



**Virginia Department of Education
Office of Program Administration and Accountability
P. O. Box 2120
Richmond, Virginia 23218-2120**

Place an "X" by the applicable response.

Original

Revision:

Revision #

Date:

Explain

Amendment:

Amendment #

Date:

Explain

A. COVER PAGE

2018-2019 Individual Program Application

Due by July 1, 2018

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

To be Completed by School Division

Applicant (Legal Name of Agency) LYNCHBURG CITY PUBLIC SCHOOLS		Division Number 115	Title I, Part A, Coordinator Christy Compton	
Mailing Address (Street, City or Town, Zip Code) 915 Court. St., Lynchburg, VA 24504		Phone: Email:	(434) 515-5012	Ext: <input type="text"/>
		comptoncj@lcsedu.net		

LOCAL EDUCATIONAL AGENCY CERTIFICATION

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

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

Assurances: The local educational agency assures that Title I, Part A, will be administered and implemented in compliance with all applicable statutes, regulations, policies, and program plans under *ESEA*. **Additionally, the local educational agency agrees by signing below to implement the general and program specific assurances located in the "Application Guidelines, Instructions, and Assurances" document. The assurances and signed cover page must 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 July 10, 2018 .

Superintendent's Signature

Dr. Crystal Edwards

Superintendent's Name

July 10, 2018

Date

Board Chairperson's Signature

Dr. Michael J. Nilles

Board Chairperson's Name

July 10, 2018

Date

Application Submission, Approval, and LEA Expenditure of Funds: Applications for Federal Funds are due by July 1, 2018. Revisions and Amendments should be submitted in a timely manner. Please note, in order for the funds to be expendable by July 1, 2018, the electronic application must be received at the Virginia Department of Education by July 1, 2018, through the file submission process of the Online Management of Education Grant Awards (OMEGA) system.

An award notification is issued by the Virginia Department of Education through OMEGA once an application is fully approved and the allocation is available.

APPLICATION INFORMATION

2017-2018 Allocation	2017-2018 Consolidated Yes or No	ELIGIBLE PROGRAM	2018-2019 Allocation Total
4,034,065.55	No	Title I, Part A, Improving Basic Programs Operated by the LEAs	3,673,764.00

TRANSFERABILITY

Section 5103(b)(2) of the Every Student Succeeds Act allows LEAs to transfer funds between certain qualifying federal programs. If funds are transferred out of the Title II, Part A, or Title IV, Part A programs, **PRIOR APPROVAL IS REQUIRED**, and a separate Transferability approval form must be submitted. The transfer request form is available at http://www.doe.virginia.gov/federal_programs/esea/forms/lea_funds_transfer_request.docx.

Program from which funds will be transferred		Select program(s) TO which funds will be transferred:	Amount
Title II, Part A	TO	Title I, Part A, Improving Basic Programs Operated by the LEAs	

Program from which funds will be transferred		Select program(s) TO which funds will be transferred:	Amount
Title IV, Part A	TO	Title I, Part A, Improving Basic Programs Operated by the LEAs	

REVISIONS AND AMENDMENTS

Place an "X" in the first box indicating whether it is a revision or amendment. Enter the date of the revision or amendment. Indicate the tab(s) that have been changed. Provide a concise description of changes (for example, "Programmatic Changes--purchase of additional reading materials, object code 6000; Budget Changes--decreased travel budget in object code 5000 and increased materials to purchase additional reading materials in object code 6000"). When completing an amendment, changes to the program overview may be reflected as additions at the end of the narrative.

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

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

B. PROGRAM OVERVIEW (2 PAGES)

In narrative format:

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

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

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

Lynchburg City Schools' (LCS) Title I program is designed to help prepare all students for success in college and future careers. The program prioritizes excellence and equity, recognizes the importance of supporting teachers and students, and provides supplemental human resources, professional development, meaningful family engagement, and high quality instructional materials to support LCS in reaching its mission of "Every child by name, and by need to graduation." Grant funds are used to support division initiatives for Student Achievement, Student Behavior, and School Climate and Culture. LCS' Title I program supports school-wide programs building capacity of teachers, paraprofessionals, and parents to serve students from grades K-5 in all of the elementary schools. The Title I plan is based on the LCS Comprehensive Plan, the individual Title I schoolwide plans, and other federal and state requirements. Each of the Title I schoolwide plans are monitored and revised annually based on analysis of student achievement data and feedback from administrators, teachers, parents, and community members. For the 2018-2019 school year, the majority of Title I funds will support personnel costs for supplemental staff. Title I funds support salaries and benefits for division-level staff including the the Elementary Instructional Coaches (.80 FTE x 11 schools) and Homeless Educational Liaison (1.0 FTE).

As poverty and its associated challenges continue to increase, Title I funds also support salaries and benefits for a Division Level Social Worker, Positive Behavior Intervention Support Specialist, Division Case Manager, Pre-K Teachers and Pre-K Instructional Assistants using 2017-2018 carryover funds. Because effective teachers are one of the most important tools schools and systems have at their disposal to support the achievement of socio-economically disadvantaged students in an equitable manner, a large majority of school funds are prioritized to support salaries and benefits for supplemental Literacy Teachers/Coaches. These teachers provide support to classroom teachers to build their capacity to deliver high quality literacy and provide small group instruction for identified tier 2 and tier 3 students in need of intervention. Funds are also requested for hourly tutors for remediation in math/reading. Furthermore, Title I funds support Instructional Assistants to provide supplemental small group instructional support in math/reading and computer-based interventions. In addition to supporting improved student achievement in reading and math, school based personnel, based on comprehensive needs assessments at individual schools, provide supplemental services to children to address leading/lagging indicators regarding social, behavioral and truancy issues that negatively impact student achievement.

Research-based activities: Students are placed in fluid, differentiated instructional groups based on diagnostic data from PALS, DRA2+, and/or other school based assessments and screening tools. Student progress is regularly monitored and students in need of additional instruction participate in tiered intervention (e.g., Leveled Literacy Intervention). Students are also provided opportunities for acceleration as suggested by the diagnostic data. Supplemental software may also include Reading A-Z, Flocabulary, and Spell City. Mathematics instruction in schools receiving Title I funds is based on Pacing and Resources (PAR) Guides for mathematics that ensure alignment to the Virginia Standards of Learning. LCS provides resources to support instruction in mathematics that include pre and post assessments by strand and resources and instructional activities that promote fluid, differentiated small group instruction within a math workshop model. Student progress is regularly monitored through formative assessments. Based on assessments, students are accelerated or assigned to intervention based on assessment. Web based interventions are available for use with students that allow for both remediation and acceleration (e.g., to include, but not limited to IXL, ST Math).

