



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

Place an "X" by the applicable response.

Original

Revision:

Revision #

Date:

[Explain](#)

Amendment:

Amendment #

Date:

[Explain](#)

**A. COVER PAGE**

Title III, Part A, Language Instruction for English Learners and Immigrant Students  
2019-2020 Individual Program Application

**Due by July 1, 2019**

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

**To be Completed by School Division**

Applicant (Legal Name of Agency) ALEXANDRIA CITY PUBLIC SCHOOLS	Division Number 101	Title III Coordinator Bethany Nickerson
Mailing Address (Street, City or Town, Zip Code) 1340 Braddock Place, Alexandria, VA 22314	Phone: 703-619-8334	Ext: 
	Email: bethany.nickerson@acps.k12.va.us	

2019-2020 Title III, Part A Allocation	531,637.04	EL Award Amount	531,637.04	I/Y Award Amount:	
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**If checked, divisions must complete the "Immigrant Children and Youth" tab, in red, to describe the Immigrant Children and Youth (IY) Program, after allocations are released.**

**LOCAL EDUCATIONAL AGENCY CERTIFICATION**

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

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

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

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

on \_\_\_\_\_.

\_\_\_\_\_  
Superintendent's Signature  
Gregory C. Hutchings, Jr.

\_\_\_\_\_  
Board Chairperson's Signature  
Cindy M. Anderson

\_\_\_\_\_  
Superintendent's Name  
June 20, 2019

\_\_\_\_\_  
Board Chairperson's Name  
June 20, 2019

Date

Date

**Application Submission, Approval, and LEA Expenditure of Funds: Applications for Federal Funds are due by July 1, 2019. Revisions and Amendments should be submitted in a timely manner. Please note, in order for the funds to be expendable by July 1, 2019, the electronic application must be received at the Virginia Department of Education by July 1, 2019, through the file submission process of the Online Management of Education Grant Awards (OMEGA) system.**

**APPLICATION INFORMATION**

2018 - 2019 Allocation	2018-2019 Consolidated Yes or No	Program	2019-2020 Allocation Total
571,554.51	No	Title III, Part A, English Learners:	531,637.04
		a. EL Subgrant	Subtotal 531,637.04
		b. Immigrant Children and Youth Subgrant	Subtotal
		Title II, Part A Transferability	0.00
		Title IV, Part A Transferability	0.00
		<b>Total Allocation</b>	<b>531,637.04</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 into or out of the Title II, Part A, program, **PRIOR APPROVAL IS REQUIRED**, and a separate Transferability approval form must be submitted. The transfer request form is available at [Transfer Request Form](#)

Program from which funds will be transferred		Select program(s) TO which funds will be transferred:	Amount
Title II, Part A	TO	Title III, Part A, English Learners (EL Subgrant)	

Program from which funds will be transferred		Select program(s) TO which funds will be transferred:	Amount
Title IV, Part A	TO	Title III, Part A, English Learners (EL Subgrant)	

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

**B. BUDGET SUMMARY**

**Title III, Part A**

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

OBJECT CODE	EXPENDITURE	EL SUBGRANT	IMMIGRANT CHILDREN & YOUTH (IY) SUBGRANT	DOES BUDGET SUMMARY MATCH DETAIL BUDGET?
1000 - Personal Services	Administration	218,194.00		
	Teachers			
	Paraprofessionals			
	Private School Set-Aside			
	Other			
	<b>Total Personal Services</b>	<b>218,194.00</b>	<b>0.00</b>	
2000 - Employee Benefits	Fixed Charges (Administrative)	56,730.00		
	Fixed Charges (Instruction)			
	Private School Set-Aside			
	Other			
	<b>Total Employee Benefits</b>	<b>56,730.00</b>	<b>0.00</b>	
3000 - Purchased/Contracted Services	Evaluation Services			
	Parent and Family Engagement			
	Private School Set-Aside	3,559.82		
	Professional Development	189,401.22		
	Other			
	<b>Total Purchased/Contracted Services</b>	<b>192,961.04</b>	<b>0.00</b>	
4000 - Internal Services	Pupil Transportation			
	Food Services			
	Private School Set-Aside			
	Other			
	<b>Total Internal Services</b>	<b>0.00</b>	<b>0.00</b>	
5000 - Other Charges	Travel (Staff/Administrative)	32,120.00		
	Indirect Cost	10,632.00		
	Private School Set-Asides			
	Other			
	<b>Total Other Charges</b>	<b>42,752.00</b>	<b>0.00</b>	

