

Warning
Enable macros
if indicated

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

Title II, Part A, Supporting Effective Instruction

Due by: **July 01, 2024**
2024-2025

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

School Division: Alexandria City Public Schools
Division Number: 101

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

Check Mark	Print Application
<input type="checkbox"/>	Print All Tabs Below
<input type="checkbox"/>	Budget Check
<input type="checkbox"/>	Narrative
<input type="checkbox"/>	Budget
<input type="checkbox"/>	Transferability
<input type="checkbox"/>	Teacher Quality
<input type="checkbox"/>	Private Schools
<input type="checkbox"/>	GEPA
<input type="checkbox"/>	Expenditure Descriptions
<input type="checkbox"/>	General Assurances
<input type="checkbox"/>	Program Specific Assurances

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

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

Application Directory
Push This Button to go to the Desired Page
Budget Check
Cover Page <small>(Narrative Tab)</small>
Program Overview <small>(Narrative Tab)</small>
Measurable Objectives <small>(Narrative Tab)</small>
Budget
Detailed Budget Breakdown <small>(Budget Tab)</small>
Transferability
Detailed Budget Breakdown <small>(Transferability Tab)</small>
Teacher Quality
Private Schools
Calculation of Set-Asides <small>(Private Schools Tab)</small>
General Education Provisions Act <small>(GEPA)</small>
Expenditure Descriptions
General Assurances
Program Specific Assurances

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

Title II, Part A, Supporting Effective Instruction

2024-2025
Autocalculated Budget Check

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

School Division:	Alexandria City Public Schools
Division Number:	101

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

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

Private School Set-Aside	
	Does the Private School Set-Aside Match the "Private Schools" Tab?

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

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



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

A. COVER PAGE
Title II, Part A, Supporting Effective Instruction

2024-2025
Individual Program Application

Due by July 01, 2024

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

Place a "Checkmark" by the applicable response.

Original

Revision:

Revision #

Date:

[Explain](#)

Amendment:

Amendment #

Date:

[Explain](#)

To be Completed by School Division

Applicant (Legal Name of Agency):	Division Number:	Title II, Part A Coordinator:	
Alexandria City Public Schools	101	Melvina Crawl	
Mailing Address (Street, City or Town, Zip Code):	Phone:	703-619-8000	Ext:
1340 Braddock Place, Alexandria VA 22314	Email:	melvina.crawl@acps.k12.va.us	

LOCAL EDUCATIONAL AGENCY CERTIFICATION

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

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 II, Part A, program will be administered and implemented in compliance with all applicable statutes, regulations, policies, and program plans. **Additionally, the local educational agency agrees by signing below to implement the general and program specific assurances located in the application. The assurances and signed cover page are to be retained at the division level.**

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

on June 20, 2024.

Superintendent's Signature
Dr. Melanie Kay-Wyatt
Superintendent's Name
June 20, 2024
Date

Board Chairperson's Signature
Dr. Michelle Rief
Board Chairperson's Name
June 20, 2024
Date

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

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

APPLICATION INFORMATION

2023-2024 Allocation	2023-2024 Consolidated	ELIGIBLE PROGRAM	2024-2025 Allocation Total
601,662.39	No	Title II, Part A, Supporting Effective Instruction	601,662.39
		Transferability (funds transferred out of Title IIA)	0.00
		Total Allocation Available for Title II, Part A	601,662.39

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](#)

1) If funds are to be transferred INTO Title II, Part A, complete Section A.

A. Program from which funds will be transferred:	TO	Program TO which funds will be transferred:	Amount
Title IV, Part A		Title II, Part A, Supporting Effective Instruction	0.00

2) If funds are to be transferred OUT of Title II, Part A, complete Section B below.

B. Program from which funds will be transferred:	TO	Select program(s) TO which funds will be transferred:	Amount
Title II, Part A	TO	Title I, Part A	0.00
		Title I, Part C	0.00
		Title I, Part D	0.00
		Title III, Part A	0.00
		Title IV, Part A	0.00
		Title V, Part B	0.00
		Total	0.00

<input type="checkbox"/>	Transferability is intended, but official paperwork will be submitted when final allocations are released.		
<input type="checkbox"/>	Transferability paperwork has been approved.	Date approved:	

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"/>	
8.	Revision: <input type="checkbox"/>	Date: <input type="text"/>	<input type="text"/>
	Amendment: <input type="checkbox"/>	Date: <input type="text"/>	
9.	Revision: <input type="checkbox"/>	Date: <input type="text"/>	<input type="text"/>
	Amendment: <input type="checkbox"/>	Date: <input type="text"/>	
10.	Revision: <input type="checkbox"/>	Date: <input type="text"/>	<input type="text"/>
	Amendment: <input type="checkbox"/>	Date: <input type="text"/>	
11.	Revision: <input type="checkbox"/>	Date: <input type="text"/>	<input type="text"/>
	Amendment: <input type="checkbox"/>	Date: <input type="text"/>	
12.	Revision: <input type="checkbox"/>	Date: <input type="text"/>	<input type="text"/>
	Amendment: <input type="checkbox"/>	Date: <input type="text"/>	