B. PROGRAM OVERVIEW (CONTINUED)

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

Title I schools analyze the following student achievement data: PALS, benchmarks and/or other school based assessments and screening tools, reading and math proficiency levels, SOL results, grades in core subject areas, attendance, and behaviors including referrals and suspension data. Annual School Culture and Parent Involvement Surveys are also reviewed to identify student/family perceptions and school climate needs. The review of achievement data indicates the need for continued focus on improving student achievement in literacy, math, and science. While some schools have narrowed gaps in performance, there continues to be a gap between the performance of black students, economically disadvantaged students and students with disabilities as compared with other subgroups in all schools. With this being the case, the data suggests a need to improve the overall quality of instruction in all classrooms as well as a focus on ensuring that instruction is aligned to the standards being assessed for accountability purposes. Each of the Title I schoolwide plans are monitored and revised annually. Reform strategies are developed based on a comprehensive needs assessment typically conducted during the summer months and includes feedback from administrators, teachers, parents, and community members. The plans are reviewed annually to ensure they reflect the identified needs of student and staff. Central Office also participates in school improvement team meetings to ensure schools are making progress towards goals.

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

The needs assessment process identified on-going student needs in both reading and math. For 2018-2019 each Title I school will have a Literacy Coach and/or Elementary Instructional Coach to support teachers by building their capacity to provide high quality literacy and math instruction to all students. Coaching will target the delivery of instruction in a literacy and math workshop format that focuses on small group differentiated instruction. Further, coaches will work with literacy and math professional learning communities to focus on The Teaching and Learning Cycle, which includes assessment, planning for the delivery of aligned learning experiences, and reassessing with formative assessments, and providing intervention, as needed. While a major initiative will focus on quality instruction for all students, research-based intervention will be incorporated. Literacy Instruction in schools focuses on the five essential components of reading - phonemic awareness, phonics, fluency, vocabulary, and comprehension - as well as oral language and writing. Instruction is based on the LCS framework for literacy instruction and Pacing and Resource (PAR) Guides that emphasises alignment to the Virginia Standards of Learning within a reading and writing workshop model. Literacy coaches work with classroom teachers to promote high-quality literacy instruction and support the professional growth of teachers' literacy content knowledge through participation in professional learning communities, co-teaching, co-

4. For Title I, Part A, explain how the division ensures that meaningful parent and family engagement activities are planned and implemented at each Title I school.

Family Engagement is critical in the development of supports that enable at-risk students to meet annual academic targets for reading and mathematics. Title I funds allow for supplemental family engagement programs at each school that build the capacity of parents to assist their children in becoming proficient or better with state standards. Resources for parents to use with children during holidays and summer vacation are provided to allow parents to support achievement with literacy and numeracy skills. Organized family events at local museums and cultural attractions allow families to learn together while providing a neutral environment for conducting meaningful consultation between teachers and parents. In order to ensure meaningful consultation, Each Title I school requests parents to sign the Title I School, Parent/Guardian, Student Compact each year. By design, each Title I school improvement team includes parent representation. Schools solicit parent feedback on developing the Title I plan including designing interventions and topics for parental events. Parents also provide input into school-level and division-level parental involvement policies. The annual School Culture Survey is another way LCS solicits parent feedback. For 2018-2019, the division has set-aside 1% of the total allocation for parental involvement activities. Each Title I school receives an allocation for parental involvement based on a PPE/eligible child. These events are designed to be capacity building to help families with the education of their child

C. COORDINATION OF SERVICES

Describe the partnerships within the division among the programs in this application and other federal, state, and/or local programs in the delivery of services to the targeted population(s). Describe the collaboration of program staff, parents, and the community to provide services and activities that will contribute to the attainment of the measurable objectives in this application.

The Title I grant provides supplemental resources to all elementary schools. Title I resources reflect the use of research-based instructional practices that strengthen the core academic program. Services are identified according to the needs of individual students and schools. Title I staff members coordinate with staff representing other local, state, and federal resources including Elementary Mathematics, Elementary Language Arts, Special Education, English Language Learners (ELL), Instructional Coaching, Homeless Services, Student Services, and the LCS Preschool Program. Title I staff works closely with the Homeless liaison to identify ways in which homeless children in the division can receive support through Title I, in addition to the resources provided through the McKinney-Vento Homeless Assistance Act. Title I works collaboratively with other grants including multiple 21st Century Community Learning Centers grants, a state Expanded Opportunities for Success grant that supports extended school day learning experiences, the Virginia Preschool Initiative grant that supports PK classes in LCS, and Classroom Innovation Grants sponsored by the Lynchburg City Schools Education Foundation. Each school has business and/or community partners that provide services that include in-kind resources, tutorial services, mentorships, and assistance with special projects such as science fairs and educational field trips. Partners also support the needs of low income families through school supply and clothing

D. EFFECTIVE TRANSITIONS

Describe how the local educational agency will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable-

- a. through coordination with institutions of higher education, employers, and other local partners; and
- b. through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

LCS focuses Title I funding on the eleven elementary schools. Principals from Linkhome Middle School and Sandusky Middle School visit feeder elementary schools to introduce themselves and to share information about program offerings. The principal from P. L. Dunbar Middle School for Innovation visits all elementary schools since they accept both zoned students and students who apply for openings for the school for innovation. Middle schools host parents to orientation meetings each spring to discuss transition to middle school and to provide time for parents to ask questions. In addition, LCS utilizes Title IV-A 21st CCLC grant funds awarded to the three middle schools to provide summer programs for rising 6th graders. The purpose for this program is to help students make a successful transition to middle school. Students are able to meet their teachers and learn about their new school. Parents and students also have an opportunity to meet with administrators and counselors and learn about the expectations for middle school students. The coordinators conduct outreach to elementary schools each spring to promote the Transition program and provide applications for enrollment in summer programs. The 21st CCLC middle schools may also host field trips to local colleges during the school year and summer months to help students explore college and career options.

