

**Warning**  
Enable macros if indicated

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

**Title III, Part A, Language Instruction for English Learners and Immigrant Students**

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

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

School Division: Alexandria City Public Schools  
Division Number: 101

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

Print Application	
Check Mark	Tab Name
<input type="checkbox"/>	<b>Print All Tabs below</b>
<input type="checkbox"/>	Budget Check
<input type="checkbox"/>	Narrative
<input type="checkbox"/>	Budget
<input type="checkbox"/>	Transferability
<input type="checkbox"/>	Title III Program
<input type="checkbox"/>	IY
<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>	
Budget	
Detailed Budget Breakdown <small>(Budget Tab)</small>	
Transferability	
Detailed Budget Breakdown <small>(Transferability Tab)</small>	
Programs & Services for ELs & Their Families	
Measurable Objectives <small>(Title III Program Tab)</small>	
Title III Program Details <small>(Title III Program Tab)</small>	
Immigrant Children and Youth <small>(IY)</small>	
Private School Participation	
Calculation of Set-Asides <small>(Private Schools Tab)</small>	
General Education Provisions Act <small>(GEPA)</small>	
Expenditure Descriptions	
General Assurances	
Program Specific Assurances	

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**Title III, Part A, Language Instruction for English Learners and Immigrant Students**

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.**

<b>School Division:</b>	Alexandria City Public Schools
<b>Division Number:</b>	101

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

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



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Place an "X" by the applicable

Original

Revision :

Revision #

Date:

[Explain](#)

Amendment:

Amendment #

Date:

[Explain](#)

**A. COVER PAGE**

Title III, Part A, Language Instruction for English Learners and Immigrant Students

**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), P.L. 114-95*

**To be Completed by School Division**

Applicant (Legal Name of Agency):	Division Number:	Title III, Part A Coordinator:	
Alexandria City Public Schools	101	Bethany Nickerson	
Mailing Address (Street, City or Town, Zip Code)	Phone:	703-619-8334	Ext: <input type="text"/>
1340 Braddock Place, Alexandria, VA, 22314	Email:	bethany.nickerson@acps.k12.va.us	

<b>2024-2025 Title III, Part A Allocation:</b>	<b>665,740.65</b>	<b>EL Award Amount:</b>	<b>665,740.65</b>	<b>I/Y Award Amount:</b>	<input type="text"/>
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**Divisions that receive an Immigrant Children and Youth (IY) award must complete the "IY" tab 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, 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 06/20/24.

Superintendent's Signature  
Melanie Kay-Wyatt  
Superintendent's Name  
06/20/24  
Date

Board Chairperson's Signature  
Michelle Rief  
Board Chairperson's Name  
06/20/24  
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**

Does the allocation total match the total in cell F24?

2023-2024 Allocation	2023-2024 Consolidated	Eligible Program	2024-2025 Allocation Total
719,814.52		Title III, Part A, English Learners: (Total of: a + b; only a; or only b)	665,740.65
		a. EL Subgrant	665,740.65
		b. Immigrant Children and Youth Subgrant	0.00
		Title II, Part A Transferability	0.00
		Title IV, Part A Transferability	0.00
		<b>Total Allocation</b>	<b>665,740.65</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:	TO	Program TO which funds will be transferred:	Amount
Title II, Part A		Title III, Part A, English Learners (EL Subgrant)	-
Program from which funds will be transferred:	TO	Program TO which funds will be transferred:	Amount
Title IV, Part A		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"/>	
	Amendment: <input type="checkbox"/>	Date: <input type="text"/>	
2.	Revision: <input type="checkbox"/>	Date: <input type="text"/>	
	Amendment: <input type="checkbox"/>	Date: <input type="text"/>	
3.	Revision: <input type="checkbox"/>	Date: <input type="text"/>	
	Amendment: <input type="checkbox"/>	Date: <input type="text"/>	
4.	Revision: <input type="checkbox"/>	Date: <input type="text"/>	
	Amendment: <input type="checkbox"/>	Date: <input type="text"/>	
5.	Revision: <input type="checkbox"/>	Date: <input type="text"/>	
	Amendment: <input type="checkbox"/>	Date: <input type="text"/>	
6.	Revision: <input type="checkbox"/>	Date: <input type="text"/>	
	Amendment: <input type="checkbox"/>	Date: <input type="text"/>	
7.	Revision: <input type="checkbox"/>	Date: <input type="text"/>	
	Amendment: <input type="checkbox"/>	Date: <input type="text"/>	
8.	Revision: <input type="checkbox"/>	Date: <input type="text"/>	
	Amendment: <input type="checkbox"/>	Date: <input type="text"/>	
9.	Revision: <input type="checkbox"/>	Date: <input type="text"/>	
	Amendment: <input type="checkbox"/>	Date: <input type="text"/>	
10.	Revision: <input type="checkbox"/>	Date: <input type="text"/>	
	Amendment: <input type="checkbox"/>	Date: <input type="text"/>	
11.	Revision: <input type="checkbox"/>	Date: <input type="text"/>	
	Amendment: <input type="checkbox"/>	Date: <input type="text"/>	
12.	Revision: <input type="checkbox"/>	Date: <input type="text"/>	
	Amendment: <input type="checkbox"/>	Date: <input type="text"/>	

**B. BUDGET SUMMARY**

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 and IY students 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.