B. PROGRAM OVERVIEW (4 PAGES)

The purpose of Title II, Part A, is to improve students’ academic achievement by increasing the capacity of states, local educational agencies, schools, and local communities to—

1. increase student achievement consistent with the challenging State academic standards;
2. improve the quality and effectiveness of teachers, principals, and other school leaders;
3. increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and
4. provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

Narrative Boxes

Describe the process used for development of the Title II, Part A, plan and identification of priorities, by addressing each of the following:

1a. **STAKEHOLDER ENGAGEMENT:** List the stakeholders involved in the assessment and consultation process and describe the process used to participate in development of the program. (Section 2103(b)(3))

Various stakeholder groups were involved in the process. The Professional Learning Task Force provided feedback on initiatives and goals of Title II. Senior Leadership Team , principals, and various groups participated. Human resources was involved in identifying additional supports for recruitment and retention. ACPS has engaged with instructional leadership through quarterly data chats and through the academic review process. Central office leadership convened to discuss top staff growth and retention priorities, student support needs, school improvement and continous improvement process, and instructional technology needs. There was also consultation with the Talented and Gifted Advisory Committee, Parent and Teacher Advisory Committee, Teacher Advisory Committee, and the Curriculum and Instructional Advisory Teams. These stakeholder groups provided input regarding the objectives outlined in the application. Meaningful consultations were held multiple times during the year with private school to engage them in the process.

1b. **NEEDS ASSESSMENT:** Identify the multiple data sources relevant to the purpose of Title II, Part A, and describe the needs assessment process to coordinate the division's professional development plan with evidence-based practices, programs, and activities outlined in the application. This data analysis should correlate with the measurable objectives that will guide the development of the program to be funded with the requested ESEA federal funds.

Instructional staff engaged in completing the Learning Forward Standards Assessment Inventory. Mentors and Mentees completed the annual needs conducted by Reach VA assessment. Instructional coaches completed survey. Instructional coaches have not had formal training for at least two years due to division turnover. The SWOT analysis was conducted with the Professional Learning Task Force on existing professional learning needs of staff. Instrucional coaches completed a survey of needs. Alexandria City Public Schools has pledged to provide an equitable, high-quality education, which accessible and engaging to all students in a five-year strategic plan approved by the Alexandria City School Board. ACPS is working to strengthen the teacher and leader pipeline as the division continues to experience some lag in recruiting licensed staff classrooms. Equity For All 2025 is a bold and courageous roadmap that is timely and will position ACPS as a national leader in redefining PreK-12 education as a deliberately inclusive and supportive experience where all succeed. There are five goal areas which include: 1) systemic alignment 2) insructional excellence,3) student accessibility and support 4) strategic resource allocation 5) family and community engagement.

2. **USE OF DATA:** Describe results of prior activities and how the division will use data and ongoing consultation to continually update and improve activities supported with Title II, Part A, funds. (Section 2103(b)(2)(D)). Describe progress made toward meeting measurable objectives from the 2023 application.

(1.) The funds in the 2023-24 application will focus on teacher training that is required for implementation of science-based reading instruction, along with other division initiatives. (2.) The division has ACPS focus on improving our tier 1 instructional model that includes training and supporting teachers and leaders in differentiation and effective small group instruction. (3.) There are currently coaches at all schools except for our large comprehensive high school that is in warning for math and graduation rate. There needs to be support for instruction at this location. (4.) Project-Based Learning (PBL) training will continue as our school division strives for equitable instruction. 100 secondary staff members and over 20 school-based leaders were training in PBL 101 last year. (5.) Through using those tools as well, we determined that school leaders needed training in instructional feedback and coaching. To support the collection of data for instructional rounds and walk-throughs next year, we will use enhanced features in the platform KickUp and this data warehouse will inform professional learning needs and gather information for instructional leaders regarding professional learning community (PLC) effectiveness. (6.) ACPS uses HR data to support the needs of recruiting, growing, and retaining high quality, licensed staff. The division experienced an increase in non-licensed staff members due to the nationwide teacher shortage. ACPS will continue efforts to help staff attain their initial licensure and grow them by providing opportunities for further endorsements through our university partnerships. (7.) Instructional coaches and mentors support the professional growth of

B. PROGRAM OVERVIEW (CONTINUED)

3. **TEACHER QUALITY:** Describe results of the 2023-2024 Instructional Personnel and Licensure (IPAL) report. Describe how the division ensures that students are taught by qualified and effective teachers meeting Virginia's licensing and professional teaching requirements. (Section 2001(2-3))

The IPAL report showed a decrease in licensed teachers from 90.3 % to 82.%. ACPS plans to use Title II part A funds to address ongoing instructional priorities in the areas of instructional capacity and building teachers' knowledge and pedagogy. We provide professional learning experiences for teachers and instructional assistants to help student engagement. The 'Grow a Teacher' program participates in two intensive summer sessions (nine credits each) and three-four credit sessions each fall and spring semester for two-year course completion with the University of Virginia. The licensure requirement would be complete in year 3 with either a year of teaching experience on a provisional license or completion of student and teaching requirements at the end of the fall semester. The areas we target for licensure are Special Education and English Learners. Furthermore, ACPS utilizes tuition reimbursement and recruiting fairs to hire teachers. ACPS has starting advertisements on buses in partnership with DASH Bus and radio stations to recruit teachers. We also included advertising for special education through Learning Forward job board.