E. REDUCTION OF EXCLUSIONARY DISCIPLINE PRACTICES

Describe how the local educational agency will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students, as defined in section 1111(c)(2).

LCS Comprehensive Plan focuses on Achievement, Behavior, and Culture. Title I division-level carryover funds are set-aside for a social worker and case manager to help provide supports for students who have challenges with behaviors and/or attendance. These staff members work with the school counselors and attendance clerks at each school and the division Truancy Team. Division-level funds are used to provide training in Responsive Classrooms (Title IIA) and salary/benefits (Title IA/Title IIA) for a full-time Positive Behavior Intervention Supports (PBIS) Coach to provide training for administrators and teachers to help provide strategies and alternatives to discipline practices that would remove students from the classroom. Title I schools may also use their individual allocations to hire positions to work with students with challenging behaviors. Positions hired with school level funds include a full-time behavior coach and supplemental school counselors.

F. MEASURABLE OBJECTIVES

1. State up to ten measurable objectives that will guide the development of the program to be funded with the requested ESEA federal funds.
2. Describe the evidence-based research that supports the services and activities (programs, models, instructional methods, and techniques) that will be implemented to achieve each objective and that will be supported by the requested funds.

Note: Measurable objectives should be aimed at supporting the mastery of K-12 college- and career-ready standards, proficiency on corresponding state assessments, teacher quality, parental involvement, and other allowable objectives as defined under ESEA program areas and identified through local needs assessments.

Measurable Objective 1:
As measured by spring 2019 Standards of Learning (SOL) assessments for reading, all students and each reporting subgroup of students will have a combined pass rate of 75% or a 10% decrease in the failure rate from previous year.
Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:
<ol style="list-style-type: none"> 1. Literacy Teachers/Coaches (in selected schools) and instructional assistants to support remediation and small group instruction 2. Elementary Instructional Coaches in all schools to support improvement in core instruction in all classrooms 3. Professional Learning Communities to increase communication and collaboration among teachers on best practices and strategies for intervention for struggling students 4. Leveled Literacy Intervention - research-based intervention for struggling students 5. iReady Diagnostic and Instruction - use of assessments and research-based intervention for struggling students 6. DRA 2+, PALS - use of assessment to drive instruction 7. Professional Development to support literacy instruction including Reading and Writing Workshops
Measurable Objective 2:
As measured by spring 2019 Standards of Learning (SOL) assessments for mathematics, all students and each reporting subgroup of students will have a combined pass rate of 75% or a 10% decrease in the failure rate from previous year.
Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:
<ol style="list-style-type: none"> 1. Elementary instructional coaches to support improvement in core instruction in all classrooms 2. Professional Development to support math instruction including Math Workshop 3. Small group differentiated instruction 4. Professional Learning Communities to increase communication and collaboration among teachers on best practices and strategies for intervention for struggling students 5. Research-based interventions and software for struggling students

F. MEASURABLE OBJECTIVES (CONTINUED)

<p>Measurable Objective 3:</p> <p>All Title I schools will see a 10% increase in the number of students with no behavior referrals or out-of-school suspensions as compared to the prior year data as documented by school discipline reports.</p>
<p>Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:</p> <ol style="list-style-type: none"> 1. Elementary Instructional Coaches to support improvement in core instruction in all classrooms 2. Positive Behavior Intervention Support (PBIS) Coach (Title IA Carryover funds and Title IIA funds) to help support PBIS interventions in each school 3. Additional personnel at the division-level and school level (including behavior coach and supplemental school counselors) to help address needs of students including behaviors that are impacting instruction 4. Division Case Manager & Truancy Team - collaboration with schools and residential facilities to address the needs of high risk youth 5. Responsive Classroom Training - division-wide initiative to support strategies for classroom management and relationship building
<p>Measurable Objective 4:</p> <p>All Title I schools will increase the number of parents that participate in family engagement programs and activities by 5% from prior year participation as documented by sign-in sheets for all family engagement programs and activities.</p>
<p>Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:</p> <ol style="list-style-type: none"> 1. Coordination of Services with the Superintendent's Office and Director of Engagement, Equity, and Opportunity to increase outreach and build capacity of families 2. Title I schools will ensure meaningful parent consultation to include inviting parents to participate in back-to-school events and family engagement events scheduled throughout the year. 3. Parents will be invited to participate in School Culture and Parent Surveys to provide additional feedback on what is working and what can be improved. 4. Title I school improvement teams will include parent representation to provide feedback on ways to utilize Title I funds to improve instruction and to design family engagement events to build capacity of families.

F. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 5:
Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:
Measurable Objective 6:
Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:

F. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 7:
Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:
Measurable Objective 8:
Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:

F. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 9:
Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:
Measurable Objective 10:
Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:

G. DETAIL BUDGET BREAKDOWN

Prepare a detailed breakdown of the budget categories for Object Codes 1000-6000 and 8000.

The amounts by program and object code totals are to be entered on the Budget Sheet under the appropriate area.

Do the totals equal the Budget Summary sheet? **Yes**

DETAILED BUDGET DESCRIPTION OF OBJECT CODE 1000

Provide a description of the positions supported with funds from this program. Indicate if any positions are newly funded under this program. Explain the supplementary nature of any new positions. **Required if staff positions are to be funded by federal funds.**

LCS is requesting funds for personnel costs to include salaries and benefits to include Elementary Instructional Coaches (.80 FTE x 11 schools), Literacy Coaches, Literacy Teachers, STREAM Coaches, Supplemental School Counselors, Family Engagement Liaison, and Instructional Assistants at the school level. Funds are also requested for substitutes and for stipends for teachers working outside of contract (\$26/hr per teacher). Funds are also requested for stipends for hourly teachers/tutors to provide remediation in reading and math. Finally, funds are requested for the Homeless Liaison (division set-aside).

