceeds \$500,000) - Below 35% Low-Income	0.00
d. School Division Admin set-aside (Optional)	
e1. Total Private School Set-Aside for Non-Administration - 35% and Above Low-Income	0.00
e2. Total Private School Set-Aside for Non-Administration - Below 35% Low-Income	0.00
Has the required private school set-aside been met? - 35% and Above Low-Income	Yes
Has the required private school set-aside been met? - Below 35% Low-Income	Yes

8. Complete the chart below:

- In Column A, list all private schools which students residing within the Title I attendance zones attend.
- In Column C, enter the number of low-income students that attend the participating private school.
- In Column D, enter the number of students in academic need attending the private school participating in services for the 2024-2025 award year. These students may not be low-income students but must reside in Title I attendance zones.
- In Column E, enter the description of services provided for participating children.
- In Column F, enter the amount of funds obligated to support eligible children.

A Private Schools	B Participation Status for 2024-2025 Award Year? (Yes/No)	C Number of Low-Income Private School Students that Reside in Title I Attendance Zones	D Number of Participating Children in Academic Need	E Description of Services	F Amount of Funding Obligated to Support Eligible Students
Total Identified Students		0	0		0.00

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

V. SCHOOL IMPROVEMENT

This section should only be completed if the school division has schools identified for Comprehensive Support and Improvement or Targeted Support and Improvement.

Comprehensive Support and Improvement

Describe how the local educational agency will carry out its responsibilities under Section 1111(d)(1). Please include the names of the schools in improvement.

The division has developed a School Improvement Plan (SIP) in conjunction with school stakeholders to include staff, parents, and family members. This SIP details the targeted actions the school and division will take to address the performance of the two student groups that have resulted in the CSI identification - all students and is monitored by both the division and the VDOE Office of School Quality. Furthermore, the division has completed several School Improvement Grant (SIG) applications for funds, which have been awarded. These SIG funds support the implementation of research-proven interventions in both math and literacy that have been shown to improve outcomes in the populations for which the school is identified as CSI. If the school remains identified as ATSI for the 23-24 school year due to inadequate growth on the SOL for the targeted groups, the division will complete a new application for CSI funds to ensure the ongoing support of the interventions currently in place for the target populations.

Ferdinand T. Day - the all students subgroup has been identified as needing support in reading and math. For support in reading, all students will participate in the RTI process, which includes screening, and for those that qualify, intensive small group instruction in foundational reading skills. Students who need math support will be provided systematic and deliberate instruction, with a focus on word problems.
William Ramsey ES - the all student subgroup has been identified as needing support in reading and math. For support in reading, all students will participate in the RTI process, which includes screening, and for those that qualify, intensive, small group instruction in foundational reading skills. Students who need math support will be provided clear mathematical language for effective communication regarding mathematical concepts. These interventions are implemented largely by classroom teachers and interventionists, with oversight from math and literacy coaches, the School Improvement Coach, and the Admin team in an iterative feedback cycle.

Targeted or Additional Targeted Support and Improvement

Describe how the local educational agency will carry out its responsibilities under Section 1111(d)(2). Please include the names of the schools in improvement.

Currently the division has four schools that may remain identified for Targeted Support and Intervention or Additional Targeted Support and Improvement. The division has developed a School Improvement Plan (SIP) in conjunction with school stakeholders to include staff, parents, and family members. This SIP details the targeted actions the school and division will take to address the performance of the two student groups that have resulted in the ATSI identification - Black students, Asian Students, economically disadvantaged students and Students with Disabilities, and is monitored by both the division and the VDOE Office of School Quality.
TSI
Naomi Brooks - Black students, economically disadvantaged students (non-Title I school)
Patrick Henry - students with disabilities
Samuel Tucker Asian students
ATSI
Jefferson Houston - Black students, students with disabilities

W. SKIPPED SCHOOL PROVISION

1. If on the Allocation to Eligible Schools Table on the 35% Tab, a school was "skipped" that was eligible for Title I under the Eligible Attendance you selected, provide the name(s) of the school(s) in the box below. Include the rationale for choosing to "skip" the school(s) below.