4. **PRIORITIZING FUNDS:** Describe how the school division will prioritize funds to schools that are implementing comprehensive support and improvement activities and targeted support and improvement activities under section 1111(d) and have the highest percentage of children counted under section 1124(c). If there are no schools identified as comprehensive or targeted support schools, how does the division prioritize funding? (Section 2103(b)(2)(C))

ACPS has used its 2025 Strategic Plan: Equity for All to prioritize the use of the funding. The budget for Title II Part A aligns with the strategic priorities of principals as instructional leaders and coaches, science-based reading instruction in alignment with the Virginia Literacy Act, differentiation, social, emotional, and academic learning (SEAL), and Multi-Tiered Systems of Support (MTSS), including causes of chronic absenteeism and building multiple pathways to achieving a high school diploma and beyond. As a school division, we will prioritize professional learning, its coordination, implementation, and evaluation of effectiveness. Therefore, as an improvement strategy and to target support for teachers, instructional assistants to staff, ACPS will create a position for the purposes outlined. Also through the academic review process, instructional coaches have been used to support teachers in implementation of high-yield instructional strategies and structures, in collaboration with school administration. Ensuring that an instructional coach is employed at each school and provided opportunities for collaboration through a professional learning community structure.

B. PROGRAM OVERVIEW (CONTINUED)

5. **ALIGNMENT TO STANDARDS:** Describe how the program activities will align with challenging State academic standards, Virginia's accountability plan, and agency priorities (set high expectations for student performance; ensure every K-12 student has a high quality, licensed teacher; create innovative pathways for every learner; invest in safe and health schools and centers; and promote parents as partners). Describe how the activities funded from Title II, Part A, are expected to increase student achievement. (Section 2103(b)(2)(A))

ACPS has high expectations for learning. Instructional coaches and mentors play a vital role in supporting teachers with implementing high quality instruction. The activities and practices ACPS has in place for teachers and administrators to meet the standards are provided through an instructional coaching model and teacher and principal evaluation systems. The actions outlined in this application are all focused on instructional leadership, compliance with Virginia Literacy Act, training for instructional coaches, mentor coordinators, and mentors, building capacity of instructional staff through targeted, informed training and licensure programs that include Multi-Tiered Systems of Support, data literacy, and social-emotional learning frameworks. These activities will help APCS continue to reach the State Academic Standards. ACPS has developed a teaching and learning framework and evaluation handbook for teachers and administrators in alignment with VDOE standards. Professional learning created by the division staff will be aligned to the Learning Forward national standards for professional learning.

6. **PROFESSIONAL GROWTH:** Describe the school division's system of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership. (Section 2103(b)(2)(B))

Each year, ACPS collaborates with the City of Alexandria to welcome new licensed staff in August. ACPS offers a three-day new licensed staff orientation with professional learning provided all three days. Also, teachers engage in targeted professional learning throughout the school year provided by our content instructional specialists, instructional coaches, and their school leaders. Mentors are assigned to new teachers to support them throughout the year. ESSA-funded professional learning will sharpen our teacher's skills and help create more engaging instruction for students. The funds will continue to transform instructional practices into a collaborative and collegial environment that features a commitment to learning among teacher teams and professional learning communities and involves data-driven discussions, various modes of student engagement, and a commitment to learning among the teaching teams. The funds help create a structure in which principals work together on common problems of practice and improve their leadership methods as they pursue continuous improvement in a teaching and learning framework.

B. PROGRAM OVERVIEW (CONTINUED)

7. **PROFESSIONAL DEVELOPMENT:** If funds are to be used for professional development, describe how they meet the statutory definition of professional development in Section 8101(42), which requires that professional development be: sustained; intensive; collaborative; job-embedded; data-driven; and classroom focused. Describe the alignment to overarching division strategic goals. (Section 2103(b)(3)(E)) (If funds are not used for professional development, indicate N/A.) Examples of professional development activities may include items from any object code, such as mentors, professional development/instructional coaches, contracted services, conferences, professional learning communities (PLC); leadership development and associated costs.