6000 - Materials and Supplies	Administrative			
	Instructional	20,000.00		
	Private School Set-Aside			
	Professional Development			
	Parent and Family Engagement	1,000.00		
	Other			
	<b>Total Materials and Supplies</b>	<b>21,000.00</b>	<b>0.00</b>	<b>Yes</b>
8000 - Capital Outlay	Equipment for Instruction			
	All Other Equipment			
	<b>Total Capital Outlay</b>	<b>0.00</b>	<b>0.00</b>	<b>Yes</b>
	<b>TOTAL SUBGRANT BUDGET</b>	<b>531,637.04</b>	<b>0.00</b>	
	<b>TOTAL ALLOCATION</b>	<b>531,637.04</b>	<b>Does the Total Allocation Equal Sum of Detailed Budget?</b>	<b>Yes</b>
	<b>TOTAL PRIVATE SCHOOL SET-ASIDE</b>	<b>3,559.82</b>		

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

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

**C. DETAILED BUDGET BREAKDOWN**

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

**DETAILED BUDGET DESCRIPTION OF OBJECT CODE 1000**

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

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

Item Description	Funding Source	FTEs	Total Cost
Division-wide Parent Resource Coordinator		1	78,854.00
Division-wide Parent Resource Specialist		1	41,146.00
Guided Language Acquisition Design Specialist		1	98,194.00
Total for Object Code:		3.0	218,194.00

**DETAILED BUDGET DESCRIPTION OF OBJECT CODE 2000**

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

The fixed charge categories include the division portion of VRS, FICA, life insurance, in the amount of approximately 26% of salary.

Item Description	Funding Source	Total Cost
Division-wide Parent Resource Coordinator - Full-time Position		20,502.00
Division-wide Parent Resource Specialist - Full-time Position		10,698.00
Guided Language Acquisition Design Specialist - Full-time Position		25,530.00
Total for Object Code:		56,730.00

**DETAILED BUDGET DESCRIPTION OF OBJECT CODE 3000**

Provide a description of evaluation services or other expenses related to purchased or contracted services. If proposed expenditure is for professional development, justify such expenditures by demonstrating a relationship between proposed expenditure for professional development and the program services and activities described in the application.

Ongoing and sustained professional development will be provided through sessions, workshop series, conferences and job-embedded coaching focused on best practices and strategies for increased language acquisition, the development of listening, speaking, reading and writing skills, culturally responsive teaching, and other best EL practices and strategies to support student access to the general education curriculum.

Professional development supported through this funding targets teachers of EL students, promoting the explicit teaching and learning of academic language of content areas and the integration of the four domains of language through best practices such as quality student interaction, activation of prior knowledge, comprehensible input for students, differentiation, and culturally responsive teaching and learning.

Item Description	Funding Source	Total Cost
Language acquisition, cooperative learning, culturally responsive teaching		177,151.22
Conference registrations		12,250.00
Private Schools Set-Aside		3,559.82
Total for Object Code:		192,961.04

**DETAILED BUDGET DESCRIPTION OF OBJECT CODE 4000**

Provide a description of charges from an Internal Service Fund to other functions/activities/elements of the local government for the use of intragovernmental services.

Empty space for description of charges for Object Code 4000.

Item Description	Funding Source	Total Cost

Total for Object Code: 0.00

**DETAILED BUDGET DESCRIPTION OF OBJECT CODE 5000**

Provide a description for expenses related to object code 5000. 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.

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

Two percent of the grant funding will be allocated toward indirect costs.

Item Description	Funding Source	Total Cost
Travel for approximately 35 administrators, teachers, coaches, and/or EL specialists		32,120.00
Indirect Costs		10,632.00

Total for Object Code: 42,752.00



**DETAILED BUDGET DESCRIPTION OF OBJECT CODE 6000**

Provide a description of materials, supplies, and all equipment less \$5,000 per unit. Indicate the estimated quantity of each item.

Supplemental literacy materials above and beyond the general education curriculum requirements to enhance understanding and access to the curriculum, including high interest/low readability leveled readers, magazines and non-fiction materials, and bilingual dictionaries. Supplies and food to support activities and information dissemination for parents attending workshops and/or information sessions on Title III EL related topics.

