



**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  
2020-2021 Individual Program Application  
Due by July 1, 2020

*Elementary and Secondary Education Act of 1965 (ESEA), as amended by  
the Every Student Succeeds Act of 2015 (ESSA), 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"/>
	<u>Explain</u>
<input type="checkbox"/>	Amendment:
	Amendment # <input type="text"/>
	Date: <input type="text"/>
	<u>Explain</u>

**To be Completed by School Division**

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

**LOCAL EDUCATIONAL AGENCY CERTIFICATION**

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

Specific uses of funds for this application are found in the "Guidelines, Instructions, and Assurances" document.

**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 emailed to ESSA@doe.virginia.gov.**

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

on June 12, 2020

\_\_\_\_\_  
Superintendent's Signature

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Board Chairperson's Signature

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Gregory C. Hutchings, Jr., Ed.D.

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Cindy M. Anderson

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Superintendent's Name

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Board Chairperson's Name

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June 12, 2020

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June 12, 2020

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Date

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Date

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

**APPLICATION INFORMATION**

2019-2020 Allocation	2019-2020 Consolidated Yes or No	ELIGIBLE PROGRAM	2020-2021 Allocation Total
4,280,605.60	No	Title I, Part A, Improving Basic Programs Operated by the LEAs	4,265,623.48
		Title II, Part A Transferability	0.00
		Title IV, Part A Transferability	0.00
		<b>Total Allocation</b>	<b>4,265,623.48</b>

**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.

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

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

**B. PROGRAM OVERVIEW (3 PAGES)**

In narrative format:

Describe how the local educational agency will monitor students' progress in meeting the challenging State academic standards by:

- a. developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- b. identifying students who may be at risk for academic failure;
- c. providing additional educational assistance to individual students the local educational agency or school determines need help in meeting the challenging State academic standards; and
- d. identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

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

Alexandria City Public Schools (ACPS) serves one of the most culturally and ethnically diverse student populations in Virginia. ACPS' population is largely comprised of 37.5% Latino students, 28.5% White students, 25.6% Black students, and 5% Asian students. English learners (ELs), speaking over 100 different home languages, comprise the fastest-growing group of ACPS students, currently at 40% division-wide. Students with disabilities comprise 10% of the population, and 64.2% of ACPS students are economically disadvantaged (80.6% in Title I-served schools). One percent of ACPS students are identified as experiencing homelessness, and three percent are military-connected. In 2019-20, the ACPS Office of Title I Programs will continue to serve seven elementary schools (including two K-8s) and one middle school, providing supplemental resources to strengthen instruction in the core academic areas via the provision of supports such as additional instructional and coaching staff, supplemental tools for instruction, extended learning time for students, and professional learning for staff. Targeted resources support initiatives for schools in need of academic improvement, to help meet the instructional needs of students who are most at-risk academically, strengthen parent and family engagement, and support academic programming. All Title I schools in ACPS operate Schoolwide programs to enhance the overall academic program in the division's highest poverty schools.

The division strives to maintain effective Schoolwide programs that ensure the most comprehensive integration with general division-wide instructional priorities and goals, as well as coordination with services and initiatives designed to serve populations with unique needs such as English learners, students with disabilities, and students experiencing homelessness. The ACPS strategic plan, ACPS 2020: Every Student Succeeds, puts forth aggressive goals that seek to ensure academic excellence for all students through the development of objectives that address challenges with achievement gaps, disproportionality, and educational equity. Beginning in the 2020-2021 school year, ACPS will implement a new strategic plan that seeks to expound and build upon these goals, with equity at the heart of all we do. In school year 18-19, all ACPS schools adopted the new Virginia Continuous School Improvement Plan (VCSIP/SIP). Each school is responsible for disaggregating student achievement data and setting incremental achievement goals towards meeting or maintaining high standards for all students. Schools identify and serve students most at risk of academic failure via an ongoing process of data analysis, provision of supports and interventions, monitoring of these supports, and adjustment of provided services as needed. The Title I Office participates in this process for all Title I schools via the integration of Schoolwide plans with SIPs, and ongoing monitoring of student progress data. Reinforced support is provided to schools exhibiting the greatest need, particularly in closing achievement gaps, via a variety of means. All schools participate in a quarterly meeting with senior division staff, including the Superintendent, where student progress, professional learning, interventions, and any needed supports are discussed.

To support attainment of these aggressive goals, the Department of Curriculum and Instruction (C&I) has recently undergone a reorganization with major focus on the integration of services, particularly as they relate to supports provided to schools. The department, newly re-branded as the Department of Teaching, Learning, and Leadership will support current instructional imperatives including: support for curriculum implementation fidelity; 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 the socioemotional needs of our most academically at-risk children and under-performing 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.

**B. PROGRAM OVERVIEW (CONTINUED)**

2. Provide information about the needs assessment process, including a brief analysis of student achievement data and other data sources reviewed.

ACPS' commitment to continuous improvement includes a comprehensive and systemic cyclical process of instructional planning that integrates the division strategic plan, department plans, and School Improvement Plans. In school year 18-19, ACPS adopted the VCSIP/SIP process to replace the historically used School Education Plans. Each school in ACPS develops and monitors (quarterly) these plans, which identify academic and non-academic supporting objectives, and outline strategic practices and interventions to ensure that performance targets are achieved. A cohesive, integrated monitoring and school support model was also implemented in 2018-19 that allowed central office and school-based staff to work together to collaboratively 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.

In 2019-2020, all schools began participating in a new comprehensive needs assessment (CNA) process. This approach guided schools through a root-cause analysis process to enable them to dig deeper into problems of practice as identified by data analysis across both academic and non-academic supporting areas, seeking the underlying factors at the heart of these problems. Each school team came together to reflect on the myriad data points from the year in review, identify key high-leverage strategies for improvement, and begin the development of the upcoming year's SIP-based on these factors. Despite the advent of the COVID-19 crisis, school teams will still come together (albeit digitally) in the summer prior to SY 2020-2021, and conduct a modified CNA process where they will examine the same sources of data to prepare for the coming year, and begin the process of developing their SIPs. Various sources of disaggregated student achievement data are considered in the development of the SIP goals/objectives. Typically these sources would include: percentage of students by subgroup achieving 'pass proficient' and 'pass advanced' scores in various SOL-tested areas, student performance on teacher-made assessments, MAP data, benchmark and formative assessment performance, PALS, and instructional and lexile/quantile reading/math levels of students. Multi-tiered support systems address requisite levels of early identification and related instructional interventions for academic and socio-emotional needs. Though SOLs were not administered in 2019-2020 due to COVID-19, all other sources of data that are available to us will be examined, in conjunction with data about the groups of students we have been the most successful at reaching during the distance learning, and any data that might enable us to close gaps as we go into the upcoming school year.