TYPES OF STAFF POSITIONS Administrative, Teacher, Paraprofessional, Reading Specialist, Home School Coordinator, Other	Set Aside Category	FUNDING AMOUNTS	FTEs
Lead Academic Coaches (.80 FTE x 11 schools)	Division	484,782.46	8.80
Homeless Liaison	Homeless	43,254.72	1.00
Literacy Coaches and Literacy Teachers/Coaches- school level		1,274,469.79	25.90
Instructional Assistants - school level		353,150.00	20.50
Full-time STREAM Coach (1 school) and hourly STREAM Coach (1 school)		64,192.61	1.00
Supplemental School Counselors - beyond SOQ requirements		94,772.10	2.00
Family Engagement Liaison (1 school)		26,000.00	1.00
Behavior Coach (1 school)		47,386.05	1.00
Hourly/part-time tutoring/remediation support (R/M) \$26/hr		34,060.00	
Stipends for teachers working outside of contract time (i.e. stipends for school improve.		34,892.00	
team meetings, data analysis, collaborative planning time). \$26/hr per teacher			
Substitutes for teachers to provide time for data analysis, lesson planning, curriculum		7,425.00	
development and participating in co-teaching/modeling/observing best practices (\$90/day)			
Total for Object Code:		2,464,384.73	61.20

DETAILED BUDGET DESCRIPTION OF OBJECT CODE 2000

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

LCS is requesting benefits for all full-time positions outlined above to include FICA (.0765%), Virginia Retirement System (15.68%), Life Insurance (1.31%), Health Care Credit (1.20%), Hospital (\$5,152/person), Vision (\$24/person), and Dental (\$336/person) based on comparable rates paid to LCS employees for the 2018-2019 school year. Funds are also requested for FICA for subs and stipends for part-time (less than .60 FTE) and hourly employees providing tutoring and remediation.

Item Description	Set Aside Category	Total Cost
Benefits for Lead Academic Coaches (.80 FTE x 11 schools)	Division	185,899.79
Benefits for Homeless Liaison (1.0 FTE)	Homeless	16,689.02
Benefits for School Level Positions (combined from above) - to include Literacy		725,845.87
Teacher/Coach, STREAM Coach, Behavior Coach, School Counselor & Family		
Engagement Liaison		
FICA for subs and stipends (combined from above)		5,842.84
Total for Object Code:		934,277.52

DETAILED BUDGET DESCRIPTION OF OBJECT CODE 3000

Please indicate how these funds will support any services and activities that are described in the application. The following items must be specified below for ESEA programs, if applicable: parent and family engagement, professional development for comprehensive support and improvement, targeted support and improvement, or additional targeted support and improvement schools, and division-level allowable set-asides.

LCS is requesting budget monies for contracted services for neglected & delinquent students (N&D Set-Aside). Funds are also requested for administrative and division-level professional development (paid directly to vendors) to include Leveled Literacy Intervention (LLI) training. Funds are also requested for professional development (paid directly to vendors) at the school level to include, but not limited to the Virginia include, but not limited to the Virginia State Reading Conference, Children's Engineering Conference, and conferences sponsored by the Bureau of Education and Research. Funds are also requested for supplemental software (school-level) and for engraved trophies/medals to recognize student achievement. Student achievement items will be nominal in value (no more than \$10/student).

Item Description	Set Aside Category	Total Cost
Contracted Services: Neglected & Delinquent	Neglected/Delinquent	8,000.00
Professional Development- administrative travel to include VDOE Technical Assistance	Division	2,106.36
Assistance, VAFEPA, and Title I Conference (paid directly to vendor)	Division	
Professional Development - Division Level to include Leveled Literacy Intervention		25,020.18
(LLI) training for Literacy Teachers/Coaches		
Professional development- School level - to include, but not limited to the following:		
Virginia State Reading Conference		5,000.00
Seminars & Conferences sponsored by the Bureau of Education & Research (BER)		
and/or Curry Leadership Academy		1,039.87
William & Mary Summer Literacy Institute & Summer Math Institutes		3,500.00
Letterland Training		600.00
STEM Training - including Children's Engineering Conference		600.00
Engraved Trophies for Student Recognition and Achievement		1,000.00
Supplemental Software - School Level- to include, but not limited to the following:		
Reading A-Z, Raz Kids, Flocabulary, AR, and Study Island		7,527.44
Total for Object Code:		54,393.85

DETAILED BUDGET DESCRIPTION OF OBJECT CODE 4000

Provide a description of charges from an Internal Service Fund to other functions/activities/elements of the local government for the use of intergovernmental services. The following items must be specified below for ESEA programs, if applicable: parent and family engagement, professional development for comprehensive support and improvement, targeted support and improvement, or additional targeted support and improvement schools, and division-level allowable set-asides.

Budget monies are requested for Internal Services for Pupil Transportation for Field Trips and for Printing to include booklets, fliers, and educational games.

Item Description	Set Aside Category	Total Cost
Internal Services - Printing		150.00
Internal Services - Pupil Transportation to help offset the costs of field trips for students in poverty		3,000.00
Total for Object Code:		3,150.00

DETAILED BUDGET DESCRIPTION FOR OBJECT CODE 5000

Provide a description for expenses related to object code 5000. The following items must be specified below for ESEA programs, if applicable: parent and family engagement, professional development for comprehensive support and improvement, targeted support and improvement, or additional targeted support and improvement schools, and division-level allowable set-asides.

LCS is requesting funds for administrative and school-level travel reimbursement (i.e. mileage and travel expenses paid directly to individuals). Funds are also requested for indirect costs equivalent to 3.3% of the total grant award. This amount will be amended upon received of actual allocation for 2018-2019 and/or changes to the indirect cost rate for 2018-2019.

Item Description	Set Aside Category	Total Cost
Administrative Travel including VDOE Technical Assistance Academy, VAFEPA,	Division	1,000.00
Title I Conference & Region V Meetings (paid directly to individual)		
Indirect Costs (3.3% of total allocation)	Division	121,234.21
Professional Development/Travel - School Level		
To include registration, lodging, meals and mileage paid directly to individuals		1,774.99
	Total for Object Code:	124,009.20

DETAILED BUDGET DESCRIPTION FOR OBJECT CODE 6000

Provide a description for expenses related to object code 6000 Materials and Supplies. Include items that are consumed or materially altered when used and minor equipment that is not capitalized. Equipment under \$5,000, including computer equipment, should be reported under this object code unless the LEA has set a lower capitalization threshold. Indicate the quantity for each item. The following items must be specified below for ESEA programs, if applicable: parent and family engagement, professional development for comprehensive support and improvement, targeted support and improvement, or additional targeted support and improvement schools, and division-level allowable set-asides.