[Empty box for providing school names and rationale]

Title I Section 1113(b)(1)(D)(i-iii):

- (i). The school meets the comparability requirements of Section 1118(c);
- (ii). The school is receiving supplemental funds from other state or local sources that are spent according to the requirements of Section 1114 or 1115; and
- (iii). The funds expended from such other sources equal or exceed the amount that would be provided under this part.

Did the school(s) meet the criteria for the skipped school provision and did the division allocate the amount of funding to the skipped school(s) they would have received were they served under Title I, Part A?

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

Yes

No (The school(s) above cannot be skipped)

2. If yes, explain how the provision was met in the section below. Include the amount of funding provided and the funding source(s).

[Empty box for explaining how the provision was met]

X. NEGLECTED CHILDREN AND YOUTH

All school divisions must complete this page.

LEA Neglected Facility Contact

Email Address

Phone Number

Dr. Marcia Jackson

marcia.jackson@acps.k12.va.us

703-619-8000

Provide the name of any residential neglected facilities that participated in the Title I, Part A neglected set-aside during the 2023-2024 school year and the number of students that received services ages 5-21.

Neglected Facility Name	Number of Students that Received Services Ages 5-21 (2023-2024)	Contact Name from the Neglected Facility	Location of Educational Services	Contact Number and Email

Total number of children and youth who are identified as neglected (year-to-date) for 2023-2024 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.

X. NEGLECTED CHILDREN AND YOUTH (CONTINUED)

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 needs of the neglected students served identified during the needs assessment process. 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 c. Describe how the funds will be distributed to benefit neglected children being served.

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 students can be found on
[Virginia’s Title I, Part D website](#)
 or by contacting Gueringe’ Ricardson, Title I Specialist, at Gueringe.Ricardson@doe.virginia.gov or at (804) 750-8146.

Y. FOSTER CARE AND HOMELESS

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 2017 Education for Homeless Children and Youths Program Non-Regulatory Guidance Section M on pages 39-43 for further detail.)

Local Foster Care Education Liaison: Jackie Washington, LCSW - Homeless and Foster Care Liaison

22 Total number of children and youth identified as foster care child (45 CFR 1355.20) in the school division (year-to-date) for the 2023-2024 school year.

1. How did the school division determine that the Title I, Part A set-aside is sufficient to meet the transportation needs of foster care students?
 Joint policy between Alexandria City Public School (ACPS) and the Alexandria Department of Community and Human Services (DCHS) states that the cost of pupil transportation for students residing outside of Alexandria City will be provided by DCHS. The cost of pupil transportation for students residing within Alexandria City and within their school zone will be provided by ACPS via the school bus.

Local Homeless Education Liaison: Jackie Washington, LCSW - Homeless and Foster Care Liaison

301 Total number of children and youth identified as homeless in the school division (year-to-date) for 2023-2024 based on the definition in Title IX, Part A, Section 725 (*place mouse cursor over comment in cell B15 for definition).

2. Describe the process used to identify students experiencing homelessness and how the needs of homeless children and youths are determined.
 The Alexandria Homeless Education Liaison utilizes a variety of tools to ensure students that are experiencing homelessness are identified and provided appropriate supports. The Liaison uses an electronic referral system that is shared widely with Alexandria City Public School (ACPS) staff and community providers. She also strongly encourages ACPS staff and community providers to communicate via email or phone to refer families to her for assistance. The Homeless Education Liaison has provided training to the following groups to ensure McKinney-Vento supports are known: ACPS School Social Workers; ACPS FACE team and Parent Liaisons; ACPS School Registrars; and amongst numerous community based agencies. The Homeless Education Liaison participates in the following committees and boards to ensure that Alexandria community partners are aware of McKinney-Vento supports and ACPS is aware of community impacts on students: Eviction Prevention Task Force; Continuum of Care: Housing Stability Systems Committee; Continuum of Care: Gaps and Needs Committee; and The Partnership to Prevent and End Homelessness.
 Upon receiving the referral, the Homeless Education Liaison contacts the referred family to assess their housing situation, determine their McKinney-Vento eligibility, and provides resources and referrals to match the family's unique needs. The Homeless Education Liaison then notifies the school based registrar, social worker and counselor of the student's McKinney-Vento eligibility status. The school based team continues to receive student specific updates on address changes, transportation needs and any other pertinent information throughout the school year. The Liaison provides both tangible and intangible supports to students and families, which typically include transportation, school supplies, and other materials needed to support a student's academic achievement, in addition to referrals for community resources such as mental health treatment, food assistance, supplemental tutoring, and quality pre-school education. The Homeless Education Liaison works with community partners and schools to ensure that students are identified, enrolled, and linked to services. Close communication is maintained with City scholar staff, community partners, and the Alexandria Department of Community and Human Services.