Because we were unable to administer SOLs this year, analysis across the 2019 SOL assessments indicated that, overwhelmingly, the reading, mathematics, and science performance of the All Students group in Title I schools were trending closely with that of non-Title I schools; though one school exhibited an exception to this in each reading and science, and two in math. However, students identified in the subgroups that make up the bulk of the student population in Title I schools (Black, Hispanic, Economically Disadvantaged, and EL students) frequently scored somewhat behind the All Students groups in both Title I and non-Title I schools. MAP data from the final administration of the assessment in 2019-20 indicated that only 50.0% (math) and 47.3% (reading) of students

3. Describe the evidence-based activities that will be implemented for each subject addressed, and how these activities address deficiencies noted in the needs assessment.

As indicated previously, each Title I school comes together to examine data and determine needs, taking into account information gathered from multiple diagnostic, formative, and summative data sources, as well as anecdotal data noted by admin, staff, and family/community members to determine the best use of allocated funds. As each school community prepares their budgets, they are asked to identify purpose/accomplishment goals, supporting data demonstrating need (taken directly from the needs assessment process that feeds the development of the SIP/SWPs), and the SIP/SWP goals or essential actions addressed for each line-item requested. This process acts as another check/balance in aligning overall school improvement efforts, program coordination, and ensuring alignment with each school community's needs, as demonstrated by the needs assessment process data. All Title I-funded services, tools, 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.

20 FTEs, as well as stipended and contracted school-based Title I-funded teachers, interventionists, coordinators, coaches, counselors, and tutors will support the implementation of the curriculum side-by-side and fully integrated with locally funded educators so that Title I schools receive additional supports for underperforming students in the identified areas of reading, math, and science.

These positions provide critical, research-supported interventions for students, school improvement/coaching teacher support, data analysis capacity-building, socioemotional, and other student instruction supports at levels that the division would otherwise not provide.

Professional learning in best practices for instructional planning and data analysis; professional content learning in the delivery of English, mathematics, and STEM instruction and interventions; instructional and supportive services for students and families; and family engagement are included.

Additional funds to support meaningful parent and family engagement allow us to better communicate with our large population of EL families, provide thoughtful and targeted programming for families, and develop and maintain parents as partners in students' education.

Instructional materials and supplies are funded to strengthen instructional delivery by making learning more interactive, dynamic, and engaging for students, as well as catering to the variety of learning styles found in each classroom via visual, audible, and kinesthetic means. Instructional technology items enable educators to differentiate instructional delivery, conduct on the spot formative assessments, and provide in-classroom and afterschool, weekend, and/or summer

**B. PROGRAM OVERVIEW (CONTINUED)**

4. 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.

Meaningful family and community engagement is amongst the primary goals of the 2020 ACPS Strategic Plan, remains so in the division's new 2025 ACPS Strategic Plan, and indeed, those of the division's Title I Office. 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 to gather information regarding the experiences our families have in their interactions with school and division-services, including the provision of family programming. During SY 18-19, however, the division worked collaboratively across multiple offices to integrate the questions from the Title I survey into the division-wide parent and family engagement survey for the first time so that families wouldn't receive more than one major survey requesting similar feedback. This tool is used to assist us in ensuring we create the most welcoming environments for families, enables us to gauge family engagement genuinely, solicit feedback and input, and ultimately, to plan both school- and division-based services - to include family programming.

The results of this survey are furnished to schools as an additional source of data that schools may mine as they develop their SIPs, and the 2019-2020 surveys indicated consistently that parents and families in Title I schools, particularly in our most historically underserved subgroups, felt welcomed and involved in their children's schools and learning. 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, but 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 focused on topics such as STEM, reading and math reinforcement strategies for use at home, and SOL preparation. Ensuring consideration of the significant EL population and extensive programming the division and schools offer, funds are generally spent on translations and interpretation, and instructional supplies and refreshments for parent and family events.

**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 2020 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, English Language Learners, Specialized Instruction, Early Childhood Education, and Talented and Gifted amongst others. As previously mentioned, the department is currently undergoing a reorganization to ensure alignment and integration of all its offices to support the attainment of the aggressive goals contained in the current strategic plan and soon-to-be-implemented strategic plan. Integral to these goals are key measures specifically targeting equity in educational excellence for all children and eradicating achievement gaps for students with disabilities, English learners, Black, and Hispanic students. All services intended to be carried out under Title I are a reflection of this process and inherently integrated into 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 most at-risk. In these efforts, the Office of Title I Programs participates in the coordination of programming, progress monitoring, and interventions in these schools.

Funds also support the provision of coaches and coordinators who ensure coordination of services at the school level, professional learning offerings, extended learning time, provision of socio-emotional supports, supplemental services and supports for ELs and students with disabilities, and monitoring of student performance across a variety of indicators, including interventions and supports for Tier 2 and 3 students. The Office of Title I Programs works closely in particular with the Office of English Language Learners, Office of Specialized Instruction, and will also do so with the newly developed Offices of Instructional Programming and Leadership to ensure that supplemental Title I services meet the unique needs of served school communities in an integrated effort with the services provided by those offices.

In addition to partnering with individual offices within Teaching, Learning, and Leadership for instructional purposes, the Title I Office also partners with other ACPS offices for services to families. Coordination with ACPS Family and Community Engagement (FACE) centers and the Homeless Education Liaison ensure critically important service integration for some of our neediest families.

Finally, ACPS initiatives are supported by a range of community organizations that offer tutoring, mentoring, summer jobs, counseling, internships, family

**D. 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
- through increased student access to early college high school or dual or concurrent enrollment opportunities, or career
- b. 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). Purposeful implementation of rigorous instruction, a college-going environment, regular college campus visits, and a college-age tutor program serves as the framework. Through work with local agencies and organizations, students take part in civic learning, after school college-knowledge clubs, and hear from career speakers. Our high school, T.C. Williams, is a comprehensive, college preparatory high school. T.C.'s counseling department supports college and career planning by: guiding student-led ICAPs; conducting parent workshops related to college access, financial planning, and testing; career counseling, and career assessments through the use of the Naviance tool. Through the onsite College and Career Center, additional resources are available such as: 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; SAT/ACT registration and study support; college planning presentations; workforce development training; FAFSA guidance, and weekly internship and part-time employment fairs. We have also developed institutionalized partnerships with multiple local organizations that offer tutoring, training, internships, jobs, and guidance. Typically, the yearly Senior Experience program allows more than 300 graduates to take part in a personalized three-week internship. This year, due to the COVID-19 crisis, roughly 100 seniors were still able to participate in a modified experience. To this end, the division developed a new webpage for the Classes of 2020 & 2021 to provide access for parents and community to rapidly changing information regarding college and career access. ACPS partners with the College Board to offer the SAT Suite of Assessments, including free school-day PSAT/SAT testing for all students. In SY 2019-20, for the first time, all 8th graders across the division participated in the PSAT 8-9. 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 also partners with AVID Center and continues to focus on AVID Schoolwide practices that promote a college-going environment. The division is hugely proud that 100% of the AVID seniors in the class of 2020 have been accepted to colleges and universities.