		Title III, Part A Budget for 2024-2025 Award: S365A240046 Project Codes: APE60509 (IY) & APE60512 (EL)		
		Allocation:	665,740.65	
OBJECT CODE	EXPENDITURE	EL SUBGRANT	IMMIGRANT CHILDREN & YOUTH	DOES BUDGET SUMMARY MATCH DETAIL BUDGET?
1000 - Personnel Services	Administrative			
	Non-Administrative	198,140.00		
	Private School Set-Aside			
	<b>Total Personnel Services</b>	<b>198,140.00</b>	<b>0.00</b>	Yes
2000 - Employee Benefits	Administrative			
	Non-Administrative	96,950.00		
	Private School Set-Aside			
	<b>Total Employee Benefits</b>	<b>96,950.00</b>	<b>0.00</b>	Yes
3000 - Purchased/Contracted Services	Contracted Services	226,000.00		
	Private School Set-Aside	1,657.44		
	<b>Total Purchased/Contracted Services</b>	<b>227,657.44</b>	<b>0.00</b>	Yes
4000 - Internal Services	Internal Services			
	Private School Set-Aside			
	<b>Total Internal Services</b>	<b>0.00</b>	<b>0.00</b>	Yes
5000 - Other Charges	Indirect Cost	13,300.00		
	Non-Administrative	58,000.00		
	Private School Set-Aside			
	<b>Total Other Charges</b>	<b>71,300.00</b>	<b>0.00</b>	Yes
6000 - Materials and Supplies	Administrative			
	Materials	71,693.21		
	Private School Set-Aside			
	<b>Total Materials and Supplies</b>	<b>71,693.21</b>	<b>0.00</b>	Yes
8000 - Capital Outlay	Non-Administrative			
<b>Total Capital Outlay</b>	<b>0.00</b>	<b>0.00</b>	Yes	
<b>TOTAL SUBGRANT BUDGET</b>		<b>665,740.65</b>	<b>0.00</b>	
<b>TOTAL ALLOCATION</b>		<b>665,740.65</b>		
<b>DOES THE BUDGET SUMMARY MATCH THE TOTAL ALLOCATION?</b>		Yes		Difference
<b>TOTAL SET-ASIDE</b>		<b>13,300.00</b>		
<b>TOTAL PRIVATE SCHOOL SET-ASIDE</b>		<b>1,657.44</b>		

- NOTES: (1) Object codes 7000 and 9000 are not used in application budgets or in requests for reimbursements for this federal grant.  
 (2) Administrative costs are limited to 2 percent or less of the EL subgrant award including indirect costs.  
 (3) Indirect costs claims are subject to the availability of funds and statutory or administrative restrictions. Title III, Part A and Title IV, Part A, place a statutory limitation or cap on administrative costs. Because the cap applies to the combined claims for indirect costs and direct administrative costs, divisions may not be able to claim the entirety of their indirect costs. The amount unrecovered may not be shifted to another federal award.  
 (4) Expenses for parental involvement programs are to be incorporated into the appropriate object code(s) based on the category of the related charges.





















**D. 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](#)

OBJECT CODE	EXPENDITURE	AMOUNT TRANSFERRED INTO PROGRAM		DOES THE BUDGET SUMMARY MATCH THE DETAILED BUDGET BREAKDOWN?
		Title II, Part A, Transferability Award S367A240044 Project Code APE60016	Title IV, Part A, Transferability Award S424A240048 Project Code APE60023	
		0.00	0.00	
1000 - Personnel Services	Administrative			
	Non-Administrative			
	Private School Set-Aside			
	<b>Total Personal Services</b>	0.00	0.00	Yes
2000 - Employee Benefits	Administrative			
	Non-Administrative			
	Private School Set-Aside			
	<b>Total Employee Benefits</b>	0.00	0.00	Yes
3000 - Purchased/Contracted Services	Contracted Services			
	Private School Set-Aside			
	<b>Total Purchased/Contracted Services</b>	0.00	0.00	Yes
4000 - Internal Services	Internal Services			
	Private School Set-Aside			
	<b>Total Internal Services</b>	0.00	0.00	Yes
5000 - Other Charges	Indirect Cost			
	Non-Administrative			
	Private School Set-Aside			
	<b>Total Other Charges</b>	0.00	0.00	Yes
6000 - Materials and Supplies	Administrative			
	Materials			
	Private School Set-Aside			
	<b>Total Materials and Supplies</b>	0.00	0.00	Yes
8000 - Capital Outlay	Non-Administrative			
	<b>Total Capital Outlay</b>	0.00	0.00	Yes
<b>TOTAL BUDGET</b>		0.00	0.00	
<b>TOTAL SET-ASIDE</b>		0.00	0.00	
<b>TOTAL PRIVATE SCHOOL SET-ASIDE</b>		0.00	0.00	
<b>DOES THE TRANSFERABILITY BUDGET SUMMARY MATCH THE TRANSFERABILITY ALLOCATION?</b>		Yes	Difference	-