Item Description	Funding Source	Quantities	Total Cost
Supplemental literacy materials			20,000.00
Parent involvement			1,000.00
Total for Object Code:		0	21,000.00

**DETAILED BUDGET DESCRIPTION OF OBJECT CODE 8000**

Provide a description for expenses related to object code 8000 not included in the justification above. All capital outlay expenditures over \$5,000 per unit must be approved in advance by the Department of Education. If the school division has established a threshold of a lesser amount, items equal to that amount or greater must also receive prior approval by the Department of Education. Equipment quantities must be specified.

Item Description	Funding Source	Quantities	Total Cost
Total for Object Code:		0	0.00

**EXPENDITURE ACCOUNTS DESCRIPTIONS**

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

**OBJECT CODE DEFINITIONS:**

(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.

**D. TRANSFERABILITY**

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

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

	Amount Budgeted											
	Title I, Part A		Title I, Part C		Title I, Part D		Title II, Part A	Title III, Part A		Title IV, Part A	Title V, Part B	
	Title II, Part A, Transferability	Title IV, Part A, Transferability	Title II, Part A, Transferability	Title IV, Part A, Transferability	Title II, Part A, Transferability	Title IV, Part A, Transferability	Title IV, Part A, Transferability	Title II, Part A, Transferability Award S367A190044 Project Code APE60016	Title IV, Part A, Transferability Award S424A190048 Project Code APE60023	Title II, Part A, Transferability	Title II, Part A, Transferability	Title IV, Part A, Transferability
<b>Amount Transferred to Program</b>								0.00	0.00			
<b>OBJECT CODE - EXPENDITURE</b>												
<b>1000 - Personal Services</b>												
Administration								0.00	0.00			
Teachers								0.00	0.00			
Paraprofessionals								0.00	0.00			
Private School Set-Aside								0.00	0.00			
Other								0.00	0.00			
<b>Total Personal Services</b>								0.00	0.00			
<b>2000 - Employee Benefits</b>												
Fixed Charges (Administrative)								0.00	0.00			
Fixed Charges (Instruction)								0.00	0.00			
Private School Set-Aside								0.00	0.00			
Other								0.00	0.00			
<b>Total Employee Benefits</b>								0.00	0.00			
<b>3000 - Purchased/Contracted Services</b>												
Evaluation Services								0.00	0.00			
Parent and Family Engagement								0.00	0.00			
Private School Set-Aside								0.00	0.00			
Professional Development								0.00	0.00			
Other								0.00	0.00			
<b>Total Purchased/Contracted Services</b>								0.00	0.00			
<b>4000 - Internal Services</b>												
Pupil Transportation								0.00	0.00			
Food Services								0.00	0.00			
Private School Set-Aside								0.00	0.00			
Other								0.00	0.00			
<b>Total Internal Services</b>								0.00	0.00			
<b>5000 - Other Charges</b>												
Travel (Staff/Administrative)								0.00	0.00			
Indirect Cost								0.00	0.00			
Private School Set-Aside								0.00	0.00			
Other								0.00	0.00			
<b>Total Other Charges</b>								0.00	0.00			
<b>6000 - Materials and Supplies</b>												
Administrative								0.00	0.00			
Instructional								0.00	0.00			
Private School Set-Aside								0.00	0.00			
Professional Development								0.00	0.00			
Parent and Family Engagement								0.00	0.00			
Other								0.00	0.00			
<b>Total Materials and Supplies</b>								0.00	0.00			
<b>8000 - Capital Outlay</b>												
Equipment for Instruction								0.00	0.00			
All Other Equipment								0.00	0.00			
<b>Total Capital Outlay</b>								0.00	0.00			
<b>Total Budget</b>								0.00	0.00			
<b>Total Private School Set-Aside</b>								0.00	0.00			
<b>Does the Total Budget Match the Amount Transferred into Program?</b>								Yes	Yes			



**DETAILED BUDGET BREAKDOWN**

Include a detailed breakdown of the budget categories for Object Codes 1000-6000 and 8000, as shown on pages 16-17.

**DETAILED BUDGET DESCRIPTION OF OBJECT CODE 1000**

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

Item Description	Funding Source	FTEs	Total Cost
Total for Object Code:		0.0	0.00

**DETAILED BUDGET DESCRIPTION OF OBJECT CODE 2000**

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

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

**DETAILED BUDGET DESCRIPTION OF OBJECT CODE 3000**

Provide a description of evaluation services or other expenses related to purchased or contracted services. If proposed expenditure is for professional development, justify such expenditures by demonstrating a relationship between proposed expenditure for professional development and the program services and activities described in the application.