**E. 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 engages in multiple efforts to reduce the overuse of discipline practices that remove students from the classroom and utilizes the guidelines outlined in appropriate board policies (JFC, JFC-R, JFC-R2, JFCA, JGD/JGE, JDE-R/JGE-R, JGDA, JGDB) to govern decision-making while also engaging in thoughtful decision making about 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 development for administrators regarding discipline as a continuum that includes, but is certainly not limited to, out of school suspension. This also includes quarterly meetings with secondary Deans of Students to discuss cases.
3. Providing consultation daily 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 student's attendance, behavioral actions, and academics.
5. Implementation of PBIS and Restorative Practices at the middle and high school levels and in some elementary schools. During SY 2019-20, ACPS piloted a social-emotional learning program called RULER at three elementary schools which included intensive training 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. Future expansion of this program is planned for additional schools during SY 2020-21.
6. Ongoing cultural competency training for central office and school-based administrators with the expectation that they hold these equity conversations in their schools with staff.
7. Yearly updates to the Student Code of Conduct that includes securing feedback from division and community stakeholders, including parents and students. Additional modifications to the Student Code of Conduct were considered given the tiered support needed as students adjusted to a virtual learning environment due to the impact of COVID-19.
8. Review of other data to include Youth Risk Behavior Survey Results, Developmental Assets, Senior Survey Results, and PULSE survey administered specifically to staff, parents, and students to assess the impact of COVID-19 on student learning.

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.

**F. MEASURABLE OBJECTIVES**

What is a Measurable Objective?

**A measurable objective has four components:**

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

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.

<p><b>Measurable Objective 1:</b></p> <p>By June 30, 2021, 76% of Black students will pass the Grade 3-5 Reading SOL, or, at minimum, reduce the failure rate for this group by 10%, or, at a minimum, reduce the achievement gap between this group and the 'All Students' group by at least 20% over the prior year's gap.</p>
<p><b>Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:</b></p> <p>Title I will fund supplemental teachers, interventionists, tutors, coordinators, counselors, and coaches in core content areas to support the implementation of the curriculum side by side and fully integrated with locally and other federally-funded positions to support underperforming populations. Professional development in core content areas for teachers and administrators will be provided to strengthen instructional delivery in the core content areas. 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 learning outside of the classroom. Strategies reflect research by Boyd-Zaharias, J. &amp; Pate-Bain, H. (2008), Rothstein, R. (2004), Marzano, R.J. (2004), (2007), Marzano, R.J., Pickering, D.J., &amp; Pollock, J.E. (2001), Barton, P. (2003), Kumanyika, S. &amp; Grier, S. (2006), Opfer et al (2007), Snipes et al (2002), Showers, B. &amp; Joyce B. (2002), Darling-Hammond, L. (2009).</p>
<p><b>Measurable Objective 2:</b></p> <p>By June 30, 2021, 74% of Hispanic students will pass the Grade 3-5 Reading SOL, or, at minimum, reduce the failure rate for this group by 10%, or, at a minimum, reduce the achievement gap between this group and the 'All Students' group by at least 20% over the prior year's gap.</p>
<p><b>Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:</b></p> <p>Title I will fund supplemental teachers, interventionists, tutors, coordinators, counselors, and coaches in core content areas to support the implementation of the curriculum side by side and fully integrated with locally and other federally-funded positions to support underperforming populations. Professional development in core content areas for teachers and administrators will be provided to strengthen instructional delivery in the core content areas. 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 learning outside of the classroom. Strategies reflect research by Boyd-Zaharias, J. &amp; Pate-Bain, H. (2008), Rothstein, R. (2004), Marzano, R.J. (2004), (2007), Marzano, R.J., Pickering, D.J., &amp; Pollock, J.E. (2001), Barton, P. (2003), Kumanyika, S. &amp; Grier, S. (2006), Opfer et al (2007), Snipes et al (2002), Showers, B. &amp; Joyce B. (2002), Darling-Hammond, L. (2009).</p>



**F. MEASURABLE OBJECTIVES (CONTINUED)**

<p><b>Measurable Objective 3:</b></p> <p>By June 30, 2021, 73% of Black students will pass the Grade 6-8 Reading SOL, or, at minimum, reduce the failure rate for this group by 10%, or, reduce the achievement gap between this group and the 'All Students' group by at least 20% over the prior year's gap.</p>
<p><b>Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:</b></p> <p>Title I will fund supplemental teachers, interventionists, tutors, coordinators, counselors, and coaches in core content areas to support the implementation of the curriculum side by side and fully integrated with locally and other federally-funded positions to support underperforming populations. Professional development in core content areas for teachers and administrators will be provided to strengthen instructional delivery in the core content areas. 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 learning outside of the classroom. Strategies reflect research by Boyd-Zaharias, J. &amp; Pate-Bain, H. (2008), Rothstein, R. (2004), Marzano, R.J. (2004), (2007), Marzano, R.J., Pickering, D.J., &amp; Pollock, J.E. (2001), Barton, P. (2003), Kumanyika, S. &amp; Grier, S. (2006), Opfer et al (2007), Snipes et al (2002), Showers, B. &amp; Joyce B. (2002), Darling-Hammond, L. (2009).</p>
<p><b>Measurable Objective 4:</b></p> <p>By June 30, 2021, 71% of Hispanic students will pass the Grade 6-8 Reading SOL, or, at minimum, reduce the failure rate for this group by 10%, or, reduce the achievement gap between this group and the 'All Students' group by at least 20% over the prior year's gap.</p>
<p><b>Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:</b></p> <p>Title I will fund supplemental teachers, interventionists, tutors, coordinators, counselors, and coaches in core content areas to support the implementation of the curriculum side by side and fully integrated with locally and other federally-funded positions to support underperforming populations. Professional development in core content areas for teachers and administrators will be provided to strengthen instructional delivery in the core content areas. 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 learning outside of the classroom. Strategies reflect research by Boyd-Zaharias, J. &amp; Pate-Bain, H. (2008), Rothstein, R. (2004), Marzano, R.J. (2004), (2007), Marzano, R.J., Pickering, D.J., &amp; Pollock, J.E. (2001), Barton, P. (2003), Kumanyika, S. &amp; Grier, S. (2006), Opfer et al (2007), Snipes et al (2002), Showers, B. &amp; Joyce B. (2002), Darling-Hammond, L. (2009).</p>