LCS is requesting budget monies for instructional supplies/curriculum for neglected and delinquent students (N&D set-aside) and for parent and family engagement based on 1% of the total grant award. Budget monies are requested at the school level to support supplemental instructional supplies to include supplemental curriculum (i.e. Letterland, Making Meaning), classroom leveled libraries, math manipulatives, reading manipulatives, and iPads to support technology-based instruction. Funds are also requested for (non-engraved) medals and certificates to recognize student achievement. Student achievement items will be nominal in value (no more than \$10/student). Finally, budget monies are requested to support PD books for teachers and the Turned Around Conference.

Item Description	Set Aside Category	Quantity	Total Cost
Mat/Sup for Parent and Family Engagement (1% of total award)	Parent and Family Engagn		36,737.64
Additional supplies to support parent and family engagement events			595.01
Supplemental instructional supplies/curriculum for N&D Students	Neglected/Delinquent		2,000.00
The Reading Strategies Book \$40/each x 25 copies		25.0	1,000.00
The Writing Strategies Book \$40/each x 25 copies		25.0	1,000.00
Classroom Leveled Libraries for grades K-3 (1 school)		16 classrooms	20,480.00
Math Madness for grades 3-5 (spiral review consummables)		11 sets	3,975.00
Reading Manipulatives (i.e. magnetic letters, phonics activites, and phonemic awareness)		various	7,171.86
Supplies to support data analysis and monitoring		various	600.00
Cardstock & colored paper to support home/school communication			160.00
Letterland Kit		1 kit	679.99
Trade Books/Leveled Library for reading instruction (1 school)		6 classrooms	6,000.00
iPads for technology-based instruction (\$299.99/each x 20 devices)		20 devices	5,999.80
iPad cases for protection of devices		20 cases	762.20
Making Meaning Reading Kit		Per Kit	750.00
Headphones for technology-based instruction			457.20
Reading Medals for Student Achievement		150 medals	240.00
Pins/Certificates for Student Achievement		various	140.00
Turned Around Conference Supplies (1 school)		various	500.00
Supplemental Classroom Libraries for Guided Reading (1 school)		various	2,500.00
Trade Books & Resources to support Schoolwide Reading Strategies		various	1,800.00
Total for Object Code:			93,548.70

DETAILED BUDGET DESCRIPTION FOR OBJECT CODE 8000

All capital outlay expenditures over \$5,000 per unit must be approved in advance by the Virginia Department of Education. If the school division has established a threshold of a lesser amount, items equal to that amount or greater must also receive prior approval by the Virginia Department of Education. Nonconsumable items must be listed in the application. Equipment quantities must be specified. The following items must be specified below for ESEA programs, if applicable: parent and family engagement, professional development for comprehensive support and improvement, targeted support and improvement, or additional targeted support and improvement schools, and division-level allowable set-asides.

Item Description	Set Aside Category	Quantity	Cost Per Item	Total Cost
Total for Object Code:				0.00

EXPENDITURE ACCOUNTS DESCRIPTIONS

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

OBJECT CODE DEFINITIONS:

(revised 5/16/17)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Capital Outlay Replacement

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

• Special Note - Classification of Hardware and Infrastructure Expenditures:

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

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

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

H. BUDGET SUMMARY

(Projected dollar amount of Title I, Part A, funds required for administration and implementation of this program. Enter the budget in the unlocked cells.)

OBJECT CODE	EXPENDITURE	AMOUNT BUDGETED Title I, Part A	Does Budget Summary match Detail Budget tab?
1000 - Personal Services	Administration	0.00	
	Teachers	1,338,662.40	
	Paraprofessionals	353,150.00	
	Teacher Incentives	0.00	
	Private School Set-Aside	0.00	
	Parent and Family Engagement		
	Other	772,572.33	
	Total Personal Services	2,464,384.73	
2000 - Employee Benefits	Fixed Charges (Administrative and Instruction)	934,277.52	
	Teacher Incentives	0.00	
	Fixed Charges (Parent and Family Engagement)	0.00	
	Private School Set-Aside	0.00	
	Total Employee Benefits	934,277.52	
3000 - Purchased/ Contracted Services	Supportive Services (Med., Dental)	0.00	
	Evaluation Services	0.00	
	Private School Set-Aside	0.00	
	Parent and Family Engagement	0.00	
	Professional Development	49,074.41	
	Tutoring Services	0.00	
	Other	5,319.44	
	Total Purchased/Contracted Services	54,393.85	
4000 - Internal Services			
	Pupil Transportation	0.00	
	Food Services	0.00	
	Private School Set-Aside	0.00	
	Parent and Family Engagement	0.00	
	Other	3,150.00	
	Total Internal Services	3,150.00	
5000 - Other Charges	Equipment for Instruction	0.00	
	Travel (Staff/Administrative)	2,774.99	
	Maintenance/Operation of Plant	0.00	
	Indirect Cost	121,234.21	
	Private School Set-Aside	0.00	
	Parent and Family Engagement	0.00	
	Other	0.00	
	Total Other Charges	124,009.20	

6000 - Materials and Supplies	Administration	0.00	
	Instructional	58,011.06	
	Private School Set-Aside	0.00	
	Other		
	Parent and Family Engagement	35,537.64	
	Total Materials and Supplies	93,548.70	Yes
8000 - Capital Outlay	Equipment for Instruction	0.00	
	Remodeling	0.00	
	All Other Equipment	0.00	
	Total Capital Outlay	0.00	Yes
	TOTAL BUDGET	3673764.00	
	TOTAL PRIVATE SCHOOL SET-ASIDE	0.00	
	Does Total Budget above equal the 2018-2019 Allocation on the "Narrative & Detail Budget" Tab?	Yes	

I. TRANSFERABILITY

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

Complete the tab below if funds will be transferred under Section 5103(b)(2). Please note that prior approval is required to transfer funds. The transfer request form is provided at http://www.doe.virginia.gov/federal_programs/esea/forms/lea_funds_transfer_request.docx.