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

**DETAILED BUDGET DESCRIPTION OF OBJECT CODE 4000**

Provide a description of charges from an Internal Service Fund to other functions/activities/elements of the local government for the use of intragovernmental services.

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

**DETAILED BUDGET DESCRIPTION OF OBJECT CODE 5000**

Provide a description for expenses related to object code 5000. 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.

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

**DETAILED BUDGET DESCRIPTION OF OBJECT CODE 6000**

Provide a description of materials, supplies, and all equipment less \$5,000 per unit. Indicate the estimated quantity of each item.

Item Description	Funding Source	Quantities	Total Cost
Total for Object Code:			0 0.00

**DETAILED BUDGET DESCRIPTION OF OBJECT CODE 8000**

Provide a description for expenses related to object code 8000 not included in the justification above. All capital outlay expenditures over \$5,000 per unit must be approved in advance by the Department of Education. If the school division has established a threshold of a lesser amount, items equal to that amount or greater must also receive prior approval by the Department of Education. Equipment quantities must be specified.

Item Description	Funding Source	Quantities	Total Cost
Total for Object Code:		0	0.00

**E. PROGRAMS AND SERVICES FOR ELs AND THEIR FAMILIES****Federal Civil Rights Requirements**

**Divisions must provide programs and services for the education of English Learners (ELs) under Title VI of the Civil Rights Act of 1964, the Equal Educational Opportunities Act of 1974 (EEOA), Lau v Nichols (1974), Castañeda v Pickard (1981) and other civil rights laws and federal statutes and guidance. Federal funds, including Title III, cannot be used to meet the federal requirements for ELs. Under the Castañeda standards, programs and services for ELs should: 1) be based on effective education theory and/or research recognized by legitimate experts in the field; 2) be implemented with fidelity and adequate resources to ensure a realistic chance of success within a reasonable timeframe; and 3) lead to improved academic outcomes within this reasonable timeframe.**

**Description of an Effective LIEP Supported by Local and/or State Funds:** The division must implement an effective language instruction educational program (LIEP) in order to meet the needs of ELs and demonstrate success in increasing their English language proficiency and student academic achievement.

**Narrative Boxes:**

**Box 1: Using Local and/or State Funds:** Describe how instruction is delivered to ELs at varying proficiency levels and grade span levels to develop their English language skills and increase their ability to meet challenging State academic standards. Include specialized programs for newcomer ELs, “opt-out” ELs, dually-identified ELs, ELs at higher proficiency levels, long-term ELs, and EL students with limited or interrupted formal education (SLIFE), if applicable.

Instruction is delivered to ELs at varying proficiency levels and grade span levels in ACPS through the content-based ESL program model where the goal is acquisition of English through the study of content. English learner students learn language and content simultaneously, through the core content courses. ACPS also has developed and provides for EL students the following English Language Development courses: English for Academic Purposes (EAP) courses at the secondary level and Accelerating Academic Language (AAL) at the elementary level. The ELD courses are aligned with the general education curriculum, and front-load the language that students need to access the general education curriculum and successfully complete transfer task assessments. A variety of service delivery models, including co-teaching and sheltered instruction, are used according to the needs and resources of each school. General education and EL teachers work collaboratively to build student background knowledge, explicitly teach academic language, and utilize strategies to increase integration and use of the four language domains. Program and service models incorporate co-planning at the team, grade and/or individual teacher level in order to build the capacity of all of our teachers to effectively serve EL students. Additionally, at the secondary level, ACPS partners with the Internationals Network for Public Schools to provide an instructional language program designed to meet the unique needs of immigrant students. A combined model of sheltered and content-based instruction is utilized, incorporating project based learning, portfolio assessment, structured collaborative planning blocks, and supports tailored to meet students’ social and emotional needs. At the elementary level ACPS has two dual language immersion program models to support EL students progress in learning and attaining English and achieving academically.

**Box 2:** Describe the division’s plan to provide effective professional development that specifically relates to the teaching of ELs as identified in Box 1.