Back to the  
**Main Page**

Move to  
**OC1000 in  
Budget**

Move to  
**OC2000 in  
Budget**

Move to  
**OC3000 in  
Budget**

Move to  
**OC4000 in  
Budget**

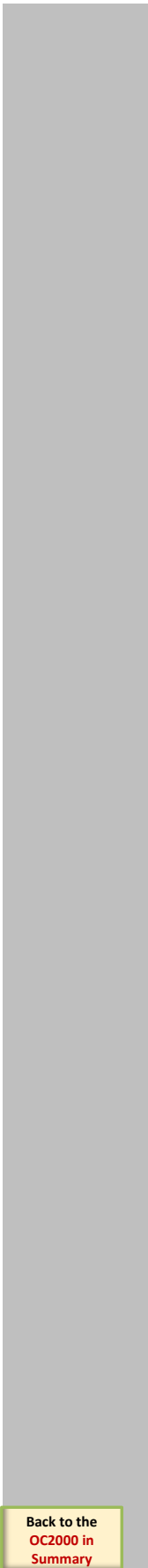
Move to  
**OC5000 in  
Budget**

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**OC6000 in  
Budget**

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**OC8000 in  
Budget**

Back to the  
**Main Page**

Move to  
**OC1000 in  
Summary**

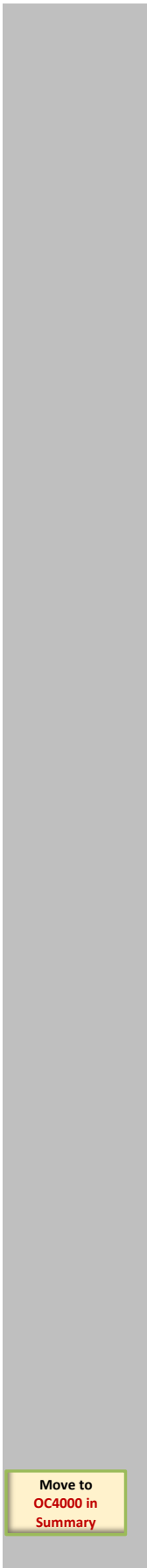


[Back to the  
OC2000 in  
Summary](#)



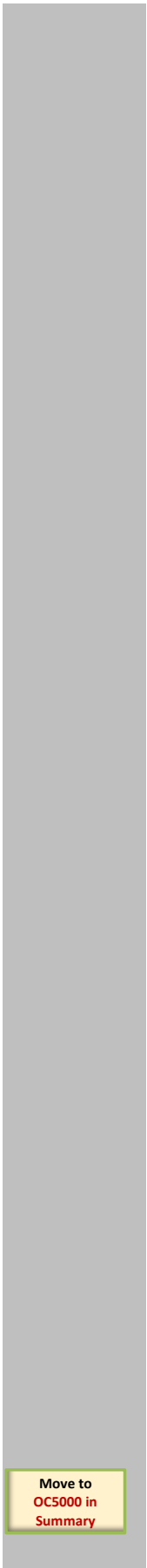
[Back to the  
OC3000 in  
Summary](#)



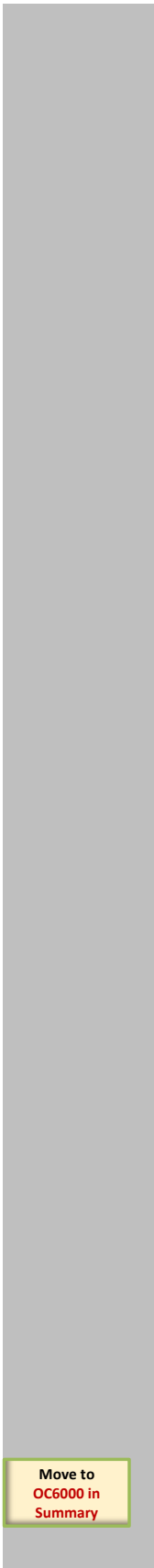


Move to  
OC4000 in  
Summary





Move to  
OC5000 in  
Summary



Move to  
OC6000 in  
Summary

Move to  
OC8000 in  
Summary

## F. 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) or a combination of LIEPs in order to meet the needs of ELs and demonstrate effectiveness in increasing their English language proficiency and student academic achievement. The chosen LIEP Model(s) must be state-approved.

[LIEP Model\(s\)](#)

### Narrative Boxes:

**Box 1:** Identify how evidence-based instruction is delivered to ELs at varying proficiency levels and grade span levels to develop their English language proficiency and increase their ability to meet challenging State academic standards. Include specialized programs for newcomer ELs, SLIFE, "opt-out" ELs, dually identified ELs, ELs at higher proficiency levels, and long-term ELs, if applicable. List the LIEP Model(s) used in the LEA.