3.	Describe the method used for determining the amount reserved to serve students experiencing homelessness.	
	a.	List staff (names and positions) consulted to determine the reservation. Jackie Washington, LCSW - Homeless and Foster Care Liaison Melvina Crawl, Executive Director, Professional Learning and Federal Programs Megan Moore, Title I Coordinator
	b.	What needs were identified? Transportation, school supplies, clothing, referrals for food, before/after school care, supportive counseling (socio-emotional supports), referrals for mental health treatment, food assistance, supplemental tutoring, referrals for affordable housing and rental assistance, dental and medical services, and quality pre-school education. Most importantly, there is a need for the coordination of access to these services and supports. This is addressed via the provision of the Homeless Education Liaison position.
	c.	What costs are associated with those needs? Many of the needs are met by the Homeless Education Liaison, who is funded by this application, to include: being informed of the most up to date local, state, and federal policies, procedures and resources that directly impact students experiencing homelessness and their families, setting up transportation to school (gas and Metro cards are funded via McKinney-Vento), making referrals for student and family specific needs, providing donated clothing, assistance in finding shelter and rental assistance, and distributing gift cards for food, clothing, and personal care items. Out of District transportation costs are provided by the Office of Pupil Transportation and provided by contracted service providers. School supplies, social/emotional materials and other costs to improve or support the student's academic achievement and participation that would otherwise be provided by the student's family are funded via the McKinney-Vento sub grant.
d.	What other school division funds are budgeted specifically to meet the needs of students experiencing homeless? The school division allocates both operating and McKinney-Vento funding to support the needs of students experiencing homelessness, as indicated above. In addition, ACPS was awarded funding through the American Rescue Plan to support students experiencing homelessness to be utilized through September 2024.	

Y. HOMELESS CHILDREN AND YOUTH (CONTINUED)

	<p>e. How did the school division determine the Title I, Part A set-aside is sufficient to meet the needs of students experiencing homelessness?</p>	<p>Sufficient funding is set aside to ensure that the Homeless Education Liaison can provide social work services, case management services, and socio-emotional support to students and families experiencing homelessness. Needs assessment and prior service model data are considered in conjunction with the number of students experiencing homelessness to identify these services as the best use of reserved funds. Over recent years, the decision was made to increase the amount of funding set aside to support the division's students experiencing homelessness, due in part to observations made during the 2018 monitoring visit by the Virginia Department of Education. The State Homeless Education Liaison, Dr. Popp, indicated that the Local Social Worker position needed to be identified to ensure consistency in fulfilling the role of the</p>
	<p>f. What process will the school division use to reassess how it meets the needs of these students throughout the year?</p>	<p>The Homeless Education Liaison and the Office of Professional Learning and Federal Programs meet frequently to reassess the needs of students experiencing homelessness and determine if additional supports are needed. The Homeless Education Liaison is also tracking a variety of data points to determine how to best serve students experiencing homelessness. If additional funds are needed, amendments to the grant application may be implemented to support the homeless students.</p>
	<p>g. How much of last year's homeless set-aside was used to serve students experiencing homelessness?</p>	<p>100% with an additional funding added in the spring of 2024.</p>