**F. MEASURABLE OBJECTIVES (CONTINUED)**

<p><b>Measurable Objective 5:</b></p> <p>By June 30, 2021, 76% of Black students will pass the Grade 3-5 Math SOL, or, at minimum, reduce the failure rate for this group by 10%, or, reduce the achievement gap between this group and the 'All Students' group by at least 20% over the prior year's gap.</p>
<p><b>Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:</b></p> <p>Title I will fund supplemental teachers, interventionists, tutors, coordinators, counselors, and coaches in core content areas to support the implementation of the curriculum side by side and fully integrated with locally and other federally-funded positions to support underperforming populations. Professional development in core content areas for teachers and administrators will be provided to strengthen instructional delivery in the core content areas. 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 learning outside of the classroom. Strategies reflect research by Boyd-Zaharias, J. &amp; Pate-Bain, H. (2008), Rothstein, R. (2004), Marzano, R.J. (2004), (2007), Marzano, R.J., Pickering, D.J., &amp; Pollock, J.E. (2001), Barton, P. (2003), Kumanyika, S. &amp; Grier, S. (2006), Opfer et al (2007), Snipes et al (2002), Showers, B. &amp; Joyce B. (2002), Darling-Hammond, L. (2009).</p>
<p><b>Measurable Objective 6:</b></p> <p>By June 30, 2021, 74% of Hispanic students will pass the Grade 3-5 Math SOL, or, at minimum, reduce the failure rate for this group by 10%, or, reduce the achievement gap between this group and the 'All Students' group by at least 20% over the prior year's gap.</p>
<p><b>Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:</b></p> <p>Title I will fund supplemental teachers, interventionists, tutors, coordinators, counselors, and coaches in core content areas to support the implementation of the curriculum side by side and fully integrated with locally and other federally-funded positions to support underperforming populations. Professional development in core content areas for teachers and administrators will be provided to strengthen instructional delivery in the core content areas. 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 learning outside of the classroom. Strategies reflect research by Boyd-Zaharias, J. &amp; Pate-Bain, H. (2008), Rothstein, R. (2004), Marzano, R.J. (2004), (2007), Marzano, R.J., Pickering, D.J., &amp; Pollock, J.E. (2001), Barton, P. (2003), Kumanyika, S. &amp; Grier, S. (2006), Opfer et al (2007), Snipes et al (2002), Showers, B. &amp; Joyce B. (2002), Darling-Hammond, L. (2009).</p>

**F. MEASURABLE OBJECTIVES (CONTINUED)**

<p><b>Measurable Objective 7:</b></p> <p>By June 30, 2021, 73% of Black students will pass the Grade 6-8 Math SOL, or, at minimum, reduce the failure rate for this group by 10%, or, reduce the achievement gap between this group and the 'All Students' group by at least 20% over the prior year's gap.</p>
<p><b>Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:</b></p> <p>Title I will fund supplemental teachers, interventionists, tutors, coordinators, counselors, and coaches in core content areas to support the implementation of the curriculum side by side and fully integrated with locally and other federally-funded positions to support underperforming populations. Professional development in core content areas for teachers and administrators will be provided to strengthen instructional delivery in the core content areas. 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 learning outside of the classroom. Strategies reflect research by Boyd-Zaharias, J. &amp; Pate-Bain, H. (2008), Rothstein, R. (2004), Marzano, R.J. (2004), (2007), Marzano, R.J., Pickering, D.J., &amp; Pollock, J.E. (2001), Barton, P. (2003), Kumanyika, S. &amp; Grier, S. (2006), Opfer et al (2007), Snipes et al (2002), Showers, B. &amp; Joyce B. (2002), Darling-Hammond, L. (2009).</p>
<p><b>Measurable Objective 8:</b></p> <p>By June 30, 2021, 72% of Hispanic students will pass the Grade 6-8 Math SOL, or, at minimum, reduce the failure rate for this group by 10%, or, reduce the achievement gap between this group and the 'All Students' group by at least 20% over the prior year's gap.</p>
<p><b>Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:</b></p> <p>Title I will fund supplemental teachers, interventionists, tutors, coordinators, counselors, and coaches in core content areas to support the implementation of the curriculum side by side and fully integrated with locally and other federally-funded positions to support underperforming populations. Professional development in core content areas for teachers and administrators will be provided to strengthen instructional delivery in the core content areas. 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 learning outside of the classroom. Strategies reflect research by Boyd-Zaharias, J. &amp; Pate-Bain, H. (2008), Rothstein, R. (2004), Marzano, R.J. (2004), (2007), Marzano, R.J., Pickering, D.J., &amp; Pollock, J.E. (2001), Barton, P. (2003), Kumanyika, S. &amp; Grier, S. (2006), Opfer et al (2007), Snipes et al (2002), Showers, B. &amp; Joyce B. (2002), Darling-Hammond, L. (2009).</p>

**F. MEASURABLE OBJECTIVES (CONTINUED)**

Measurable Objective 9:

By June 30, 2021, 84% of families and community members will report that they are satisfied with the family engagement services provided by the school division, as measured by the annual survey distributed to parents and family members of students.

Evidence-based research 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).

Measurable Objective 10:

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

















**EXPENDITURE ACCOUNTS DESCRIPTIONS**

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

**OBJECT CODE DEFINITIONS:**

(revised 5/16/17)

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

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

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

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

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

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

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

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

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

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

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

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

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

**8000 CAPITAL OUTLAY** - Note: Indirect cost cannot be claimed against capital outlay and equipment. Outlays that result in the acquisition of or additions to fixed assets. Capital Outlay includes the purchase of fixed assets both replacement and/or additional.

#### Capital Outlay Replacement

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

- Special Note - Classification of Hardware and Infrastructure Expenditures:

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

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

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



**H. 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.)

<b>OBJECT CODE</b>	<b>EXPENDITURE</b>	<b>AMOUNT BUDGETED Title I, Part A</b>	<b>Does the Budget Summary Match "Narrative &amp; Detail Budget" Tab?</b>
<b>1000 - Personal Services</b>	Non Set-Aside	2,072,758.16	
	Set-Aside	413,388.56	
	Parent and Family Engagement Set-Aside		
	Private School Set-Aside		
	<b>Total Personal Services</b>	<b>2,486,146.72</b>	
<b>2000 - Employee Benefits</b>	Non Set-Aside	632,243.22	
	Set-Aside	136,616.79	
	Parent and Family Engagement Set-Aside		
	Private School Set-Aside		
	<b>Total Employee Benefits</b>	<b>768,860.01</b>	
<b>3000 - Purchased/ Contracted Services</b>	Non Set-Aside	292,779.69	
	Set-Aside	22,656.23	
	Parent and Family Engagement Set-Aside		
	Private School Set-Aside		
	<b>Total Purchased/Contracted Services</b>	<b>315,435.92</b>	
<b>4000 - Internal Services</b>	Non Set-Aside	13,000.00	
	Set-Aside		
	Parent and Family Engagement Set-Aside		
	Private School Set-Aside		
	<b>Total Internal Services</b>	<b>13,000.00</b>	
<b>5000 - Other Charges</b>	Non Set-Aside	1,000.00	
	Set-Aside	127,968.70	
	Parent and Family Engagement Set-Aside		
	Private School Set-Aside		
	<b>Total Other Charges</b>	<b>128,968.70</b>	
<b>6000 - Materials and Supplies</b>	Non Set-Aside	242,818.77	
	Set-Aside	310,393.36	
	Parent and Family Engagement Set-Aside		
	Private School Set-Aside		
	<b>Total Materials and Supplies</b>	<b>553,212.13</b>	
<b>8000 - Capital Outlay</b>	Non Set-Aside		
	Set-Aside		
	Parent and Family Engagement Set-Aside		
	Private School Set-Aside		
	<b>Total Capital Outlay</b>	<b>0.00</b>	
<b>TOTAL BUDGET</b>		<b>4,265,623.48</b>	
<b>TOTAL PARENT AND FAMILY ENGAGEMENT SET-ASIDE</b>		<b>0.00</b>	
<b>TOTAL PRIVATE SCHOOL SET- ASIDE</b>		<b>0.00</b>	
<b>Does the Total Budget Match the Allocation on the "Narrative &amp; Detail Budget" Tab?</b>		<b>Yes</b>	

I. 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.

[Transfer Request Form](#)

	Amount Budgeted											
	Title I, Part A		Title I, Part C		Title I, Part D		Title II, Part A	Title III, Part A		Title IV, Part A	Title V, Part B	
	Title II, Part A, Transferability Award S367A200044 Project Coe APE61481	Title IV, Part A, Transferability Award S424A200048 Project Code APE60019	Title II, Part A, Transferability	Title IV, Part A, Transferability	Title II, Part A, Transferability	Title IV, Part A, Transferability	Title IV, Part A, Transferability	Title II, Part A, Transferability	Title IV, Part A, Transferability	Title II, Part A, Transferability	Title II, Part A, Transferability	Title IV, Part A, Transferability
<b>Amount Transferred to Program</b>	<b>0.00</b>	<b>0.00</b>										
<b>OBJECT CODE - EXPENDITURE</b>												
<b>1000 - Personal Services</b>												
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										
<b>Total Personal Services</b>	<b>0.00</b>	<b>0.00</b>										
<b>2000 - Employee Benefits</b>												
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										
<b>Total Employee Benefits</b>	<b>0.00</b>	<b>0.00</b>										
<b>3000 - Purchased/Contracted Services</b>												
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										
<b>Total Purchased/Contracted Services</b>	<b>0.00</b>	<b>0.00</b>										
<b>4000 - Internal Services</b>												
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										
<b>Total Internal Services</b>	<b>0.00</b>	<b>0.00</b>										
<b>5000 - Other Charges</b>												
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										
<b>Total Other Charges</b>	<b>0.00</b>	<b>0.00</b>										
<b>6000 - Materials and Supplies</b>												
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										
<b>Total Materials and Supplies</b>	<b>0.00</b>	<b>0.00</b>										
<b>8000 - Capital Outlay</b>												
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										
<b>Total Capital Outlay</b>	<b>0.00</b>	<b>0.00</b>										
<b>Total Budget</b>	<b>0.00</b>	<b>0.00</b>										
<b>Total Parent and Family Engagement Set-Aside</b>	<b>0.00</b>	<b>0.00</b>										
<b>Total Private School Set-Aside</b>	<b>0.00</b>	<b>0.00</b>										
<b>Does the Total Budget Match the Amount Transferred into Program?</b>	<b>Yes</b>	<b>Yes</b>										

















**J. GENERAL EDUCATION PROVISIONS ACT (GEPA) SECTION 427**

**Section 427 of the General Education Provisions Act (GEPA) requires applicants for federal funds to include in their applications a description of the steps the applicant will take to ensure equitable access to, and participation in, federally-assisted programs for students, teachers, and other program beneficiaries with special needs. The provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, the applicant should determine whether these or other barriers may prevent students, teachers, etc., from such access or participation in the federally-funded project or activity. The description in the application of steps to be taken to overcome these barriers need not be lengthy; the application may provide a clear and succinct description of how the applicant plans to address those barriers that are applicable to their circumstances.**

Describe the steps the division will take to ensure equitable access to, and participation in, grant-funded programs for students, teachers, and other program beneficiaries with special needs as required by the General Education Provisions Act (GEPA) 427, OMB Control No. 1894-00045, Section 427.

The principles and goals as laid out in the Alexandria City Public Schools (ACPS) strategic plan (ACPS 2020: Every Student Succeeds) undergird the school division's commitment to ensuring equitable access to, and participation in all instructional programs for all students - including those programs supported by federal funds. The primary goal of this plan is 'Academic excellence and educational equity: Every student will be academically successful and prepared for life, work, and college.'

This goal is supported by several school division policies designed to further outline and elaborate on the school division's commitment to all beneficiaries of the division's programming, regardless of gender, race, national origin, color, disability, or age. In particular, Policy AC: Non-Discrimination, states; 'The Alexandria City School Board is committed to nondiscrimination with regard to age, race, national origin, ancestry, disability, religion, gender, gender identity, gender expression, sex, sexual orientation, genetic information, pregnancy, marital status, status as a parent, or political affiliation. This attitude will prevail in all of its policies concerning staff, students, educational programs and services, and individuals with whom the Board does business.'

Further, Policy AE states, 'The school division is committed to excellence in education, equality of educational opportunity, and the recognition of each student's individuality. Since students differ in their rate of physical, mental, emotional, and social growth and vary in their needs and abilities, learning opportunities are provided that are consistent with personal development and potential. Programs shall emphasize diagnostic and prescriptive instruction, allowing an individual approach to each student's learning style and educational needs.'

These commitments apply to any program or service offered by ACPS, regardless of funding source, and apply wholly to all federally funded programs offered by the school division.

**K. STUDENT ELIGIBILITY CRITERIA FOR TITLE I TARGETED ASSISTANCE SCHOOLS**

Describe the eligibility criteria by subject area that will be used to select students for participation in the Title I program in Targeted Assistance schools. Eligible children are children identified by the school as failing, or most at risk of failing, to meet the state’s challenging student academic achievement standards on the basis of multiple, educationally related, objective criteria established by the school divisions with input from the schools. Children from 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]

The division has no Targeted Assistance Schools.
--

**L. TITLE I, PART A, NEW SCHOOLWIDE SCHOOL PROGRAMS FOR 2020-2021**

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 need assessment. Funds should be targeted in accordance with the academic needs of the students.