[LIEP Model\(s\)](#)

Instruction is delivered to ELs at varying proficiency levels and grade span levels in ACPS through the content-based ESL LIEP 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. 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, provide comprehensible input, explicitly teach academic language, utilize strategies to increase integration and use of the four language domains, and engage in culturally responsive teaching and learning. 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 newcomer immigrant students. A combined model of sheltered and content-based instruction is utilized, incorporating project based learning, structured collaborative planning blocks, and supports tailored to meet students' social and emotional needs. ACPS has dual language immersion program models in five of our schools (two elementary schools, two middle schools, and the high school) to support EL students' progress in learning and attaining English and achieving academically.

**Box 2:** **Using Local and/or State Funds:** Describe the division's plan to provide effective professional development that specifically relates to the identification and 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 empowered 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 integration of content and language instruction through sustained, on-going professional development and coaching on Guided Language Acquisition Design (GLAD) strategies, and on EL best practices with an emphasis on cooperative learning structures and culturally responsive teaching and learning. 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. With regard to professional development related to the identification of ELs, we have monthly division-wide registrar meetings that include all topics related to the processes associated with the identification of ELs, beginning with the administration of the Home Language Survey to all students. There is also an EL Office liaison with the Department of Accountability to work collaboratively on the identification and assessment of ELs. The liaison participates in ongoing professional development sessions in that area including those provided by WIDA and VDOE, and in turn works collaboratively with the Accountability Department in providing the professional development and trainings to our teachers. EL instructional specialists, testing specialists and registrars are supported through local funding.

**F. 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 3a:	Provide the following information regarding the division wide EL population. This can be based on ACCESS Assessment SY data 2022-2023 which was reflected for ACCESS Accountability in the <b>2023-2024 SY</b> .										
	<table border="1"> <tr> <td>The number of ELs division-wide (Level 1-4.3)</td> <td>5731</td> </tr> <tr> <td>The number of endorsed ESL teachers directly serving ELs</td> <td>155</td> </tr> <tr> <td>The ratio of ELs (LEP Code 1 &amp; 2) to endorsed ESL teachers in the LEA</td> <td>37 to 1</td> </tr> <tr> <td>The percentage of ELs who made PROGRESS (Target 52%)</td> <td>52</td> </tr> <tr> <td>The percentage of ELs who reached PROFICIENCY (4.4+ on the ACCESS for ELLs assessment)</td> <td>8</td> </tr> </table>	The number of ELs division-wide (Level 1-4.3)	5731	The number of endorsed ESL teachers directly serving ELs	155	The ratio of ELs (LEP Code 1 & 2) to endorsed ESL teachers in the LEA	37 to 1	The percentage of ELs who made PROGRESS (Target 52%)	52	The percentage of ELs who reached PROFICIENCY (4.4+ on the ACCESS for ELLs assessment)	8
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The number of endorsed ESL teachers directly serving ELs	155										
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The percentage of ELs who made PROGRESS (Target 52%)	52										
The percentage of ELs who reached PROFICIENCY (4.4+ on the ACCESS for ELLs assessment)	8										

Box 3b: If the LEA did not meet State PROGRESS targets for 2022-2023 Assessment SY which impacts the 2023-2024 Accountability SY target of 52%, as shown in Box 3a, then outline the corrective action steps that the LEA has taken in order to meet state ESSA ELP accountability targets as approved in Virginia.

The LEA met the State PROGRESS targets for 2022-2023 Assessment SY.

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

- Example by Grade: K- 30 minutes, 5 times a week, LIEP Model – ELD.
- Example by ELP Level: Level 1: 45 minutes, 5 times a week, Grades K-2, LIEP Models – Newcomer and Content Classes with Integrated EL Support.

Choose a reporting format that supports your division EL scheduling policy.

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. At the elementary level, Accelerated Academic Language (AAL) language instruction curricula are provided during intervention/enrichment periods (typically 35 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 will receive more targeted language support than an EL student at ELP level 1 who has high levels of literacy is his/her first language. With regard to grade span, in ACPS a greater amount of targeted language support is determined appropriate at the secondary level than the elementary level, given the compressed amount of time for students to simultaneously acquire language and content and be on-track for graduation from high school. The ratio of EL teachers to students is approximately 36:1 division-wide.

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

**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,
  - SLIFE, and
  - 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 the summer with the following data: ACCESS for ELLs, Standards of Learning (SOL), WIDA writing rubric, EL drop-out and graduation rates and EL Classroom Observation Checklist data, as available, and NWEA MAP assessment data. The standardized assessment data are 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 Teaching, Learning and Leadership Department (Chief Academic Officer and Executive Director of the Office of School Improvement). The data are disaggregated and analyzed at the division, school, and individual student level. The data of formerly ELs are also examined vis-a-vis all students and EL students, as are the data of dually identified EL students with disabilities. 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 MAP growth for individual students when available. 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 school year to ensure individual students receive the appropriate supports and to inform school-based professional development prioritization. Throughout the school year there are quarterly school-based reviews of student grade data, EL writing assessment data are reviewed utilizing the WIDA Writing Rubric and Scoring Protocol, division-wide parent surveys are reviewed, and central office and school-based walkthrough observations are conducted to gather data on EL best practices and strategies in areas such as building background knowledge, comprehensible input, explicit instruction of language, student engagement, differentiation and culturally responsive teaching and learning.