OBJECT CODE - EXPENDITURE TYPE	Amount Budgeted													
	Title I, Part A		Title I, Part C		Title I, Part D		Title II, Part A	Title III, Part A				Title IV, Part A	Title V, Part B	
	Title II, Part A, Transferability Award S367A180044 Project Coe APE61481	Title IV, Part A, Transferability Award S424A180048 Project Code APE60019	Title II, Part A, Transferability	Title IV, Part A, Transferability	Title II, Part A, Transferability	Title IV, Part A, Transferability	Title IV, Part A, Transferability	EL		IV		Title II, Part A, Transferability	Title II, Part A, Transferability	Title IV, Part A, Transferability
Amount Transferred to Program	0.00	0.00												
1000 - Personal Services														
Administration	0.00	0.00												
Teachers	0.00	0.00												
Paraprofessionals	0.00	0.00												
Teacher Incentives	0.00	0.00												
Private School Set-Aside	0.00	0.00												
Parent and Family Engagement	0.00	0.00												
Professional Development	0.00	0.00												
Value of professional development personnel-related services or stipends on behalf of private schools														
Other	0.00	0.00												
Total Personal Services	0.00	0.00												
2000 - Employee Benefits														
Fixed Charges (Administrative and Instruction)	0.00	0.00												
Teacher Incentives	0.00	0.00												
Private School Set-Aside	0.00	0.00												
Fixed Charges (Parent and Family Engagement)	0.00	0.00												
Fixed Charges (Professional Development)	0.00	0.00												
Value of professional development personnel-related benefits on behalf of private schools														
Total Employee Benefits	0.00	0.00												
3000 - Purchased/Contracted Services														
Supportive Services (Med., Dental)	0.00	0.00												
Evaluation Services	0.00	0.00												
Parent and Family Engagement	0.00	0.00												
Private School Set-Aside	0.00	0.00												
Professional Development	0.00	0.00												
Teacher Quality (i.e., assessments; recruitment)														
Tutoring Services	0.00	0.00												
Other	0.00	0.00												
Total Purchased/Contracted Services	0.00	0.00												

4000 - Internal Services															
Pupil Transportation	0.00	0.00													
Food Services	0.00	0.00													
Private School Set-Aside	0.00	0.00													
Professional Development	0.00	0.00													
Parent and Family Engagement	0.00	0.00													
Other	0.00	0.00													
Total Internal Services	0.00	0.00													
5000 - Other Charges															
Travel (Staff/Administrative)	0.00	0.00													
Maintenance/Operation of Plant	0.00	0.00													
Indirect Cost	0.00	0.00													
Private School Set-Aside	0.00	0.00													
Professional Development	0.00	0.00													
Parent and Family Engagement	0.00	0.00													
Other	0.00	0.00													
Total Other Charges	0.00	0.00													
6000 - Materials and Supplies															
Administrative	0.00	0.00													
Instructional	0.00	0.00													
Private School Set-Aside	0.00	0.00													
Professional Development	0.00	0.00													
Parent and Family Engagement	0.00	0.00													
Other	0.00	0.00													
Total Materials and Supplies	0.00	0.00													
8000 - Capital Outlay															
Equipment for Instruction	0.00	0.00													
Buildings	0.00	0.00													
Remodeling	0.00	0.00													
Professional Development	0.00	0.00													
Parent and Family Engagement	0.00	0.00													
All Other Equipment	0.00	0.00													
Total Capital Outlay	0.00	0.00													
TOTAL BUDGET	0.00	0.00													
TOTAL PRIVATE SCHOOL SET-ASIDE	0.00	0.00													
Does Budget Match Amount Transferred to Program?	Yes	Yes													

DETAILED BUDGET DESCRIPTION OF OBJECT CODE 2000

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

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

DETAILED BUDGET DESCRIPTION OF OBJECT CODE 3000

Please indicate how these funds will support any services and activities that are described in the application. The following items must be specified below for ESEA programs, if applicable: parent and family engagement, professional development for comprehensive support and improvement, targeted support and improvement, or additional targeted support and improvement schools, and division-level allowable set-asides.

[Empty rectangular box for detailed budget description]

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

DETAILED BUDGET DESCRIPTION FOR OBJECT CODE 6000

Provide a description for expenses related to object code 6000 Materials and Supplies. Include items that are consumed or materially altered when used and minor equipment that is not capitalized. Equipment under \$5,000, including computer equipment, should be reported under this object code unless the LEA has set a lower capitalization threshold. Indicate the quantity for each item. The following items must be specified below for ESEA programs, if applicable: parent and family engagement, professional development for comprehensive support and improvement, targeted support and improvement, or additional targeted support and improvement schools, and division-level allowable set-asides.

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

J. GENERAL EDUCATION PROVISIONS ACT (GEPA) SECTION 427

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

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

In carrying out our mission of Every Child By Name, and by Need to Graduation, Lynchburg City Schools will ensure to the fullest extent possible equitable access to, participation in, and appropriate educational opportunities for individuals served. Federally funded activities, programs, and services will be accessible to all teachers, students and other program beneficiaries with special needs allowing them to participate fully in the projects. The school system does not discriminate on the basis of gender, race, national origin, color, disability or age in its educational programs or its services and activities. We provide reasonable and appropriate accommodations to meet the learning and evaluation needs of a diverse group of students, faculty, community members, and other participants. The steps taken in this project to illustrate how Lynchburg City Schools will ensure equitable access will include but may not be limited to:

1. Disaggregating all data points in its Comprehensive Plan according to federally identified subgroups
2. Providing all division stakeholders with a monthly Religious and Cultural Observances Calendar
3. Providing written documents, brochures, announcements, etc., in other languages as needed
4. Providing access to educational materials and programs to accommodate the needs of students with hearing or visual impairments, e.g., interpreters, braille
5. Providing transportation services to students that include handicapped accommodations
6. Providing guidance for the school division through the Superintendent's Office and Director of Engagement, Equity, and Opportunity

K. STUDENT ELIGIBILITY CRITERIA FOR TITLE I TARGETED ASSISTANCE SCHOOLS

Describe the eligibility criteria by subject area that will be used to select students for participation in the Title I program in Targeted Assistance schools. Eligible children are children identified by the school as failing, or most at risk of failing, to meet the state’s challenging student academic achievement standards on the basis of multiple, educationally related, objective criteria established by the school divisions with input from the schools. Children from Early Childhood through grade 2 shall be selected solely on the basis of such criteria as teacher judgment, interviews with parents, and developmentally appropriate measures. [ESEA, Title I, Part A, Section 1115]

L. TITLE I, PART A, NEW SCHOOLWIDE SCHOOL PROGRAMS FOR 2018-2019

Plans for any new schoolwide programs must be submitted in advance of the application. Contact your Title I specialist in the Office of Program Administration and Accountability for due date and additional information. For those schools that are already schoolwide, remember that you must do an annual review including a need assessment. Funds should be targeted in accordance with the academic needs of the students.