The overarching goal for professional development in ACPS is to prepare all teachers, including general education teachers, to utilize best practices and strategies for EL students in tier I instruction in the content classrooms, and to ensure that our English learner teachers are language experts and are fully prepared to plan for and deliver language instruction for EL students utilizing EL best practices and strategies. Our plan for providing effective professional development focuses on the intergration of content and language instruction through sustained, on-going professional development and coaching on Guided Language Acquisition Design (GLAD) strategies and cooperative learning structures. We provide and support additional professional development that addresses the explicit instruction of language, quality student interaction, supporting ELs in the four domains of language, culturally responsive teaching and learning, the multi-tiered system of support and meeting the needs of ELs in the three tiers, and English language proficiency and academic achievement data analyses and interpretation. The professional development is supported by a combination of Title III funds and local operating funding of EL Instructional Specialists.

**E. PROGRAMS AND SERVICES FOR ELs AND THEIR FAMILIES (CONTINUED)**

**Implementation of an Effective LIEP Supported by Local and/or State Funds:** The division must carry out a comprehensive analysis of the EL population within the division in order to 1) design programs and services that will meet the needs of students; and 2) to determine the necessary resources for an effective implementation of the LIEP.

**Box 3:** Provide the following information regarding the division-wide EL population for SY 2017-2018.

The number of ELs division-wide (Level 1-4.3)	4842
The percentage of ELs who reached proficiency (4.4+ on the ACCESS for ELLs assessment)	12
The percentage of ELs who made progress toward reaching proficiency	54
The number of endorsed ESL teachers	256

**Box 4:** Identify the amount of targeted language instruction for ELs the division determines appropriate at each proficiency level and/or grade span level.

Targeted language instruction for ELs is provided through English language development (ELD) courses and through push-in, co-teaching support in addition to the ELD courses. At the secondary level, English for Academic Purposes (EAP) courses (one class period) are provided and additionally co-teaching support in content areas. EL students, typically at ELP levels 1-2, are provided services beyond ELD courses through models of support in which all of their teachers are trained to be teachers of content and language. EL students at ELP levels 3-4 typically receive push-in co-teaching support in 1-2 content areas in addition to the ELD course. At the elementary level, Accelerated Academic Language (AAL) language instruction curricula are provided during intervention/enrichment periods (typically 45 minutes) for students in grades 3-5, and all EL students grades K-5 receive push-in language instruction and/or pull-out language instruction depending upon school size and resources. Students with limited and interrupted formal education (SLIFE) generally at ELP levels 1-2 receive additional targeted literacy instruction, at the secondary and elementary level, typically through an additional reading class period or reading/writing block. To support the co-teaching, push-in service delivery models, general education and EL teachers work collaboratively through professional learning communities to lesson plan and build student background knowledge, explicitly teach language, and utilize strategies to increase integration and development of the four language domains. Program and service models incorporate the co-planning at the team, grade and/or individual teacher level in order to build the capacity of all of our teachers to effectively serve our EL students. The amount of targeted language instruction for each student depends more upon the profile and needs of each individual student than the ELP level of the student. For example, a SLIFE EL student at ELP level 1

**Evaluation of the Effectiveness of the LIEP Supported by Local and/or State Funds:** The division must evaluate the LIEP to determine its effectiveness in helping ELs make progress toward achieving English proficiency, exit the LIEP, and meet challenging State academic standards within a reasonable timeframe.

**Box 5:** Describe the division's procedures to evaluate programs and services for ELs. Include the following information:

- A timeline for evaluation;
- The titles of stakeholders involved in the evaluation process; and
- The data collected by the division to determine the effectiveness of the LIEP. Data elements may include EL academic achievement indicators by grade span or content area, specific LIEP secondary courses, student or parent surveys, EL graduation rates, ELs with disabilities, Long Term ELs, formerly ELs (4.4+ on the ACCESS for ELLs assessment).

The effectiveness of the LIEP is evaluated through an annual division-wide EL program review that occurs in August with the following data: ACCESS for ELLs, Standards of Learning (SOL), WIDA writing rubric, Reading Inventory, and other data sources, for example EL drop-out and graduation rates and EL Classroom Observation Checklist data, as available. The standardized assessment data is provided by the Chief Accountability Officer and other data sources provided by the EL data analyst. The review is led by the Executive Director of the Office of English Learner Services and includes the EL data analyst, EL instructional specialists and curriculum specialists. The EL Office collaborates with Information Technology (Director of Business and Educational Applications), the Department of Accountability (Chief Accountability Officer), and the Curriculum and Instruction Department (Chief Academic Officer). The data are disaggregated and analyzed at the division, school, and individual student level. The ACCESS for ELLs data are examined in the areas of listening, speaking, reading, and writing, and are analyzed with regard to average gain for students to attain proficiency on a 5-7 year track and with regard to the established VDOE Composite Proficiency Level Gains to meet the Progress in Achieving English Language Proficiency (ELP) Indicator. ACCESS for ELLs gains at the individual student level are also examined in comparison with SOL data for individual students, WIDA Writing Rubric gain and RI growth for individual students. The data are used to identify students who are on-track for language development, and to identify those who require additional assistance through a MTSS Tier II or Tier III intervention. Programmatic areas of need are also identified and inform decision-making for professional development offerings for the subsequent school year. Data are shared with principals and school-based EL instructional teacher leaders at the beginning of the