**F. 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.

Last year's analyses revealed that our students at WIDA ELP Level 1 made less progress than in previous years, and as a result of this finding the primary modifications to be introduced are additional supports for our newly arriving and emergent ELs, including our growing Afghan student population, and an 8 week curriculum designed specifically to support newly arriving EL students at the elementary level.

**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 to allow them the opportunity to participate in their student's education. Include how the division provides language assistance, such as third party vendors, contracted interpreters and translators, or telephone or digital language services, to parents who may require it.

Parent, family and community participation is promoted through a combination of outreach activities for families with a primary home language other than English. 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 events provide interpretation services and outreach is customized taking in consideration preferred language and 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 Manager who 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, as well as an ESSER funded English/Dari translator 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.

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

<b>Box 8:</b>	<b>Coordination of Service.</b> 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, preschool, Title I, Title II, and Title IV. Provide data if available to support the effective outcomes of these collaborations.
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, and Project Based Learning training.	

**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**

<b>Box 9:</b>	<b>Title III-funded personnel, resources and initiatives:</b> Describe how the LEA will use Title III funds to provide supplemental support to help ELs increase EL proficiency, meet the challenging State academic standards, and align with Virginia's accountability plan. Also, describe how the activities funded from Title III, Part A, are expected to increase student achievement and EL progress and proficiency. The description must include a brief needs assessment with data, to demonstrate why the resources, materials, personnel, curriculum enhancement, coordination with other programs and other creative initiatives to be funded by Title III, will support an effective LIEP. This description must align with expenditures outlined in the Budget Summary and Detailed Budget Description in the Budget Tab.
Title III funds will be used to provide outreach to families through the services of our parent outreach specialist; 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 specialist provides information and support 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.	



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

**Box 10: Title III Professional Development:** Describe how the LEA will use Title III funds to provide supplemental support for effective professional development (PD) to support: 1) classroom teachers, 2) principals, 3) support staff, 4) administrators, and 5) others. This description must include a brief needs assessment with data, to demonstrate how Title III funds will support effective PD to improve EL educational outcomes. This description must align with expenditures outlined in the Budget Summary and Detailed Budget Description in the Budget Tab.

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. Title III funds will also be used to support general education teachers in coursework on EL teaching methodologies and strategies. Professional development support will be blended to the extent possible, offering both face-to-face and/or on-line professional learning.

**Box 11: Title III Parent Engagement:** Describe how the LEA will use Title III funds to provide supplemental support to parent, family and community engagement activities. Identify strategies used in coordination with other related programs, such as Title I, Part A, college and career readiness, and preschool programs. This description must include a brief needs assessment with data to demonstrate how Title III funds will support effective parent and family engagement to improve EL educational outcomes. This description must align with expenditures outlined in the Budget Summary and Detailed Budget Description in the Budget Tab.

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

**G. TITLE III PROGRAM DETAILS**

**Possible Subgrant Activities**

Sec. 3115(c)(1)(2)(3) – LEA Required Subgrant Activities Respond YES or NO using the dropdowns if Title III funds will be used this year (2024-2025) to support required activities. Refer to the Title III Budget Tab and the Title III Program Narrative Tab boxes 8-11 to support your responses.

**Box A.**

Required LEA Activities Under Title III Funding	Respond YES or NO using the dropdowns if Title III funds will be used this year (2024-2025) to support required activities.  Refer to the Title III Budget Tab and the Title III Program Narrative Tab boxes 8-11 to support your response.
If applicable, other activities and strategies that enhance or supplement LIEPs, including coordination and alignment across programs (as required under section 3115(c)(3)(B)). (States are not required to enter counts for the last row if the State reports counts for 3115(c)(3)(A).) (See Box 8)	Yes
Support the development and implementation of LIEPs (as required under section 3115(c)(1)). (See Box 9)	Yes
Provide professional development to teachers and other personnel serving ELs (as required under section 3115(c)(2)). (See Box 10)	Yes
Provide parent, family, and community engagement activities (as required under section 3115(c)(3)(A)). (See Box 11)	Yes

**Optional LEA Activities Under Title III Funds**

**Box B.**

Optional LEA Activities Under Title III Funds	Place an X to Show How Funds Will be Used This Year (2024-2025)
Upgrade program objectives and instructional strategies (section 3115(d)(1)).	X
Improve instruction for ELs through curricula, instructional materials, software, and assessment procedures (3115(d)(2)).	X
Provide tutorials, career and technical education (section 3115(d)(3)(A)).	
Provide intensified supplemental instruction, including translated materials, interpreters, and translators (section 3115(d)(3)(B)).	X
Support LIEPs for preschool programs (section 3115(d)(4)).	X
Implement strategies to improve ELP and academic achievement for ELs (section 3115(d)(5)).	X
Provide parent, family, and community engagement activities to support the education of ELs (section 3115(d)(6)).	X
Provide resources, including educational technology, electronic networks for materials, training, and communication, and incorporate	X
Offer programs to help ELs achieve success in postsecondary education (section 3115(d)(8)).	
Improve the instruction of ELs with disabilities (section 3115(d)(9)).	X
Other (section 3115(d)(9)).	