<p>4.</p>	<p>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.</p> <p>The reserved funds support a Homeless Education Liaison position. The Liaison is responsible for working closely with school-based Student Support Teams (SST), school registrars and the Homeless Support Specialist (funding through the ESSR Grant) to ensure that students experiencing homelessness are identified, enrolled, and linked to appropriate services. The SST, which is composed of school counselors, social workers, psychologists, and nurses, assists in the identification of students experiencing homelessness. The Homeless Education Liaison and the Homeless Support Specialist attend to the day-to-day needs of students experiencing homelessness to ensure that their needs are met once identified. The Homeless Education Liaison also ensures that, once identified, the student is enrolled in school and has a full and equal opportunity to succeed in school. The Homeless Education Liaison works to ensure the provision of necessary services and supports; i.e., identifying students experiencing homelessness and addressing their needs, assisting in delivering interventions and socio-emotional supports, and making the necessary referrals for additional supports through the Alexandria Department of</p>
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*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.

Z. EARLY CHILDHOOD PROGRAM (if applicable)

Number of Participating Students:	194 active students		
Number of Eligible Students on Waiting List:			
Number of Participating Schools or Centers:	7		
Number of Title I Funded Teachers:	0.00		
Number of Title I Funded Paraprofessionals:	0.00		
Number, Titles and Brief Job Descriptions of Other Personnel Funded by Title I: • Be specific. Describe the type of personnel such as specialists, coaches, administrative and support staff including the number of each funded with Title I funds.	NA		
Describe the Early Childhood Program expenditures, including how the expenditures relate to the staff on line 9:	No Title I funds are used to support Pre-K.		
Average Number of Pupils Per Class/Average Class Size:			
Number of Classrooms:			
Title I Early Childhood Budget (Personnel and Program):			
Does the total in I12 match cell P23 on the "35% and Above Low-Income" tab?	Yes		
Does the total in I12 match cell P23 on the "Below 35% Low-Income" tab?	Yes		
School Year Title I, Part A, Early Childhood 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 Early Childhood 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="checkbox"/>	Age	by <input type="checkbox"/> Date

Describe how the local educational agency will support, coordinate, and integrate services provided under this part with early childhood education programs at the local educational agency or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

This section must be completed if any school in the division, Title I or non-Title I, has an Early Childhood Program.

While ACPS operates no Title I funded preschool/prekindergarten programs, the division fully supports and coordinates an integrated approach in ensuring a smooth transition from early childhood programs to all ACPS schools, including Title I schools. In preparation for transition, early childhood/PreK teachers and Kindergarten teachers meet to discuss educational, developmental, and other needs of individual children. Parents are also provided assistance to understand the instructional and school registration process, including assistance to parents of children with limited English proficiency and special instructional needs. Immediately before the start of school, each elementary school hosts a "Step-Up to Kindergarten" program designed to introduce new kindergartners to their respective schools, teachers, classrooms, and classmates. This program also helps to facilitate the transition for students who may have no previous school experience. Title I schools often host additional Open Houses, coffees, and other special programs for entering students and families transitioning to Title I schools. These events allow families and students to further familiarize themselves with the schools they will be attending, as well as the supports and services available to them from both the school and division.

ACPS' early childhood programs consist of three components: Virginia Preschool Initiative (VPI), Early Childhood Special Education (ECSE), and Preschoolers Learning Together (PLT). The VPI program is a full-day preschool program offered to children who are four years old and meet the eligibility requirements of the program. The ECSE program serves students between the ages of 2 years old through 4 years old who are eligible for special education services through Child Find. PLT is a half-day preschool program offered to children ages two years and six months thru four years. This is an opportunity for typically developing children from the Alexandria community to be integrated into an ECSE classroom for the purpose of providing typical role models to students with disabilities. These early childhood programs are located at various elementary schools throughout the division. In the fall of 2018, ACPS opened the new Early Childhood Center at John Adams Elementary School. The Center houses over 200 early childhood students, including VPI, ECSE, PLT and Head Start, administered by a community-based organization, The Campagna Center. While there are some shared services, the Center operates independently of the elementary school, including the school's Title I program, and has its own leadership and support team who work closely with ACPS leadership to ensure collaboration in the transition of participating children to ACPS schools. ACPS

Z. EARLY CHILDHOOD PROGRAM (CONTINUED)

Provide a list of all schools and/or centers in your school division that house Title I, Part A, Early Childhood 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, Early Childhood teachers who are housed in each of the schools.

