

BOARD MEMO

Date: June 20, 2024
For ACTION X
For INFORMATION

FROM: Melvina Crawl, Ed. S., Executive Director of Professional Learning and Federal Programs
Bethany Nickerson, Ed.D., Executive Director of English Learner Services

THROUGH: Pierrette Finney, Ed.D., Chief Academic Officer
Melanie Kay-Wyatt, Ed.D., Superintendent of Schools

TO: The Honorable Michelle Rief, Chair, and
Members of the Alexandria City School Board

TOPIC: Entitlement Grants: Title I, Title II, and Title III - Part A

ACPS 2025 STRATEGIC PLAN GOAL:

- Goal 1: Systemic Alignment
- Goal 2: Instructional Excellence
- Goal 3: Student Accessibility and Support
- Goal 4: Strategic Resource Allocation
- Goal 5: Family and Community Engagement

SY 2023-2024 FOCUS AREA:

- Academic Achievement
- Tier 1 Instruction: Alignment, Rigor, Engagement
- The High School Project
- Student Supports
- CASEL Social Emotional Learning Competencies
- Student Connection and Attendance
- Staff Supports
- Continue Culture Building
- Recruitment and Retention

FY 2024 BUDGET PRIORITY:

- K-4 Literacy
- Target Chronic Absenteeism
- Target Planned Compensation Enhancement and Staff Retention Efforts
- Increase Support for Social and Emotional Learning

SUMMARY:

Under the Elementary and Secondary Education Act, Alexandria City Public Schools (ACPS) is entitled to secure grants available through Title I, Part A; Title II, Part A; and Title III, Part A. The applications are

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submitted to the Virginia Department of Education (VDOE) to secure funds. Applications are due July 1, 2024.

DETAILS:

A total of \$3,981,630.54 is requested from Title I, Part A to serve Title I-designated schools: Cora Kelly School for Math, Science, and Technology; Ferdinand T. Day Elementary School; James K. Polk Elementary School; John Adams Elementary School; William Ramsay Elementary School; Samuel L. Tucker; as well as Jefferson-Houston PreK–8 Internal Baccalaureate (IB) School; Patrick Henry K–8 School; and Francis C. Hammond Middle School. This figure is used as level funding until the actual allocation has been awarded for the FY 24–25 school year. Title I will support nine schools, an increase of one from the previous year. Samuel W. Tucker is the newly designated Title I School.

A total allocation of \$601,662.39 is requested from Title II, Part A. These funds support teacher recruitment and retention, high-quality, evidence-based for teachers and school leaders, instructional coaching, mentoring, and programs and activities that improve holistic instruction. Title II provides funding for programs and initiatives that are priorities of the school division, including literacy, mentoring, instructional coaching, and project-based learning (PBL) for secondary schools that promote equitable instruction. In addition, the funds are used for the “Grow a Teacher” program for staff seeking initial licensure in special education, gifted, and English Learner services. There is also funding allocated to private schools in the amount of \$69,507.22 for equitable services required by the statute.

A total of \$665,740.65 is requested to support Title III, Part A. These funds will support professional learning for teachers to promote English Language proficiency development and academic achievement for English Learner (EL) students. Funds will also support an EL endorsement for general education teachers through a partnership with the University of Virginia. The professional learning is focused on strategies to integrate language and content instruction, promote language acquisition in listening, speaking, reading, and writing, and enhance the knowledge and skills of our general education teachers in the best practices and strategies for teaching EL students. In addition, the funds will support English learners and immigrant families through a parent resource position. They will support teachers of EL students through a Guided Language Acquisition Design (GLAD) Specialist position. Additionally, supplemental literacy materials to enhance access to the general education curriculum are supported through this grant.

BACKGROUND:

Title I, Part A provides additional funding to schools serving the highest concentrations of students living in low-income households. The funds will primarily be used to support division administration and additional FTEs for reading, math, and science teachers, coaches, and interventionists; counselors to support socio-emotional needs, extended learning and academic interventions for students; targeted professional learning in areas of data-indicated need; meaningful parental and family engagement; supports for students experiencing homelessness and those in foster care; instructional technology; and supplemental instructional supplies.

Title II, Part A programs aim to build the capacity and promote the professional growth of teachers and leaders, improve the overall quality of instruction, and provide equity of access and opportunity to all

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students. The focus points for next year are to continue professional learning and implementation of the PBL, enhance the teacher mentoring and instructional coaching programs, and develop a division-wide leadership development plan for ACPS utilizing Title II, Part A funds. FTEs include professional learning specialists, federal grants managers, and secondary instructional coaches.

Title III, Part A programs help ensure that English learners attain English proficiency and assist all English learners to achieve at high levels in academic subjects so that all English learners can meet the same challenging State academic standards that all children are expected to meet. Title III, Part A also assists teachers, principals and other school leaders, State educational agencies, local educational agencies, and schools in establishing, implementing, and sustaining effective language instruction educational programs designed to assist in teaching English learners. Finally, Title III, Part A promotes parental, family, and community participation in language instruction educational programs for the parents, families, and communities of English learners.

RECOMMENDATION:

The Superintendent recommends that the School Board approve the Title I, Part A; Title II, Part A; and Title III, Part A applications for the 2024–2025 school year.

IMPACT:

These funds provide additional support and resources for ensuring academic excellence and educational equity.

REFERENCES:

ATTACHMENTS:

1. 240606_TitleIA_Grant_v1
2. 240606_TitleIIA_Grant_v1
3. 240606_TitleIIIA_Grant_v1

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