The ACPS strategic plan focus areas supports the following professional learning areas for the division: science-based reading instruction (early literacy), Project-Based Learning, instructional feedback, coaching conversations, and coursework for individuals seeking certification. Through academic review, classroom observations, and quarterly chats, ACPS will also support professional learning in the area of differentiation. As part of the strategic plan outlining systemic alignment, ACPS ensures that professional learning is aligned with employees' intentional actions to division, school, team, and personal goals. The professional training also aims to enhance staff's knowledge, skills, mindsets, and/or behaviors to improve students' academic, behavioral, and social-emotional outcomes that happens collaboratively in learning communities and requires engagement with feedback and continuous follow-up; uses root-cause analysis to identify problems of practices; uses adult-facing and student data to evaluate learning; and informs necessary adjustments to support positive outcomes for students. Mentor Coordinators will attend conferences to improve mentoring skills. Instructional Coaches will receive training on coaching model, impact cycle, and coaching conversations. Examples of professional learning include Learning Forward Conference that focuses on improving professional practice, mentorship, and instructional coaching, Bookworms for literacy instruction, training on the standards for professional learning, and Coaching Model for instructional coaches.

8. **PROFESSIONAL DEVELOPMENT:** If funding is to be used for professional development activities, cite evidence base used for decision, including anticipated outcomes. Provide impact data on any prior implementation.. (Section 2103(b)(3)(E)) (If funds are not used for professional development, indicate N/A.) For new initiatives, cite research base to support the specific decisions and why it is believed that the activities will be successful with the targeted population(s).

A study from the University of Michigan and Michigan State University found that 3rd-graders in Project-Based Learning (PBL) classrooms scored eight percentage points higher than students in traditional classrooms on a state science test. The academic achievements were made regardless of students' race, gender, socioeconomic status, or reading ability. The study included 2,371 3rd-grade students in 46 schools. The schools selected for the study had students from diverse backgrounds: 62% of the students qualified for free or reduced-price lunch, and 58% were students of color. Another study conducted by researchers at the University of Southern California examined a project-based approach to Advanced Placement courses. The study found that students earning a credit-qualifying score on the AP test were eight percentage points higher in the project-based version of the course than in traditional instruction. The gain was estimated to be 10-percentage points higher after two years of teachers using the curriculum and related supports. PBL is a significant initiative of ACPS' high school redesign and will become a vital portion of ACPS' teaching and learning framework in the future. "A child who is a poor reader at the end of the first grade has an almost 90% chance of remaining a poor reader at the end of fourth grade and at least a 75% chance of being a poor reader as long as they are in school (e.g., Francis et al., 1995, Juel 1998.) Reading on grade level in third grade is a key indicator of children's future academic outcomes. Children who are not reading on grade level by third grade are four times more likely to drop out of high school than children who are

9. **CLASS-SIZE REDUCTION:** If funding is to be used for class-size reduction, cite evidence base used for decision, including how the local context aligns with research-based practice. Provide impact data on any prior implementation, if applicable. How does the division ensure effectiveness of teachers hired to reduce class size? How will the impact of the smaller class sizes be measured? (Section 2103(b)(3)(D)) (If funds are not used for class-size reduction, indicate N/A.) Note: Title II, Part A funds may not be used to meet K-3 Standards of Quality (SOQ) requirements. Federal funds may only be used to reduce class sizes below the state-mandated class sizes.

N/A

C. COORDINATION OF SERVICES (2 PAGES)

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. Describe any partnerships with local universities, regional collaborations or other entities to improve teacher and principal quality through such efforts as high-quality professional development for teachers, principals and other school leaders; recruitment; mentoring, etc.

ACPS partners with Northern Virginia Community College, George Washington University, University of Virginia, George Mason University, Virginia Tech, Virginia State University, Florida State University, Marymount University, and the Industry Advisory Board to work on teacher quality and recruitment. Lastly, we work with Training and Technical Assistance Centers (TTAC), the Office of Special Education Programs (OSEP), and the Middle Atlantic PBIS Network to work with our teachers increasing positive behaviors, implementing character education, and providing incentives to students who are good citizens. These partnerships inform ACPS on various ways to support teachers, lead professional learning, and develop new, innovative programs for students, such as the early online college, AC Tech, and computer science experiences. Lastly, the Industry Advisory Boards are collaborating with ACPS to plan externships for teachers to experience what is taking place in the workplace and its connection to the SOLs.

C. COORDINATION OF SERVICES (CONTINUED)

--

D. MEASURABLE OBJECTIVES

1. State up to eight measurable objectives that will guide the development of the program to be funded with the requested ESEA federal funds. For examples of measurable objectives, see Guidance pp.6-7

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.

2. Describe the evidence-based practices that support 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.

NOTE: For class-size reduction and professional development activities, cite at least one research study that supports the initiative for your division's context. Note that conferences, unless part of a larger strategic initiative, do not constitute high quality professional development.

Measurable Objective 1:

By June 2025, ACPS will increase the percentage of properly licensed teachers to 90%. ACPS will use the IPAL report determine if this goal is met.