**E. PROGRAMS AND SERVICES FOR ELs AND THEIR FAMILIES (CONTINUED)**

**Box 6:** If applicable describe the LIEP modifications to be introduced to address specific concerns identified in the evaluation process.

Modifications are introduced each year after the evaluation process is completed. As a result of last year's evaluation, modifications were introduced in the following areas: promotion division-wide of writing across the curriculum and expansion of EL writing assessment administration and scoring; increased focus on Tier I core instruction in content areas; widened net of professional development offerings for EL best practices; strategic planning for expansion of Project GLAD to additional schools; expansion of literature camp into EL Summer Learning; introduction of PALs for ELs trainings for teachers of ELstudents in grades K-2;establishment of UVA Reading Cohort to promote improved literacy and reading instruction for SLIFE students; and incorporation of Dual Language Program and GLAD specialists in standing central office EL instructional specialist meetings.

**Outreach to Limited English Proficient (LEP) Parents, Families, and Community Organizations:** The division must communicate meaningfully with LEP parents, families, and community organizations, and must notify LEP parents in a timely fashion in a language they can understand about programs, services, or activities that are made available to the general student population.

**Box 7: Using Local and/or State Funds:** Describe how the division provides outreach to LEP parents and families in a language they can understand to allow them the opportunity to participate in their student's education.

Parental, family and community participation are promoted through a combination of outreach activities for limited English speakers. The ACPS Family and Community Engagement Center provides events and workshops throughout the year using The Dual Capacity Building Framework for Family-School Partnerships. All of our events provide interpretation services and outreach is customized taking in consideration preferred language, targeted audience data. EL and immigrant families are invited to a series of community based information and training sessions held throughout the school year to support families in understanding language instruction education programs, ACCESS for ELLs data, and the English language proficiency levels of their children. Families are provided information and support in connecting to local city and community services. ACPS has a locally-funded Language Access Coordinator position which supports division and school-based interpretation and translation services to ensure that information available to non-EL parents is provided to the parents of ELs as well, in a language they can understand. ACPS also has locally-funded English/Spanish, English/Arabic and English/Amharic translators on staff. All ACPS schools and departments have access to live interpretation services for school-based events such as parent-teacher conferences and meetings, as well as access to the locally-funded Language Line, a telephone-operated system of language interpretation, and locally-funded multi-channel audio-headsets so that schools can provide presentations to families in various languages at one time. Additionally, school-based parent liaisons support local school translations and enhance parental communication and the school-home connection with culturally and linguistically diverse families.

**E. PROGRAMS AND SERVICES FOR ELs AND THEIR FAMILIES (CONTINUED)**

**Box 8: Coordination of Service.** Describe the partnership between this program community organizations, and other local, state and/or federal programs within the division. Possible services could include, community partnerships, specialized programs such as the gifted program, college and career readiness, special education, pre-school, Title I, Title II, and Title IV.

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

**Application ESSA Compliance Components using Title III Funds**

**Sec. 3115(g) Supplement Not Supplant:** Federal funds made available under this subgrant shall be used so as to supplement the level of Federal, State and local funds that, in the absence of such availability, would have been expended for programs for English learners and immigrant children and youth and in no case to supplant such Federal, state and local public funds.

Sec. 3115(c)(1-3) Required Subgrantee Activities using **Title III Funds**

**Box 9:** Describe how the LEA will use **Title III funds** to provide **supplemental support**, to help ELs increase EL proficiency and meet the challenging State academic standards. This may include providing resources, materials, personnel, curriculum enhancement, coordination with other programs and creative initiatives to support an effective LIEP.