Name of School(s) Implementing New Schoolwide Programs for 2020-2021:				
The division has no new SWPs for 19-20; all schools remain SWPs.				
Name of school below 40% poverty for which the division applied for a schoolwide waiver:				
N/A				
Was the waiver granted by the SEA?	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No

**M. 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 8-11 for Targeted Assistance Program.*

Please include staff FTE and percentage qualified for 2020-2021 school year.		
Staff Category	Staff FTE 2020-2021	Percentage Qualified 2020-2021
Teachers		
Paraprofessionals		
Other Paraprofessionals		
Clerical support staff		
Administrators (nonclerical)		

**SCHOOLWIDE PROGRAMS**

Provide the number of FTE paraprofessionals who serve in schoolwide program schools and the percentage of these paraprofessionals who are qualified in accordance with Section 1119 (c) and (d) of ESEA. *This number includes ALL paraprofessionals, not only Title I funded paraprofessionals.*

	Paraprofessionals FTE 2020-2021	Percentage Qualified 2020-2021
Paraprofessionals	100	100%

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 is undertaking a new approach to a strategically focused effort to ensure equity in the 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 SY 2020-2021, the Department of Teaching, Learning, and Leadership will meet regularly 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).

Definitions:

**N. IMPROVEMENT PLAN REQUIREMENTS**

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.

**O. TITLE I, PART A, MAINTENANCE OF EFFORT**

**Average Per Pupil Expenditure from Non-Federal Funds:**

(A) For FY Ending June 30, 2018

(B) For FY Ending June 30, 2019

**P. TITLE I, PART A, ELIGIBLE ATTENDANCE AREAS**

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

<input checked="" type="checkbox"/>	Free/Reduced Lunch/Household Applications	<input checked="" type="checkbox"/>	CEP
<input type="checkbox"/>	Temporary Assistance for Needy Families (TANF)	<input 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")**

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

**PRIVATE SCHOOL MEMBERSHIP**

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

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

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

Yes  No  No Private Schools











**Grade Span Averages**

<b>Grade Spans</b>	<b>Grade Span Average</b>
PK - PK	78.7%
PK - KG	
PK - 01	
PK - 02	
PK - 03	
PK - 04	
PK - 05	60.0%
PK - 06	
PK - 07	
PK - 08	68.1%
PK - 12	
KG - 01	
KG - 02	
KG - 03	
KG - 04	
KG - 05	57.9%
KG - 06	
KG - 07	
KG - 08	81.8%
KG - 12	
01 - 05	
01 - 07	
01 - 08	
02 - 04	
02 - 05	
02 - 06	
03 - 04	
03 - 05	
03 - 06	
03 - 07	
03 - 08	
04 - 05	
04 - 06	
04 - 07	
04 - 08	
05 - 06	
05 - 07	
05 - 08	
06 - 06	
06 - 07	
06 - 08	66.6%
06 - 12	
07 - 08	
07 - 09	
07 - 11	
07 - 12	
08 - 08	
08 - 09	
08 - 12	
09 - 10	
09 - 11	
09 - 12	67.2%
10 - 12	
11 - 12	

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

<b>DIVISION LEVEL: IMPROVEMENT ACTIVITIES</b> <b>(Optional for Divisions with Comprehensive Support and Improvement and Targeted Support and Improvement)</b>		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			213,281.17
<b>Indicate amount of set-aside for each category, if applicable:</b>			
	Set-Aside for Teacher Incentives and Rewards Comprehensive	0.00	
	Set-Aside for Teacher Incentives and Rewards Targeted		
	Total Amount Set-Aside for Comprehensive Support and Improvement and Targeted Support and Improvement	0.00	0.00
<b>DIVISION LEVEL: PROGRAM ADMINISTRATION</b>			
	(1000) Personal Services - Nonsalary Differential		318,412.00
	(1000) Personal Services - Salary Differential		0.00
	(2000) Employee Benefits (Fixed Charges)		102,934.75
	(3000) Purchased/Contracted Services		0.00
	(4000) Internal Services		0.00
	(4000) Other Charges		0.00
	(5000) Other Charges		127,968.70
	(6000) Materials and Supplies		290,393.36
	(8000) Capital Outlay		0.00
<b>Initiatives</b>			
	Title I Early Childhood 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
<b>Parent and Family Engagement (Required if allocation is \$500,000 or more)</b>			
	<b>Amount of school division allocation ESEA funds (from Page 2):</b>	4,265,623.48	
	1 percent of allocation (This amount is calculated if school division receives \$500,000 or more from Title I, Part A.)	42,656.23	42,656.23
	90 percent of 1 percent must be used at the school level	38,390.61	
	10 percent of 1 percent is set aside by the school division for parent and family engagement initiatives	4,265.62	
	Additional Parent and Family Engagement Funds	0.00	
	Has the required parent and family engagement set aside been met?	<b>No - please review your entries.</b>	
<b>Homeless (as necessary based on needs identified on homeless tab, question 2)</b>			122,225.67
<b>Foster Care (as necessary)</b>			6,432.93
<b>Neglected/Delinquent (as necessary)</b>			0.00
<b>School Division Set-Asides TOTAL (Feeds Box A on Allocation to Eligible Schools Page)</b>			1,011,023.64

**TITLE I, PART A, ALLOCATION TO ELIGIBLE SCHOOLS**

Low-Income Factor  
**35 percent and Above**

<b>A.</b> Division's Title I Allocation : <u>4,265,623.48</u>  Minus Set-Asides (if applicable): <u>1,011,023.64</u>  Amount for Distribution to Schools: <u>3,254,599.84</u>  Divisionwide Average From Low-Income Families <u>64.2%</u>	<b>B.</b> *PER PUPIL EXPENDITURE CALCULATION <b>Step 1:</b> $\frac{3,254,599.84}{4,820.8} = \frac{675.12}{\text{Per Pupil Expenditure (PPE)}}$ Amount for Distribution to Schools      Low-Income Pupils in Public Schools Served      Per Pupil Expenditure (PPE)
--	---