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

ACPS is partners with the University of Virginia to provide coursework for individuals seeking initial licensure as a teacher, specifically in special education and English learner services. The funds allocated will pay for the coursework of ACPS employees that are accepted in the "Grow a Teacher" program. Additionally, ACPS will provide funding for tuition reimbursement for teachers to obtain licensure and additional endorsement that are in alignment with our school division's priorities. ACPS Human Resources will also add additional approaches to recruitment and support of licensure through residency programs. We are examining the expansion of the Educators Rising into the middle school in addition to the high school.

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

By June 2025, ACPS Tier 1 instructional frameworks will increase from 54.1% to 70% or greater based on walkthrough data in the Kickup platform.

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

ACPS TLL will conduct instructional rounds and classroom walk-throughs at all schools in the division. The goal is to monitor and assess curricular alignment of instruction, instructional strategies and structures, along with engagement in all schools. Leaders will use the Kick-Up data reports to make adjustments for professional learning for principals, assistant principals, and deans of students (classroom management). Kickup will be used to record mentoring logs and instructional coaching logs.

Measurable Objective 3:

By June of 2025, at least 40 additional staff (teachers, assistant principals, and coaches) will participate in Project-Based Learning professional learning in PBL 101 or 201 with PBLWorks.

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

The goal is to train staff and leaders in the foundations of PBL that will support equitable instruction within our school division. Professional learning will consist of workshops facilitated on-site to reflect, practice, and PBL teacher leaders that will support professional learning communities of practice within their schools. In Phase 1, there are seven separate workshops spanning 12 - 18 months, each with a different area of focus. In Phase 2, there are five workshops spanning an additional 12 - 18 months. Regular implementation calls with PBLWorks will help ACPS address implementation challenges provide leaders with an extra layer of support during both phases. Based on classroom implementation of PBL, ACPS will need to revisit Phase 1 of the plan with secondary schools. ACPS will also extend the PBL 101 training to elementary schools who are enthusiastic about implementation.

D. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 4:

By June of 2025, ACPS will see an increase of ten teachers working on courses in the areas of EL, Sped, or TAG.

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

ACPS is committed to tuition reimbursement for staff in EL, Special Education, and Advanced Academics (formerly Talented and Gifted). Additionally, funding will be provided for tuition for teachers to obtain initial licensure and additional endorsements.

Measurable Objective 5:

By June 2025, 40 instructional coaches and mentor coordinators will engage in a minimum of 20 professional development hours on coaching conversations to support teachers.

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

Instructional coaching and mentoring is a strategy that will help support retention of employees by establishing and improving the support. According to Knight (2022), instructional coaching cycle impacts teacher instruction through identifying, learning, and impact. Experts suggest coaches spend 80% of the time listening to teacher concerns and 20% of the time providing feedback during the coaching process. Instructional Coaches and mentors will benefit from training and opportunities to engage in a division wide PLC during the year.

D. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 6:

By June 2025, 90% of instructional coaches and mentors will use the Kickup platform to record instructional coaching logs and mentoring logs.

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

Currently, not all instructional coaches and mentors are using the platform. They need training on the platform and the tool used to log entries in the identified areas of support. This will allow the division to better gauge what support instructional coaches and mentors are being provided to teachers. Instructional coaching and mentoring is a strategy that will help support retention of employees by establishing and improving the support. According to Knight (2022), instructional coaching cycle impacts teacher instruction through identifying, learning, and impact. Experts suggest coaches spend 80% of the time listening to teacher concerns and 20% of the time providing feedback during the coaching process. Instructional Coaches and mentors will benefit from training and opportunities to engage in a division wide plc during the year.

Measurable Objective 7:

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

D. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 8:

--

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

--

E. BUDGET SUMMARY

		Title II, Part A Budget for 2024-2025 Award: S367A240044 Project Code: APE61480		
		Allocation:	601,662.39	
OBJECT CODE	EXPENDITURE	AMOUNT BUDGETED	FTEs	DOES THE BUDGET SUMMARY MATCH THE DETAILED BUDGET BREAKDOWN?
1000 - Personnel Services	Administrative	21,250.00	0.30	
	Non-Administrative	166,740.00	1.90	
	Private School Set-Aside			
	Total Personnel Services	187,990.00		
2000 - Employee Benefits	Administrative	4,160.00		
	Non-Administrative	50,080.00		
	Private School Set-Aside			
	Total Employee Benefits	54,240.00		
3000 - Purchased/Contracted Services	Administrative			
	Non-Administrative	235,000.00		
	Private School Set-Aside	61,507.22		
	Total Purchased/Contracted Services	296,507.22		
4000 - Internal Services	Internal Services	4,000.00		
	Total Internal Services	4,000.00		
5000 - Other Charges	Administrative			
	Non-Administrative	42,137.91		
	Private School Set-Aside	3,000.00		
	Total Other Charges	45,137.91		
6000 - Materials and Supplies	Administrative			
	Non-Administrative	9,414.80		
	Private School Set-Aside	4,372.46		
	Total Materials and Supplies	13,787.26		
8000 - Capital Outlay	Non-Administrative			
	Total Capital Outlay	0.00		
TOTAL BUDGET		601,662.39		
DOES THE BUDGET SUMMARY MATCH THE TOTAL ALLOCATION?		Yes		
TOTAL SET-ASIDE		25,410.00		Difference -
TOTAL PRIVATE SCHOOL SET-ASIDE		68,879.68		
DOES THE TOTAL PRIVATE SCHOOL SET-ASIDE MATCH THE "PRIVATE SCHOOLS" TAB?		Yes		Difference -