Title III funds will be used to provide outreach to families through the services of parent outreach specialists; for a Guided Language Acquisition Design specialist; for professional development on second language acquisition and best practices and strategies for EL students; and for supplemental literacy materials above and beyond the core program. The parent outreach specialists provide information, orientations, and workshops for EL parents to assist them in understanding the EL program, language acquisition, and their children's English language proficiency levels. The Guided Language Acquisition Design specialist provides professional development to teachers of ELs on Project GLAD strategies and develops internal capacity to expand use of the strategies to support EL students. Additionally, Title III funds will be used for supplemental resources designed to improve literacy and access to core content material.



**E. PROGRAMS AND SERVICES FOR ELs AND THEIR FAMILIES (CONTINUED)**

**Box 10.** Describe how the LEA will use **Title III funds** to provide **supplemental support**, effective professional development (PD) to support: 1) classroom teachers, 2) principals, 3) support staff, 4) administrators, and 5) others.

Title III funds will be used for long-term, sustained professional development focused on Project GLAD (guided language acquisition design) strategies and other best practices and strategies to promote integration of content and language instruction; cooperative learning structures to increase and promote quality student interaction in the four language domains; implementation of additional EL best practices such as building background knowledge, providing comprehensible input, explicit instruction of language, and culturally responsive teaching and learning.

**Box 11.** Describe how the LEA will use **Title III funds** to provide **supplemental support**, to parent, family and community engagement activities. You may identify strategies used in coordination with other related programs, such as Title I, Part A, college and career readiness, and preschool programs.

In addition to providing parent outreach specialists, Title III funds will be used to introduce and support Guided Language Acquisition Design (GLAD) at the preschool level, including to dually identified preschool EL students with disabilities.

**G. 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.

**Measurable Objective 1:**

By June 2020, the Division will meet the Objective of 46% of English learner students (K-12) making progress in achieving the VDOE established English Language Proficiency (ELP) Indicator as measured by performance on ACCESS for ELLs: For students at ELP levels 1.0-2.4, a composite level gain of 1.0 (grades K-2), 0.7 (grades 3-5) and 0.4 (grades 6-12). For students at ELP levels 2.5-3.4, a composite level gain of 0.4 (grades K-2 and grades 3-5) and 0.2 (grades 6-12). For students at ELP levels 3.5-4.4, a composite level gain of 0.2 (grades K-2 and grades 3-5) and 0.1 (grades 6-12).

**Effective research-based services and activities that will be implemented and supported by the requested funds to achieve the objective.**

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

**G. MEASURABLE OBJECTIVES (CONTINUED)**

**Measurable Objective 2:**

By June 2020, the Division will meet or exceed the State target (61%) of students comprising the EL subgroup taking the Reading/Language Arts Standards of Learning (SOL) assessment, scoring at the proficient level.

**Effective research-based services and activities that will be implemented and supported by the requested funds to achieve the objective.**

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

**Measurable Objective 3:**

By June 2020, the Division will meet or exceed the State target (59%) of the students comprising the EL subgroup taking the Mathematics Standards of Learning (SOL) assessment, scoring at the proficient level.

**Effective research-based services and activities that will be implemented and supported by the requested funds to achieve the objective.**

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

**G. MEASURABLE OBJECTIVES (CONTINUED)**

Measurable Objective 4:

By June 2020, the Division will meet the VDOE established federal four-year cohort graduation target (80%) for EL students.

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

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

Measurable Objective 5:

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

**H. TITLE III PROGRAM DETAILS**

**Types of Service Programs**

**Sec. 3121(a)(1) Sec. 3122(b)(1) as defined in Sec. 3201(7) – LIEP Type:** The term LIEP means an instruction course in which an EL is placed for the purpose of developing and attaining English proficiency, while meeting challenging State academic standards. The LIEP can make instructional use of both English and a child’s native language to enable the child to develop and attain English proficiency.

Place an **X** next to the LIEP type or types used in the grade cluster or clusters

**Box A.**

Language Instruction Educational Program Type	Elementary	Middle	High
ESL or ELD Program	X	X	X
ESL Content Support Program	X	X	X
Newcomer Program		X	X
Transitional Bilingual Education or Early-Exit Bilingual Education			
Dual Language or Two-way Immersion	X		

**Possible Subgrant Activities**

**Sec. 3116(d)(1-9) – Possible Subgrantee Activities:** Place an **X** next to the activities below if you used Title III funds in 2018-19 and/or you will use Title III funds in 2019-2020 to provide these activities.