C. (1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)
List of schools from highest poverty to lowest	Is School Served? Yes or No	Grade Span of School	Targeted Assistance School? Yes or No	Schoolwide Program School? Yes or No	Comprehensive Support and improvement? Yes or No	Targeted Support and Improvement? Yes or No	Number of Title I, Part A FTE Teachers funded with 2020-2021 funds	Number of Title I, Part A FTE Teachers funded with Prior Year funds	Number of Title I, Part A FTE Para-professionals funded with 2020-2021 funds	Number of Title I, Part A FTE Para-professionals funded with Prior Year funds	Low-Income Private School Membership	Low-Income Public School Membership	Percent Low-Income	Minimum School Allocation	Distribution Balance: 3,254,599.84 from Box A	School Reallocation Amount	School Allocation Total (Cols. 12 and 13)	Adjusted PPE
<b>TOTALS FOR DIVISION</b>							<b>19.00</b>	<b>0.00</b>	<b>1.00</b>	<b>0.00</b>	<b>0</b>	<b>4821</b>		<b>3,254,599.84</b>	<b>3,254,599.84</b>	<b>0.00</b>	<b>3,254,599.84</b>	
														<b>Balance to Reallocate</b>		<b>0.00</b>		
						<b>Yes</b>	<b>No</b>											
Cora Kelly Magnet Elementary	Yes	PK - 05	No	Yes	No	No	1.00	0.00	0.00	0.00	0	330	87.2%	222,518.28	3,032,081.56		222,518.28	675.12
Ferdinand T. Day Elementary	Yes	KG - 05	No	Yes	No	No	2.10	0.00	0.00	0.00	0	437	86.9%	295,025.75	2,737,055.81		295,025.75	675.12
William Ramsay Elementary	Yes	KG - 05	No	Yes	No	No	2.50	0.00	0.00	0.00	0	595	85.8%	401,829.12	2,335,226.69		401,829.12	675.12
Francis C. Hammond Middle	Yes	06 - 08	No	Yes	No	No	5.50	0.00	1.00	0.00	0	1,225	83.9%	827,017.26	1,508,209.43		827,017.26	675.12
Patrick Henry Elementary	Yes	KG - 08	No	Yes	No	No	1.50	0.00	0.00	0.00	0	701	81.8%	473,256.41	1,034,953.03		473,256.41	675.12
James K. Polk Elementary	Yes	KG - 05	No	Yes	No	No	2.00	0.00	0.00	0.00	0	571	77.3%	385,491.31	649,461.72		385,491.31	675.12
John Adams Elementary	Yes	PK - 05	No	Yes	No	No	2.00	0.00	0.00	0.00	0	522	75.9%	352,410.62	297,051.10		352,410.62	675.12
Jefferson-Houston Elementary	Yes	PK - 08	No	Yes	No	Yes	2.40	0.00	0.00	0.00	0	440	68.1%	297,051.10	0.00		297,051.10	675.12







**R. 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.)**

**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 4820.8

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	\$	4,265,623.48
b1. Proportionate share of Title I funds available to provide equitable services - 35% and Above Low-Income		0
b2. Proportionate share of Title I funds available to provide equitable services - Below 35% Low-Income		#DIV/0!
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	\$	-
c2. Amount of funds for 1% for parent and family engagement (If LEA's Title I allocation exceeds \$500,000) - Below 35% Low-Income		#DIV/0!
d. School Division Admin set-aside (Optional)		
e1. Total Private School Set-Aside for Non-Administration - 35% and Above Low-Income	\$	-
e2. Total Private School Set-Aside for Non-Administration - Below 35% Low-Income		#DIV/0!
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		#DIV/0!

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	\$	-
b1. Proportionate share of Title I funds available to provide equitable services - 35% and Above Low-Income		0
b2. Proportionate share of Title I funds available to provide equitable services - Below 35% Low-Income		#DIV/0!
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	\$	-
c2. Amount of funds for 1% for parent and family engagement (If LEA's Title I allocation exceeds \$500,000) - Below 35% Low-Income		#DIV/0!
d. School Division Admin set-aside (Optional)		
e1. Total Private School Set-Aside for Non-Administration - 35% and Above Low-Income	\$	-
e2. Total Private School Set-Aside for Non-Administration - Below 35% Low-Income		#DIV/0!
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		#DIV/0!





**S. NARRATIVE: 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).

**Targeted or Additional Targeted Support and Improvement**

Describe how the local educational agency will carry out its responsibilities under Section 1111(d)(2).

Currently, the division has one school identified for Additional Targeted Support and Improvement (ATSI); Jefferson-Houston. 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 and Students with Disabilities. Furthermore, the division has completed the School Improvement Grant (SIG) grant application for funds, which has 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 ATSI. As the school remains identified as ATSI for the 20-21 school year due to the SOL waiver, the division will complete a new application for ATSI funds to ensure the ongoing support of the interventions currently in place for the target populations.

**T. SKIPPED SCHOOL PROVISION**

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

The criteria for the skipped school provision can be found in the guidelines, instructions, and assurances document on page 13.

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

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

Yes

No

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

**U. TITLE I, PART A, NEGLECTED CHILDREN AND YOUTH**

**All school divisions must complete this page.**

**Title I, Part D Coordinator**

Dr. Julie Crawford

<b>0</b>	Total number of children and youth who are identified as neglected (year-to-date) for 2019-2020 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.**

	<b>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.</b>
--	--

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)

Provide the name of the participating local neglected facilities and the location of the educational services provided to the students.	
Neglected Facility Name	Location of Educational Services

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 programs.
- 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 and delinquent students can be found on Virginia's Title I, Part D, website at [http://www.doe.virginia.gov/federal\\_programs/esea/title1/part\\_d/index.shtml](http://www.doe.virginia.gov/federal_programs/esea/title1/part_d/index.shtml) or by contacting Tiffany Frierson, Virginia's Title I, Part D Coordinator at [Tiffany.Frierson@doe.virginia.gov](mailto:Tiffany.Frierson@doe.virginia.gov) or 804-371-2682.

**V. TITLE I, PART A, HOMELESS CHILDREN AND YOUTH**

**Any LEA receiving Title I, Part A funds must include in its local plan a description of how the plan is coordinated with the McKinney-Vento Act. The local plan must describe services provided to any homeless child. (ESEA sections 1112(a)(1)(B) and (b)(6)). Content for this page and the homeless reservation should be completed in conjunction with the local homeless education liaison. (See US Department of Education 2017 Education for Homeless Children and Youths Program Non-Regulatory Guidance Section M on pages 39-43 for further detail.)**

**Local Homeless Education Liaison:** Rhaea Goff, LCSW

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Total number of children and youth identified as homeless in the school division (year-to-date) for 2019-2020 based on the definition in Title IX, Part A, Section 725. (\*Place mouse cursor over comment in cell A8 for definition.)

1. 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 Program (HELP), which includes the Homeless Education Social Worker and the Homeless Education Caseworker, complete a needs assessment for each student and family referred to the program to determine eligibility and necessary supports. The HELP provides both tangible and non-tangible supports, which typically include transportation, school supplies, clothing, referrals for FARM, before/after school care, socio-emotional supports, referrals for mental health treatment, food assistance, supplemental tutoring, and quality pre-school education. The Homeless Education Social Worker works with community partners and schools to ensure that students are identified, enrolled, and linked to services. Close communication is maintained with city shelter staff, community partners, and the Department of Human Services to enroll new homeless students and track those previously identified.