Name of School(s) Implementing New Schoolwide Programs for 2018-2019 :			
Name of school below 40% poverty for which the division applied for a schoolwide waiver:			
Was the waiver granted by the SEA?		Yes	
		No	

M. TARGETED ASSISTANCE PROGRAMS

Provide the number of full-time equivalent (FTE) staff funded through Title I, Part A, participating in targeted assistance programs by job category. For administrators and supervisors who serve both targeted assistance and schoolwide programs, report the FTE attributable to the targeted assistance duties only. See guidelines for full description of staff categories. *Staffing information in this section must be identical to the information listed on the 35% and Above or Below 35% Low-Income tab (whichever is applicable), in the TITLE I, PART A, ALLOCATION TO ELIGIBLE SCHOOLS section in Columns 8-11 for Targeted Assistance Program.*

Please include staff FTE and percentage qualified for both the 2017-2018 and 2018-2019 school years.				
Staff Category	Staff FTE 2017-2018	Percentage Qualified 2017-2018	Staff FTE 2018-2019	Percentage Qualified 2018-2019
Teachers				
Paraprofessionals				
Other Paraprofessionals				
Clerical support staff				
Administrators (nonclerical)				

SCHOOLWIDE PROGRAMS

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

	Paraprofessionals FTE 2017-2018	Percentage Qualified 2017-2018	Paraprofessionals FTE 2018-2019	Percentage Qualified 2018-2019
Paraprofessionals				

Describe how the local educational agency will identify and address, as required under State plans as described in section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

N. IMPROVEMENT PLAN REQUIREMENTS

The LEA understands that schools designated as comprehensive support and targeted support and improvement schools will be required to use an improvement planning tool as determined by the Office of School Improvement.

O. TITLE I, PART A, MAINTENANCE OF EFFORT

Average Per Pupil Expenditure from Non-Federal Funds:

(A)For FY Ending June 30, 2016

(B)For FY Ending June 30, 2017

P. TITLE I, PART A, ELIGIBLE ATTENDANCE AREAS

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

<input type="checkbox"/>	Free/Reduced Lunch/Household Applications	<input type="checkbox"/>	CEP
<input type="checkbox"/>	Temporary Assistance for Needy Families (TANF)	<input type="checkbox"/>	Children Eligible for Medicaid
		<input type="checkbox"/>	Most Recent U. S. Census Bureau Information

ELIGIBLE ATTENDANCE AREAS (Indicate with an "X")

<input type="checkbox"/>	Grade-Span Ranking - select the Grade Span(s) you are serving below	<input type="checkbox"/>	Rank Order	<input type="checkbox"/>	Division Average
First Grade Span	<input type="text" value="PK - 05"/>	Second Grade Span, if applicable	<input type="text"/>		

PRIVATE SCHOOL MEMBERSHIP

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

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

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

Yes No No Private Schools

ELIGIBLE ATTENDANCE AREAS (Indicate requested information in columns.)
After completing the ELIGIBLE ATTENDANCE AREAS section, continue to the bottom of the sheet.

Name of Public School	Grade Span of School	Total Number of Children Residing in Attendance Areas							
		Total School Membership	Low-Income Private School Member-ship	Low-Income Public School Member-ship	Total Low-Income	CEP School* (Yes/No)	CEP Multiplier Applied* (Yes/No)	Low-Income Count used to Allocate Title I Funds	Percentage of Low-Income
1	2	3	4	5	6	7	8	9	10
William M. Bass Elementary	KG - 05	226		173	173	Yes	No	173	76.55%
Dearington Elementary/Innovation	KG - 05	174		133	133	Yes	No	133	76.44%
Perrymont Elementary	KG - 05	376		250	250	Yes	No	250	66.49%
Robert S. Payne Elementary	PK - 05	518		333	333	Yes	No	333	64.29%
Heritage Elementary	PK - 05	504		304	304	Yes	No	304	60.32%
T.C. Miller Elementary for Innovation	KG - 05	241		143	143	Yes	No	143	59.34%
Linkhome Elementary	KG - 05	442		257	257	Yes	No	257	58.14%
Sandusky Middle	06 - 08	554		297	297	Yes	No	297	53.61%
Sheffield Elementary	KG - 05	386		200	200	Yes	No	200	51.81%
Paul L. Dunbar Middle for Innovation	06 - 08	641		320	320	Yes	No	320	49.92%
Linkhome Middle	06 - 08	590		277	277	Yes	No	277	46.95%
Sandusky Elementary	KG - 05	341		150	150	Yes	No	150	43.99%
Heritage High	09 - 12	1031		427	427	No	No	427	41.42%
Bedford Hills Elementary	KG - 05	440		179	179	No	No	179	40.68%
Paul Munro Elementary	PK - 05	332		128	128	Yes	No	128	38.55%
E.C. Glass High	09 - 12	1333		491	491	No	No	491	36.83%
					0			0	#DIV/0!
					0			0	#DIV/0!
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Grade Span Averages

Grade Spans	Grade Span Average
PK - PK	
PK - KG	
PK - 01	
PK - 02	
PK - 03	
PK - 04	
PK - 05	56.5%
PK - 06	
PK - 07	
PK - 08	
PK - 12	
KG - 01	
KG - 02	
KG - 03	
KG - 04	
KG - 05	56.5%
KG - 06	
KG - 07	
KG - 08	
KG - 12	
01 - 05	
01 - 07	
01 - 08	
02 - 04	
02 - 05	
02 - 06	
03 - 04	
03 - 05	
03 - 06	
03 - 07	
03 - 08	
04 - 05	
04 - 06	
04 - 07	
04 - 08	
05 - 06	
05 - 07	
05 - 08	
06 - 06	
06 - 07	
06 - 08	50.1%
06 - 12	
07 - 08	
07 - 09	
07 - 11	
07 - 12	
08 - 08	
08 - 09	
08 - 12	
09 - 10	
09 - 11	
09 - 12	38.8%
10 - 12	
11 - 12	