Notes:

- (1) Administrative set-asides (yellow cells) are reserved for planning, oversight and data collection roles utilizing Title II funds. Examples are: Title II Coordinator, Data Analyst, Indirect Costs, and materials & supplies that support administrative positions.
- (2) Object codes 7000 and 9000 are not used in application budgets or in requests for reimbursements for this grant.

G. BUDGET SUMMARY

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](#)

		Title IV, Part A, Transferability Award S424A240048 Project Code APE60022	
		0.00	
OBJECT CODE	EXPENDITURE	AMOUNT TRANSFERRED INTO PROGRAM	DOES THE BUDGET SUMMARY MATCH THE DETAILED BUDGET BREAKDOWN?
1000 - Personnel Services	Administrative		
	Non-Administrative		
	Private School Set-Aside		
	Total Personnel Services	0.00	
2000 - Employee Benefits	Administrative		
	Non-Administrative		
	Private School Set-Aside		
	Total Employee Benefits	0.00	
3000 - Purchased/ Contracted Services	Administrative		
	Non-Administrative		
	Private School Set-Aside		
	Total Purchased/Contracted Services	0.00	
4000 - Internal Services	Internal Services		
	Total Internal Services	0.00	
5000 - Other Charges	Indirect Cost		
	Non-Administrative		
	Private School Set-Aside		
	Total Other Charges	0.00	
6000 - Materials and Supplies	Administrative		
	Non-Administrative		
	Private School Set-Aside		
	Total Materials and Supplies	0.00	
8000 - Capital Outlay	Non-Administrative		
	Total Capital Outlay	0.00	
TOTAL BUDGET		0.00	
DOES THE TRANSFERABILITY BUDGET SUMMARY MATCH THE TRANSFERABILITY ALLOCATION?		Yes	Difference -
TOTAL SET-ASIDE		0.00	
TOTAL PRIVATE SCHOOL SET-ASIDE		0.00	
DOES THE TRANSFERABILITY BUDGET SUMMARY MATCH THE TRANSFERABILITY ALLOCATION?		Yes	Difference -

I. TEACHER QUALITY

Section A

TEACHER QUALITY

Under USED’s authority to ensure an orderly transition from ESEA to ESSA, states are no longer required to report highly qualified teacher (HQT) data. Instead, states may rely on licensure and other professional requirements for teachers. However, for program planning purposes for the 2024-2025 school year, the following information on teacher and paraprofessional quality from the 2023-2024 and 2022-2023 data collections may assist school divisions. These data may be obtained from the two most recent verified Instructional Personnel and Licensure Reports (IPAL), which provide division results on the licensure and endorsement status of instructional personnel.

[See Instructional Personnel and Licensure Report \(IPAL\), as outlined in the 2023 Fall Master Schedule Collection Guide, September 11, 2023.](#)

Teachers (all schools and all federal core content subjects)

	2023-2024	2022-2023
Number of class sections taught by properly licensed and endorsed teachers	3,278	3,721
Number of class sections not taught by properly licensed and endorsed teachers	697	398
Total class sections	3,975	4,119
Percent of classes taught by properly licensed and endorsed teachers	82.5%	90.3%

Section B

EQUITABLE DISTRIBUTION OF QUALIFIED, EXPERIENCED AND EFFECTIVE TEACHERS

In the next four blocks (Parts 1-4), please describe how the division assures that students in high poverty (Title I) and/or high minority schools are not taught by inexperienced, out-of-field, or ineffective teachers at a higher rate than students in other schools. To do this, divisions may wish to examine teacher licensure and endorsement data from the 2023-2024 school year or other available teacher quality data and teachers' experience levels at the highest poverty (Title I) and/or highest minority schools and indicate whether these percentages are similar in other non-Title I schools with lower poverty or minority percentages. Outline strategies used to ensure an equitable distribution, including mentoring programs to support new teachers and professional development activities to support teachers in working with diverse student populations. Examples may include such activities as professional development on cultural competency, supporting English learners or special education students, or working with students from poverty.

I. TEACHER QUALITY (CONTINUED)

Part 1	From data analysis, outline any identified gaps between Title I and non-Title I schools related to licensure/endorsements; experience; and effectiveness of teachers. If no gaps have been identified, describe how an equitable distribution of high quality teachers is maintained in each school.
---------------	--

62% (5 of 8) of Title I schools have at least 83% or more licensed staff. The lowest percentage of non-licensed staff is in a non Title I school.