Sec.3201(7) of the ESEA – Identify the language(s) of instruction if your LEA provides the Transitional Bilingual, Dual Language or Two-way Immersion Programs . If you do not provide these LIEPs, mark Not Applicable (N/A).

**Box C.**

LIEPs	Language of Instruction (if applicable)
Transitional Bilingual	N/A
Dual Language or Two-way Immersion	Spanish and English



**H. MEASURABLE OBJECTIVES****Section 1**

In Section 1 of the MOs, the LEA must address the MOs in Section 2 of the previous year's application and report whether 1) the LEA met the intended outcomes/targets; 2) reasons why the intended outcomes/targets were not met; and 3) how the MO will be modified, if applicable. The LEA may also choose to use MOs from Section 1 of the application submitted two years previously. The LEA should include a description of the data analysis and process used to determine if the intended MO outcome/target was met. Be sure to address all of the following:

1. Specify the measurable objective from the previous application.
2. Specify the application year (**2021-2022 or 2022-2023**).
3. State the original MO goal and then describe the actual data results; and
4. Describe the activities implemented and the actual progress made towards reaching the MO.

**Measurable Objective 1:**

Measurable Objective 1 in the 2021-2022 Title III application was that by June 2023 the Division will meet the Objective of 52% 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). The data for SY 2021-2022 indicate that 40.5% percent of ELs made progress. Data for SY 2022-2023 indicate 52% of EL students made progress - the Measurable Objective 1 from the 2021-2022 application was met.

**Measurable Objective 2:**

Measurable Objective 2 in the 2021-2022 Title III application was that by June 2023 the Division will meet or exceed the State pass rate (35% of students comprising the EL subgroup taking the Reading/Language Arts Standards of Learning (SOL) assessment, scoring at the proficient level. The pass rate for ACPS EL students in Reading in 2022 was 27% (vs. 32% State EL Student pass rate), and 26% in 2023 (vs. 32% State EL Student pass rate). The Measureable Objective 2 was not met. The pass rate for Formerly LEP (FLEP) Students at Levels 1-4 in Reading in 2023 was 78%, 76%, 77% and 82% (vs. 79%, 84%, 77% and 83% State rates, respectively).

**H. MEASURABLE OBJECTIVES (CONTINUED)**

**Measurable Objective 3:**

Measurable Objective 3 in the FY 23 Title III application was that by June 2023 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. The pass rate for ACPS EL students in Mathematics in 2022 was 23% (vs, 36% State EL pass rate), and in 2023 was 29% (vs, 41% State EL pass rate). The Measurable Objective 3 was not met. The pass rate in Mathematics for FLEP Students in 2023 at Level 1 was 68% (vs, 77% State pass rate), Level 2 was 67% (vs, 79% State pass rate), Level 3 was 70% (vs, 71% State pass rate) and Level 4 was 65% (vs, 78% State rate).

**Measurable Objective 4:**

Measurable Objective 4 in the 2021-2022 Title III application was that by June 2023 the Division will meet the VDOE established federal four-year cohort graduation target (80%) for EL students. The 2022 Cohort report indicates that All students in our division had a 83% graduation rate and the rate for EL students was 71%, and the 2023 Cohort report indicates that All students in our division had an 83% graduation rate, and the graduation rate for EL students was 70%. Measurable Objective 4 was not met.

**Measurable Objective 5:**

**H. MEASURABLE OBJECTIVES (CONTINUED)****Section 2 - A minimum of 3 MOs for the 2024-2025 SY should be completed for Section 2**

1. State between three to five measurable objectives, that will support the goals of your LEA's EL program. These objectives must be funded with identified Title III, Part A, federal funds as written in this application.

If state EL Progress targets were not met (Box 3b), you MUST identify an EL Progress target as a MO. Below are some additional areas of focus that could be identified as LEA measurable objectives, where Title III funds are used to provide supplemental support:

- EL Absenteeism targets.
- EL Graduation targets.
- EL Parent engagement targets.
- EL subgroup SOL targets.
- EL Professional development targets.
- LIEP curriculum development.
- Increasing EL participation in CTE.

This is not an exhaustive list and MOs should be based on an LIEP needs assessment.

2. Describe the evidence-based research that supports the services and activities (programs, resources, people, and techniques) that will be implemented to achieve each objective. Review boxes 9, 10, and 11 in the Title III Program Tab to incorporate funding identified with measurable targets for the 2024-2025 SY. Be specific about how people, resources and professional development identified in the Budget Tab, are used to meet each measurable objective.