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

EXPENDITURE ACCOUNT 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:

(revised 4/8/21)

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.

- 1) Allocation by percentage of payroll dollars
- 2) Allocation by Head Count
- 3) 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 a 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 sub-grantee 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. Package pricing from a vendor for Accident or cyber-risk insurance, LTE mobile carrier data plans, Internet access via an Internet Service Provider. Package pricing from a vendor for hardware, content filtering, data plans, extended warranty services and other components of the package when no breakout pricing is available.

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 sub-recipient 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).

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 voice-mail 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.

GENERAL ASSURANCES

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

The school division/grantee assures:

- I. Each program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;
- II. The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a nonprofit private agency, institution, organization, or an Indian tribe, if the law authorizing the program provides for assistance to those entities;
- III. The public agency, nonprofit private agency, institution, organization, or Indian tribe, will administer the funds and property to the extent required by the authorizing statutes;
- IV. It will adopt and use proper methods of administering each program, including -
 - A. The enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program;
 - B. The correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation and that:
 1. It will maintain fiscal effort in support of free public education;
 2. It will provide services with state and local funds that are at least comparable to services provided in schools and areas not receiving special federal funds;
 3. The majority of the resources in the school division are derived from nonfederal funds;
 4. It is in compliance with the requirements in Title VIII, Section 8524 and has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary and secondary schools;
 5. It will comply with the audit requirements for each program;
 6. The federal funds are used to supplement, not supplant regular nonfederal funds;
 7. It will cooperate in carrying out any evaluation of each program conducted by or for the state educational agency, the Secretary, or other federal officials;
 8. It will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, federal funds paid to the applicant under each program;
 9. It will submit such reports to the state educational agency (which shall make the reports available to the Governor) and the Secretary of Education as the state educational agency and Secretary may require to enable the state educational agency and the Secretary to perform their duties under each program;
 10. It will maintain such records for five years, provide such information, and afford such access to the records as the state educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the state educational agency's or the Secretary's duties;
 11. It consulted with teachers, school administrators, parents, members of the community, nonprofit organizations and other interested parties in the development of this plan;
 12. It afforded a reasonable opportunity for public comment on the plan or application and considered such comment before the application was submitted;
 13. It will provide information in an understandable and uniform format and, to the extent practicable, be provided in a language that the parents can understand;
 14. It is in compliance with the requirement regarding equal access to public school facilities as specified in Title VIII, Section 8525;
 15. It is in compliance with the requirement regarding the prohibition on aiding and abetting sexual abuse as specified in Title VIII, Section 8546;
 16. It will comply with the other application requirements outlined in
 - Section 8501. Private School Children;
 - Section 8502. Bypass; and
 - Section 8521. Maintenance of Effort under Title VIII –Other Provisions;
 17. It will ensure that funds are expended in accordance with the school division's approved application or amended application. In the event the local division needs to expend funds in any manner other than stipulated in the approved application, the plan must be amended using the amendment process provided by the Department of Education. The application must be amended before funds can be expended for activities not approved in the original application;
 - C. It will collect and disseminate information collected under Section 1111 in a manner that protects the privacy of individuals;
 - D. It will adhere to the provisions of the Federal Funding Transparency and Accountability Act (FFATA), and will obtain a valid DUNS number prior to applying for funds;
 - E. It will comply with the provisions of 2 CFR part 200 section 200.116, which prohibits the purchase of certain telecommunications and video surveillance services or equipment as described in Public Law 115-232, section 889.
- V. It will comply with Section 22.1-277.07, of the Code of Virginia that requires the expulsion for one year of any student determined to have brought a firearm to school. A description of each incident, the name of the school concerned, the number of students expelled from each school, and the type of firearm used in each instance of expulsion will be reported to the Virginia Department of Education in compliance with provisions under Section 8561 (Gun-Free Schools Act). This agency has a policy that requires referral to the criminal justice or the juvenile delinquency system of any student who brings a firearm or weapon to school; and
- VI. It will participate, if selected, in the state National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under Section 303 of the National Assessment of Educational Progress Act.