Part 2	Describe strategies to address identified licensure/endorsement issues (e.g., Praxis, coursework, residencies, etc.). Strategies should align with initiatives detailed in the narrative and detailed budget description.
---------------	---

Currently, the division is seeking additional opportunities to expand partnerships for residency programs. In addition, the division is seeking to grow teacher pipelines by grow you own opportunities such as Educator's Rising proram that compliment the VDOE state TEachers for Tomorrow curriculum. The division will continue to offer in person teacher recruitment fairs earlier in the upcoming year. A teacher recruitment and licensure task force will be implemented to further explore additional ways to address this nationwide crisis. ACPS supports tuition reimbursement and coursework with partnering universities. A full year of recruitment activites are planned for fall, spring, and summer. ACPS offers payment for praxis exams. ACPS will continue to see additional opportunities to expand licensure such as residency programs.

Part 3	Describe strategies to support inexperienced teachers (e.g., mentoring; coaching; targeted professional development, etc.). Strategies should align with initiatives detailed in the narrative and detailed budget description.
---------------	---

Mentors and instrucional coaches will have multiple opportunities to engage in trianing to support curriculum, new teachers, effective mentoring practices, effective instructional coaches practices. Instructional Coaches will engage in a year long plc lead by the division professional learning specialist. The mentor coordinators will receive training on their roles each quarter to support mentors at each school site. In addition mentors and instructional coaches along with other building leaders and supporting division staff will attend trainig to support their work of new teachers.

Part 4	Describe strategies to improve effectiveness of teachers, particularly related to poverty, diversity, cultural competency, English Learners, exceptional learners, etc. Strategies should align with initiatives detailed in the narrative and detailed budget description.
---------------	---

English Learner Services provide Dual Language training and GLAD training for ACPS teachers. The EL office has also offered Kagan Cooperative Learning training for all teachers to encourage student engagement and academic discourse for all students, having a direct impact on ELs. Recently, ACPS focused on fully funding those teachers who would get their dual certification in Literacy and EL qualifications. This is being funded with Title III and operating funds. ACPS' Department of Student Services and Equity also provides a plethora of courses on cultural competency.

J. 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 II, Part A. (ESEA Section 8501 and Title VIII, Uniform Provisions, Part F, Subpart 1).

1. Are there private nonprofit schools in your 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 in the division were notified on the availability of equitable services funded by Title II, Part A. (Copies of the notification must be kept on file for monitoring purposes).

Regular Mail

Certified Mail

Telephone Calls

Meetings

Visits to the Private School

Other (Please specify)

Email

3. Determining Set-Asides from Title IIA Budget (These fields will calculate automatically once enrollment figures have been entered).

a. Proposed Budget	601,662.39
b. Amount of funds allocated for administration	25,410.00
c. Amount to use for set-aside calculations	576,252.39

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

a. Proposed Budget	0.00
b. Amount of funds allocated for administration	0.00
c. Amount to use for set-aside calculations	0.00

K. 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.

EXPENDITURE ACCOUNT DESCRIPTIONS

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

OBJECT CODE DEFINITIONS:

(revised 4/8/21)

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

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

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

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

- 1) Allocation by percentage of payroll dollars
- 2) Allocation by Head Count
- 3) Direct to Program or Activity

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

Food Purchases – Prepared meals, working meals, and/or catered services purchased through a vendor are included in this object code. Reimbursement is capped at the per diem rate for the meal listed according to the state travel regulations. Examples for this object code include meals provided during day-long professional development sessions, or meals provided to support attendance at family engagement activities. Food purchased from catering services and restaurants such as Pizza Hut, Panera Bread, and Subway is included in this object code.

Transportation Services Public Carriers – Payments to public carriers for transportation of pupils on vehicles that are used by the public. Include payments for pupils transported in intra-city transit buses, taxicabs, airplanes, and intercity/interstate passenger buses.

Transportation Services Private Carriers – Payments (either cash or tokens) to parents for transportation of pupils in lieu of providing transportation on school buses. Include allowable payments to parents for pupils attending public, private, and non-sectarian schools. Include costs associated with transporting special education students in school board-owned vehicles to and from school.

Transportation Services by Contract – Payments to private owners of school buses who contract with the school board to transport pupils to and from public schools. Include payments to owners of private vehicles that contract with the school board to transport pupils to and from designated public and private schools.

Purchase of Service from Other Governmental Entities – Payments for services purchased from other governmental entities (i.e., other local governments, public authorities, state agencies, and other LEAs) on a contract/fee basis. **Tuition payments to other local governments for a jointly operated center are not included here but are reported under “Payments to Joint Operations” (object code 7000).**

Tuition Paid – Other Divisions In-State, Tuition Paid – Other Divisions Out-of-State, and Tuition Paid – Private Schools are included in this object code.