**What is a Measurable Objective?**

A measurable objective has four components:

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

**Measurable Objective 1:**

By June 2025, the Division will meet the VDOE Objective of 56% 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.**

In addition to the professional learning that will continue to be provided to teachers of EL students on language acquisition and EL best practices, including quality student interaction, differentiation, and explicit instruction of language in Tier I instruction, ACPS will continue expand the number of teachers and schools trained on implementing Project Guided Language Acquisition Design (GLAD) strategies in order to build academic language and literacy in the content areas. EL curriculum and instructional specialists will also support EL teachers in implementation of an 8 week English language development curriculum targeting newcomer students at the elementary level. English language development (ELD) will continue to explicitly be taught through English for Academic Purposes (EAP) courses at the secondary level. The ELD courses are designed to front-load and teach the language that is required for students to meaningfully access the ACPS general education curriculum. And, additional support from our secondary instructional specialist will be provided to our high school in order to more effectively support our Long term EL student population which has grown since the pandemic period. Expanded implementation of Project Based Learning will also be a focus at the secondary level.

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

By June 2025, the Division will meet or exceed the previous State pass rate (32%) 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.**

EL curriculum and instructional specialists will collaborate with the English Language Arts instructional specialist to provide EL scaffolds for the recently adopted Bookworms curriculum for grades 3-5. At the elementary level EL students who meet the criteria will participate in the Ignite Reading high impact tutoring sessions sponsored by VDOE. At the secondary level, Project Based Learning will expand division-wide, and the Executive Director of the English Learner Office will be a member of the PBL district planning team. At all grade levels professional development to teachers of ELs will continue to be provided, on effectively implementing EL best practices and strategies in Tier I core instruction, and ACPS will expand implementation of Project Guided Language Acquisition Design (GLAD) strategies in order to build academic language and literacy in the content areas.

**Measurable Objective 3:**

By June 2025, the Division will meet the State four-year cohort graduation rate (as reported in the 2023 VDOE Cohort Report) of 73% for EL students.

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

To assist in meeting this Measurable Objective, ACPS will continue to concentrate efforts to support the high school in meeting the needs of both the Long-term EL (LTEL) and immigrant EL students. Additional instructional materials, resources and support will be provided to EL teachers supporting LTELs in co-teaching models of services. For immigrant EL students, ACPS partners with the Internationals Network for Public Schools to provide a program at Alexandria City High School and Francis C. Hammond Middle School designed to meet the unique needs of our immigrant student population. Title funds support instructional materials and professional development for teachers of both populations of students. Analyses of graduation data also continue to indicate a need for additional support to Latino EL students.

**H. MEASURABLE OBJECTIVES (CONTINUED)**

Measurable Objective 4:

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

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Measurable Objective 5:

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

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**I. IMMIGRANT CHILDREN & 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.

[Empty text box for describing the use of IY funds]

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

[Empty text box for describing the evaluation of success]



**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 III, Part A. (ESEA Title VIII Uniform Provisions, Part F, Subpart 1).

1. How many English Learners Level 1-4.3 received services in the public school division for the 2024-2025 school year?

2. Are there eligible private schools in the school division's attendance area? Mark Yes if you have Private Schools, even if they refuse funds.  
 Yes (If yes, complete the remainder of this page.)  No (If no, it is not necessary to complete the rest of this page.)

3. 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.)

<input type="checkbox"/> Regular Mail	<input type="checkbox"/> Certified Mail
<input type="checkbox"/> Telephone Calls	<input checked="" type="checkbox"/> Meetings
<input type="checkbox"/> Visits to the Private School	<input checked="" type="checkbox"/> Other (Please specify) <input type="text" value="E-mail"/>

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

a. Title III Budget	665,740.65
b. Proportionate Share	1657.445602
c. Additional set-aside for equitable services (if necessary)	
d. Amount to use for set-aside calculations	1,657.45

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



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

**Section 427 of the General Education Provisions Act (GEPA) requires applicants for federal funds to describe the steps the applicant will take to ensure equitable access to, and participation in, federal programs for students, teachers, and other program beneficiaries with special needs. The provision allows applicants discretion in describing the steps they will take to ensure equitable access to, and participation in, federal programs for students, teachers, and other program beneficiaries with special needs. The statute highlights six types of barriers that can impede equitable access or participation: disability, or age. Based on local circumstances, the applicant should determine whether these or other barriers exist, and if so, describe the steps they will take to ensure equitable access to, and participation in, federal programs for students, teachers, etc., from such access or participation in the federally-funded project or activity. The description of the steps taken to overcome these barriers need not be lengthy; the application may provide a clear and succinct description of the steps taken 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. 1545-0047. The principles and goals as laid out in the Alexandria City Public Schools (ACPS) strategic plan (ACPS Equity for All: 2025) underpin the division's commitment to equitable access to, and participation in all instructional programs for all students, teachers, and other beneficiaries - including those with special needs. ACPS pledges Alexandria City Public Schools will provide an equitable, high quality education which is accessible and engaging to all students, and is inspiring students and addressing barriers to learning', is supported by five core values, including one that specifically charges ACPS with working to remove barriers to educational access.