**Box B.**

Possible Activities Serving ELs in LEAs Receiving Title III Funds	Place an X to show activities conducted with funds last year (2018-2019)	Place an X to show how funds will be used this year (2019-2020)
Supporting the development and implementation of LIEPs	X	X
Enhancing existing LIEPs and programs for restructuring and reforming schools with EL populations	X	X
Supporting implementation of school wide programs	X	X
Professional development to teachers and other personnel serving ELs	X	X
Parent, family and community engagement activities	X	X
Supporting the development and implementation of pre-school programs		X
Improving LIEPs by upgrading curricula, instructional materials, software and assessment procedures	X	X
Improving instruction of ELs with disabilities		X
Providing tutorials, career and technical education		
Offering programs to help ELs achieve success in post-secondary education		
Other (if other is marked with an X - Please describe the activity conducted)		

**J. Immigrant Children and Youth (IY) Funds under Title III****Complete if IY funds are allocated****Purpose of Immigrant Children and Youth (IY) Funds**

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

**Description of Program and Services for Immigrant Students**

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

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

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

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

**K. PRIVATE SCHOOL PARTICIPATION**

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

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

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

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

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

Regular Mail

Certified Mail

Telephone Calls

Meetings

Visits to the Private School

Other (Please specify)

E-mail

3. How many English Learners received services in the public school division for the 2018-2019 school year?

4,747

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

a. Title III Budget	\$531,637.04
b. Proportionate Share	\$3,559.82
c. Additional set-aside for equitable services (if necessary)	
d. Amount to use for set-aside calculations	<b>\$3,559.82</b>

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

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

6. For the 2019-2020 award year, enter the estimated private school-set aside (Cell R67) onto the Summary Budget Tab under the "Budget for 2019-2020" column in the appropriate object codes on the "Private School Set-Aside" lines. On the Budget Detail pages, list the amounts in the appropriate object codes in the "Private School Set-Aside for 2019-2020" lines.

7. Complete the chart below:

- In Column A, list all eligible private schools in the school division.
- In column B, indicate the participation status of the listed private school(s) for the 2019-2020 award year, as a result of consultation.
- In Column C, enter number of English learner students in private schools participating in services for the 2019-2020 award year.
- In Column D, enter the description of services provided for participating children.
- Columns E and F will automatically calculate the value of services for the 2019-2020 award year.

A	B	C	D	E	F
Private Schools	Participation Status for 2019-2020 Award Year? (Yes/No)	Number of Identified Students	Description of Services	Estimated Value of Services from 2019-2020 Title IIIA Budget, Per School	Estimated Value of Additional Services from Transferability Funds
Bishop Ireton High School	No	0		\$0.00	\$0.00
Blessed Sacrament School	Yes	1	Professional Development	\$111.24	\$0.00
St. Mary's Catholic School	Yes	2	Professional Development	\$222.49	\$0.00
St. Rita School	Yes	29	Professional Development	\$3,226.09	\$0.00
Alexandria Country Day School	No	0		\$0.00	\$0.00
Episcopal High School	No	0		\$0.00	\$0.00
Grace Episcopal School	No	0		\$0.00	\$0.00
Immanuel Lutheran School	No	0		\$0.00	\$0.00
St. Stephen and St. Agnes School	No	0		\$0.00	\$0.00
				\$0.00	\$0.00
				\$0.00	\$0.00
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				\$0.00	\$0.00
				\$0.00	\$0.00
<b>Total Identified Students</b>		<b>32</b>	<b>Total Private School Set-Asides</b>	<b>\$3,559.82</b>	<b>\$0.00</b>
				Use this Figure for Private School Set-Asides in 2019-2020 Budget	Use this Figure for Private School Set-Asides in 2019-2020 Transferability Budget







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

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

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

The principles and goals as laid out in the Alexandria City Public Schools (ACPS) strategic plan (ACPS 2020: Every Student Succeeds) undergird the school division's commitment to ensuring equitable access to, and participation in all instructional programs for all students - including those programs supported by federal funds. The primary goal of this plan is "Academic excellence and educational equity: Every student will be academically successful and prepared for life, work, and college." This goal is supported by several school division policies designed to further outline and elaborate on the school division's commitment to all beneficiaries of the division's programming, regardless of gender, race, national origin, color, disability or age. In particular, Policy AC: Non-Discrimination states: "The Alexandria City School Board is committed to nondiscrimination with regard to age, race, national origin, ancestry, disability, religion, gender, gender identity, gender expression, sex, sexual orientation, genetic information, pregnancy, marital status, status as a parent, or political affiliation. This attitude will prevail in all of its policies concerning staff, students, educational