PROGRAM SPECIFIC ASSURANCES

The school division/grantee will:

- I. Ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part;
- II. Provide services to eligible children attending private elementary schools and secondary schools in accordance with Section 1117, and timely and meaningful consultation with private school officials regarding such services;
- III. Participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C.9622(b)(3));
- IV. Coordinate and integrate services provided under this part with other educational services at the local educational agency or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program;
- V. Collaborate with the State or local child welfare agency to—
 - A. Designate a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency; and
 - B. Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care, which procedures shall—
 1. Ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with Section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A)); and
 2. Ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if—
 - a. The local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation;
 - b. The local educational agency agrees to pay for the cost of such transportation; or
 - c. The local educational agency and the local child welfare agency agree to share the cost of such transportation;
- VI. Ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification;
- VII. In the case of a local educational agency that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under Section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a));
- VIII. Develop agreements and carry out the following coordination activities with Head Start and, if feasible, other early childhood programs;
 - A. developing and implementing a systematic procedure for receiving records regarding such children, transferred with parental consent from a Head Start program or, where applicable,
 - B. another early childhood education program; establishing channels of communication between school staff and their counterparts (including teachers, social workers, and health staff) in such Head Start agencies or other entities carrying out early childhood education programs, as appropriate, to facilitate coordination of programs;

PROGRAM SPECIFIC ASSURANCES (CONTINUED)

- C. conducting meetings involving parents, kindergarten or elementary school teachers, and Head Start teachers or, if appropriate, teachers from other early childhood education programs, to discuss the developmental and other needs of individual children;
 - D. organizing and participating in joint transition-related training of school staff, Head Start program staff, and, where appropriate, other early childhood education program staff; and
 - E. linking the educational services provided by such local educational agency with the services provided by local Head Start agencies.
- IX. For each local educational agency that uses funds under Title I, Part A, or Title III, Part A, identify all English learners within 30 days of enrollment, and, not later than 30 days after the beginning of the school year (or, for those children who have not been identified as English learners prior to the beginning of the school year but are identified as English learners during the school year, within the first two weeks of the child being placed in a language instruction educational program), the local educational agency shall notify the children's parents of an English learner identified for participation or participating in such a program, of—
- A. The reasons for the identification of their child as an English learner and in need of placement in a language instruction educational program;
 - B. The child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;
 - C. The methods of instruction used in the program in which their child is, or will be, participating and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;
 - D. How the program in which their child is, or will be, participating will meet the educational strengths and needs of their child;
 - E. How such program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;
 - F. The specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for English learners, and the expected rate of graduation from high school (including four-year adjusted cohort graduation rates and extended-year adjusted cohort graduation rates for such program) if funds under this part are used for children in high schools;
 - G. In the case of a child with a disability, how such program meets the objectives of the individualized education program of the child, as described in Section 614(d) of the Individuals with Disabilities Education Act (20 U.S.C. 1414(d));
 - H. Information pertaining to parental rights that includes written guidance—
 - 1. Detailing the right that parents have to have their child immediately removed from such program upon their request;
 - 2. Detailing the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and
 - 3. Assisting parents in selecting among various programs and methods of instruction, if more than 1 program or method is offered by the eligible entity;
- X. Use Virginia's Foundation Blocks for Early Learning to align preschool and K-12 curriculum; and
- XI. Use PALS Pre-K (if there is a Title I preschool program) and report data to the PALS office at the University of Virginia using the student's State Testing Identifier (STI).