The strategic plan is supported by a host of school board policies (AC, AD, AE, JB, JBA, JECA) designed to further outline and elaborate on the division's programming, regardless of difference or perceived difference. In particular, Policy AC: Non-Discrimination is committed to nondiscrimination with regard to age, race, color, national origin, ancestry, disability, religion, gender, gender identity, marital status, pregnancy, childbirth or related medical conditions, status as a parent, political affiliation, status as a veteran, and sexual orientation. This commitment prevails in all of its policies and practices concerning staff, students, educational programs and services, and individual business.' Further, Policy AE states: 'The school division is committed to excellence in education, equality of educational opportunity, and individuality. Inasmuch as students differ in their rate of physical, mental, emotional and social growth and vary in their needs and abilities, the division is committed to providing a consistent with personal development and potential. Programs emphasize diagnostic and prescriptive instruction, allowing an individualized approach to meet educational needs.' These commitments apply to any program or service offered by ACPS, regardless of funding source, and apply to the school division.

**ON 427**

**include in their applications a generally-assisted programs for students, ion in developing the required tion: gender, race, national origin, color, er barriers may prevent students, iption in the application of steps to be ct description of how the applicant plans**

tudents, teachers, and other program  
894-00045, Section 427.

regard the school division's commitment to ensuring e programs supported by federal funds. Equity for All idents. The plan's mission: 'to ensure success by S with being equity-focused in all we do, actively

aborate on the school division's commitment to all ination states: 'The Alexandria City School Board is ', gender expression, sex, sexual orientation, genetic eran or any other characteristic protected by law. iduals and entities with whom the Board does ty, and the recognition of each student's abilities, learning opportunities are provided that are dual approach to each student's learning style and wholly to all federally funded programs offered by the

## 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 applying for funds;
  - E. It will comply with the provisions of 2 CFR part 200 section 200.116, which prohibits the purchase of certain telecommunications and video surveillance services or equipment as described in Public Law 115-232, section 889.
- V. It will comply with Section 22.1-277.07, of the Code of Virginia that requires the expulsion for one year of any student determined to have brought a firearm to school. A description of each incident, the name of the school concerned, the number of students expelled from each school, and the type of firearm used in each instance of expulsion will be reported to the Virginia Department of Education in compliance with provisions under Section 8561 (Gun-Free Schools Act). This agency has a policy that requires referral to the criminal justice or the juvenile delinquency system of any student who brings a firearm or weapon to school; and
- VI. It will participate, if selected, in the state National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under Section 303 of the National Assessment of Educational Progress Act.



### PROGRAM SPECIFIC ASSURANCES

Title III funds cannot be used for academic programs and LIEP services provided to ELs that are required under other local, state, and federal laws to include Title VI of the Civil Rights Act of 1964, the Equal Educational Opportunities Act of 1974 (EEOA). The division will comply with the supplement, not supplant, provisions as described below:

#### **Section 3115**

(g) SUPPLEMENT, NOT SUPPLANT - Federal funds made available under this subpart shall be used so as to supplement the level of federal, state, and local public 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.

#### **The school division/grantee assures:**

- I. It will include in the plan under ESEA Section 3114 a certification that all teachers in any LIEP are, or will be, funded under this part are fluent in English and any other language used for instruction, including having written and oral communications skills;
- II. All ELs will be identified within 30 days of enrollment
- III. It will comply with the parental notification requirements as described below:
  - A Each eligible entity using funds provided under this title to provide a LIEP shall, not later than 30 days after the beginning of the school year, inform a parent or the parents of ELs identified for participation in, or participating in, such program of —
    1. the reasons for the identification of their child as an EL and in need of placement in a LIEP;
    2. the child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;
    3. the method of instruction used in the program in which their child is, or will be, participating, and the methods of instruction used in other available programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction;
    4. how the program in which their child is, or will be participating, will meet the educational strengths and needs of the child;
    5. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;
    6. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for ELs, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools;
    7. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; and
    8. information pertaining to parental rights that includes written guidance —
      - a. detailing —
        - (i). the right that parents have to have their child immediately removed from such program upon their request; and
        - (ii). the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and
      - b. assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the eligible entity.

**PROGRAM SPECIFIC ASSURANCES**

B. RECEIPT OF INFORMATION- The information required to be provided under subsection (a) to a parent shall be provided in an understandable and uniform format and, to the extent practicable, in a language that the parent can understand.

- IV. It will comply with the Parents Right-to-Know requirements in ESEA Section 1112(e);
- V. It will annually assess the English proficiency of all ELs participating in programs funded under this part;
- VI. It will base its proposed plan on effective research on teaching ELs;
- VII. It will ensure that the programs will enable children to speak, read, write, and comprehend the English language and meet challenging state academic content and student academic achievement standards;
- VIII. It will not violate any state law, including state constitutional law, regarding the education of ELs, consistent with ESEA Sections 3125 and 3126;
- IX. It consulted with teachers, researchers, school administrators and other school personnel, parents and family members, community members, public or
- X. It will, if applicable, coordinate activities and share relevant data under the plan with local Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers; and
- XI. Immigrant children and youth (IY) funds will be specifically targeted to eligible immigrant students and their families.