A variety of print and electronic media are used to inform the public of children's entitlement to services that enable them to maintain attendance in their home schools. A homeless questionnaire is attached to the FARM application as an additional identification method. We also share information about the rights of students experiencing homelessness.

2. 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.
- b. What needs were identified?
- c. What costs are associated with those needs?
- d. What other school division funds are budgeted specifically to meet the needs of students experiencing homeless?
- e. How did the school division determine the Title I, Part A set-aside is sufficient to meet the needs of students experiencing homelessness?
- f. What process will the school division use to reassess how it meets the needs of these students throughout the year?
- g. How much of last year's homeless set-aside was used to serve students experiencing homelessness?

- a. Dr. Marcia Jackson: Executive Director, Student Services, Alternative Programs and Equity; Rhaea Goff - Homeless Education Liaison.
- b. Transportation, school supplies, clothing, referrals for food, before/after school care, supportive counseling (socioemotional 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.
- c. Many of the needs are met by the Homeless Education Liaison, who is funded by this application, to include: setting up transportation (gas and Metro cards are funded via McKinney-Vento), making referrals for the many required supportive services both educationally and in the community, making medical referrals, providing donated clothing, assistance in finding shelter and rental assistance, and picking up and distributing gift cards for food and personal care. If a child needs clothing or uniforms, the Liaison or Caseworker will utilize donations, complete an application to a local organization to request funding for clothing, or request that the school donates uniforms. School supplies are funded via McKinney-Vento. Bookbags with additional supplies are often donated. The child's school provides tutoring services at no cost. The Homeless Education Caseworker is funded via division Operating funds.
- d. The school division allocates both operating and McKinney-Vento funding to support the needs of students experiencing homelessness, as indicated above.
- e. Sufficient funding is set aside to ensure that the Homeless Education Social Worker 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

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

The reserved funds support a Homeless Education Social Worker position. This social worker is responsible for working closely with the Homeless Caseworker, school-based Student Support Teams (SST), and school registrars to ensure that students experiencing homelessness are identified, enrolled, and linked to appropriate services. The SST, which is comprised of school counselors, social workers, psychologists, and nurses, assists in the identification of students experiencing homelessness. The Homeless Education Social Worker and the Homeless Caseworker attend to the day-to-day needs of students experiencing homelessness to ensure that their needs are met once identified. The Homeless Education Social Worker ensures that, once identified, the student is enrolled in school and has a full and equal opportunity to succeed in school.

Both the Homeless Education Social Worker and Caseworker work to ensure the provision of necessary services and supports; i.e., identifying homeless students and addressing their needs, assisting in delivering interventions and socioemotional supports, and making the necessary referrals for additional supports through Alexandria Community and Human Services, local food banks, referrals for clothing, and legal and medical services. The Homeless Education Social Worker meets with students and families with social, emotional, academic, and behavioral challenges, to include attendance. The Homeless Education Social Worker meets with students with attendance or truancy issues to promote regular school attendance via a PBIS framework emphasizing academic achievement. Together, the Homeless Education Social Worker and Caseworker work to provide outreach and facilitate community and school workshops focused on identification, enrollment, and registration of youth experiencing homelessness. These services include those for preschool students and parenting classes.

\*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](http://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](mailto:homlss@wm.edu).



**W. TITLE I, PART A, EARLY CHILDHOOD PROGRAM (if applicable)**

Number of Participating Students:			
Number of Eligible Students on Waiting List:			
Number of Participating Schools or Centers:			
Number of Title I funded Teachers:			
Number of Title I funded Paraprofessionals:			
Average Number of Pupils Per Class/Average Class Size:			
Number of Classrooms:			
Title I Early Childhood Budget (Personnel and Program):			
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"/>
	<input type="checkbox"/>	Early Childhood Special Education	<input type="checkbox"/>
	<input type="checkbox"/>	Others (specify)	<input type="checkbox"/>
Students Must Be:	<input type="text"/>	by	<input type="text"/>
		Age	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.

While ACPS operates no Title I funded preschool 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 the transition, early childhood teachers and Kindergarten teachers meet to discuss educational, developmental, and other needs of individual children. Parents are also assisted in understanding the instructional and school registration process, including assistance to parents of children with limited English proficiency and special instructional needs. During the summer, each elementary school hosts K-prep, a week-long 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 program's eligibility requirements. 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 through four years. This is an opportunity for typically



**GENERAL ASSURANCES**

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

**The school division/grantee assures:**

- I. Each program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;
- II. The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a nonprofit private agency, institution, organization, or an Indian tribe, if the law authorizing the program provides for assistance to those entities;
- III. The public agency, nonprofit private agency, institution, organization, or Indian tribe, will administer the funds and property to the extent required by the authorizing statutes;
- IV. It will adopt and use proper methods of administering each program, including -
  - A. The enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program;
  - B. The correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation and that:
    1. It will maintain fiscal effort in support of free public education;
    2. It will provide services with state and local funds that are at least comparable to services provided in schools and areas not receiving special federal funds;
    3. The majority of the resources in the school division are derived from nonfederal funds;
    4. It is in compliance with the requirements in Title VIII, Section 8524 and has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary and secondary schools;
    5. It will comply with the audit requirements for each program;
    6. The federal funds are used to supplement, not supplant regular nonfederal funds;
    7. It will cooperate in carrying out any evaluation of each program conducted by or for the state educational agency, the Secretary, or other federal officials;
    8. It will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, federal funds paid to the applicant under each program;
    9. It will submit such reports to the state educational agency (which shall make the reports available to the Governor) and the Secretary of Education as the state educational agency and Secretary may require to enable the state educational agency and the Secretary to perform their duties under each program;
    10. It will maintain such records for five years, provide such information, and afford such access to the records as the state educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the state educational agency's or the Secretary's duties;

**GENERAL ASSURANCES (CONTINUED)**

11. It consulted with teachers, school administrators, parents, members of the community, nonprofit organizations and other interested parties in the development of this plan;
  12. It afforded a reasonable opportunity for public comment on the plan or application and considered such comment before the application was submitted;
  13. It will provide information in an understandable and uniform format and, to the extent practicable, be provided in a language that the parents can understand;
  14. It is in compliance with the requirement regarding equal access to public school facilities as specified in Title VIII, Section 8525;
  15. It is in compliance with the requirement regarding the prohibition on aiding and abetting sexual abuse as specified in Title VIII, Section 8546;
  16. It will comply with the other application requirements outlined in  
Section 8501. Private School Children;  
Section 8502. Bypass; and  
Section 8521. Maintenance of Effort under Title VIII –Other Provisions;
  17. It will ensure that funds are expended in accordance with the school division’s approved application or amended application. In the event the local division needs to expend funds in any manner other than stipulated in the approved application, the plan must be amended using the amendment process provided by the Department of Education. The application must be amended 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.
- 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).