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

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

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

Food Purchases – Food Purchases under this object code is restricted to food purchases related to travel reimbursement for meals only (see Travel below). If the sub-recipient’s internal travel policies conform to state travel regulations, reimbursement is allowable at per diem meals rates according to state travel regulations. If the sub-recipient’s internal travel policies require reimbursement for the cost of each meal, reimbursement is capped at the per diem rate for the meal listed according to the state travel regulations. Sub-recipients must elect either meals per diem or per meals costs as their internal travel policy.

Telecommunications – Include expenditures for recurring telecommunications services for the use of on-line computer technology (e.g., telephone/telecommunications line charges). Telephone charges for line service for Internet connectivity and the Electronic Classroom program. Package pricing from a vendor for Accident or cyber-risk insurance, LTE mobile carrier data plans, Internet access via an Internet Service Provider. Package pricing from a vendor for hardware, content filtering, data plans, extended warranty services and other components of the package when no breakout pricing is available.

Utilities – Payments for heat, electricity, water, and sewer services regardless of whether the service is provided by a private enterprise authority or an enterprise fund operated by a local government.

Communications – Payments for postal, messenger, and telecommunications services, typically office voice telephone charges. (Telecommunication costs directly related to technology uses should be coded under 6000.) In addition, office telephone charges would be coded under this code.

Insurance – Payments for insurance except those that relate to personal services (i.e., hospitalization, group life, worker’s compensation, unemployment).

Leases and Rentals – Includes payments for leases that are not capitalized and rental of land, structures, and equipment. Do not include payments made under a lease-purchase agreement.

Travel – includes payments for travel reimbursement for staff/administrative/consultant travel. These are travel costs that are being reimbursed directly to travelers. These costs may include lodging, mileage, meals, and incidentals as allowable according to state travel regulations or documented sub-recipient internal travel policies. If the sub-recipient does not have documented internal travel policies, state travel regulations will prevail.

Contributions to Other Entities – Includes payments to other governmental entities or community organizations that are not related to the direct purchase of a service on a fee basis (which is reported under object code 3000) or payments to joint operations (which are reflected under object code 7000).

Public Assistance Payments – Payments to individuals for public assistance programs (general government use only).

Miscellaneous Other Charges – Includes expenditures that support the program, including indirect costs and other costs.

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

Food Purchases – Food items purchased from a grocery store or its equivalent for snacks or breaks is included in this object code. Examples include bottled water, granola bars, cookies, and fruit purchased from a store such as Wal-Mart, Food Lion, Costco, etc. Prepared meals is not included in this object code; see object code 3000 for prepared/working/catered meals as purchased/contracted services.

Vehicle and Powered Equipment Fuels – Gasoline, lubricating oils, or such other fuel used in the operation of vehicles and powered equipment (e.g., lawnmowers) purchased from private sources or governmental agencies.

Vehicle and Powered Equipment Supplies – Tires, spark plugs, batteries, and chains used in the operation of vehicles and powered equipment purchased from private sources or governmental agencies.

Textbooks – All textbooks and workbooks purchased to be used in the classroom.

Instructional Materials – Books (not textbooks) and other materials.

Technology Software/On-line Content – Include expenditures for videodiscs and computer programs used in the classroom for instructional purposes, operating system software (i.e., standalone software, not software that is pre-installed and included in hardware costs), application software, and on-line or downloadable software and content. Include expenditures for both additions and replacement.

Non-Capitalized Technology Hardware – Include expenditures for hardware or classroom technology equipment that is not capitalized.

Non-Capitalized Technology Infrastructure – Include expenditures for technology infrastructure that is not capitalized.

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

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

Capital Outlay Replacement

Technology – Hardware Replacements – Include capital outlay for replacement of hardware or classroom technology equipment. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below).

Technology – Infrastructure Replacements – Include capital outlay for replacement of technology infrastructure. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below).

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 voice-mail resources; videoconferencing and other distance education tools, including satellite transmitters and receivers; cable-based receivers; and modem or codec-based video equipment; projection devices, from transparent and opaque projectors to video monitors; and graphing calculators and other specialized computational aids.

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

GENERAL ASSURANCES

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

The school division/grantee assures:

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

- I. Professional development activities provided through this program are coordinated with professional development activities provided through other federal, state, and local programs;
- II. It will comply with Section 8501 (regarding participation by private school children and teachers);
- III. The plan is based on consultation with a variety of stakeholders, including teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of this title;
- IV. Activities and programs will address the needs of all students, including children with disabilities, English learners, and gifted and talented students;
- V. The funds are expended according to Title II, Part A guidelines for teachers, administrators, other school leaders, and paraprofessional staff only. These guidelines can be found within the guidance document: ESSA Title II, Part A Guidance – Supporting Educators;
- VI. Professional development activities are for teachers, administrators, paraprofessionals, and other school leaders to ensure “high quality” instruction and leadership. These activities should be based on evidence-based research and should adhere to the requirements of high quality professional development; and
- VII. Students in high-poverty or high-minority Title I schools will not be taught by inexperienced, out-of-field, or ineffective teachers at a higher rate than students in other schools.