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

DIVISION LEVEL: IMPROVEMENT ACTIVITIES (Optional for Divisions with Comprehensive Support and Improvement and Targeted Support and Improvement)		A	B
Up to 5 percent may be set aside for divisions to provide financial incentives and rewards to teachers who serve in schools identified for comprehensive support and improvement or targeted support and improvement activities for the purposes of attracting and retaining qualified and effective teachers.			
Five percent of the total allocation representing the maximum allowable set-aside for Comprehensive Support and Improvement and Targeted Support and Improvement			183,688.20
Indicate amount of set-aside for each category, if applicable:			
	Set-Aside for Teacher Incentives and Rewards Comprehensive	0.00	
	Set-Aside for Teacher Incentives and Rewards Targeted	0.00	
	Total Amount Set-Aside for Comprehensive Support and Improvement and Targeted Support and Improvement		0.00
DIVISION LEVEL: PROGRAM ADMINISTRATION			
	(1000) Personal Services - Nonsalary Differential		484,782.46
	(1000) Personal Services - Salary Differential		214,859.68
	(2000) Employee Benefits (Fixed Charges)		291,067.07
	(3000) Purchased/Contracted Services		3,106.36
	(4000) Internal Services		0.00
	(4000) Other Charges		0.00
	(5000) Other Charges		121,234.21
	(6000) Materials and Supplies		0.00
	(8000) Capital Outlay		0.00
Initiatives			
	Title I Early Childhood Program		0.00
	Private School Services (as necessary; not applicable for bypass divisions) These funds are in addition to school-level allocations for private school services.		0.00
Parent and Family Engagement (Required if allocation is \$500,000 or more)		0.00	
	Amount of school division allocation ESEA funds (from Page 2):	3,673,764.00	
	1 percent of allocation (This amount is calculated if school division receives \$500,000 or more from Title I, Part A.)	36,737.64	36,737.64
	90 percent of 1 percent must be used at the school level	33,063.88	
	10 percent of 1 percent is set aside by the school division for parent and family engagement initiatives	3,673.76	
	Additional Parent and Family Engagement Funds	0.00	
Homeless (as necessary)			59,943.74
Foster Care (as necessary)			0.00
Neglected/Delinquent (as necessary)			10,000.00
School Division Set-Asides TOTAL (Feeds Box A on Allocation to Eligible Schools Page)			1,221,731.16

TITLE I, PART A, ALLOCATION TO ELIGIBLE SCHOOLS

Low-Income Factor
35 percent and Above

A. Division's Title I Allocation : 3,673,764.00 Minus Set-Asides (if applicable): 1,221,731.16 Amount for Distribution to Schools: 2,452,032.84 Divisionwide Average From Low-Income Families 50.0%	B. *PER PUPIL EXPENDITURE CALCULATION Step 1: $\frac{2,452,032.84}{\text{Amount for Distribution to Schools}} \div \frac{2,250.0}{\text{Low-Income Pupils in Public Schools Served}} = \frac{1,089.79}{\text{Per Pupil Expenditure (PPE)}}$
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C. (1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)
List of schools from highest poverty to lowest	Is School Served? Yes or No	Grade Span of School	Targeted Assistance School? Yes or No	Schoolwide Program School? Yes or No	Comprehensive Support and improvement? Yes or No	Targeted Support and Improvement? Yes or No	Number of Title I, Part A FTE Teachers funded with 2018-2019 funds	Number of Title I, Part A FTE Teachers funded with Prior Year funds	Number of Title I, Part A FTE Para-professionals funded with 2018-2019 funds	Number of Title I, Part A FTE Para-professionals funded with Prior Year funds	Low-Income Private School Membership	Low-Income Public School Membership	Percent Low-Income	Minimum School Allocation	Distribution Balance: 2452032.84 from Box A	School Reallocation Amount	School Allocation Total (Cols. 12 and 13)	Adjusted PPE
TOTALS FOR DIVISION							26.90	0.00	20.50	2.00	0	2250		2,452,032.84	2,452,032.84	-12,923.50	2,439,109.34	
														Balance to Reallocate		12,923.50		
							Yes	No										
William M. Bass Elementary	Yes	KG - 05	No	Yes	No	No	2.00		2.50		0	173	76.5%	188,534.08	2,263,498.76	42,420.92	230,955.00	1,335.00
Dearington Elementary/Innovation	Yes	KG - 05	No	Yes	No	No	2.00		2.50		0	133	76.4%	144,942.39	2,307,090.45	32,612.60	177,554.99	1,335.00
Perrymont Elementary	Yes	KG - 05	No	Yes	No	No	2.00		3.00	1.00	0	250	66.5%	272,448.09	2,179,584.75	15,051.25	287,499.34	1,150.00
Robert S. Payne Elementary	Yes	PK - 05	No	Yes	No	No	5.00		2.00		0	333	64.3%	362,900.86	2,089,131.98	20,049.14	382,950.00	1,150.00
Heritage Elementary	Yes	PK - 05	No	Yes	No	No	3.00		3.50		0	304	60.3%	331,296.88	2,120,735.96	-12,096.88	319,200.00	1,050.00
T.C. Miller Elementary for Innovation	Yes	KG - 05	No	Yes	No	No	1.50		1.50		0	143	59.3%	155,840.31	2,296,192.53	-5,690.31	150,150.00	1,050.00
Linkhome Elementary	Yes	KG - 05	No	Yes	No	No	3.00		1.00		0	257	58.1%	280,076.64	2,171,956.20	-10,226.64	269,850.00	1,050.00
Sheffield Elementary	Yes	KG - 05	No	Yes	No	No	3.00		2.00		0	200	51.8%	217,958.47	2,234,074.37	-7,958.47	210,000.00	1,050.00
Sandusky Elementary	Yes	KG - 05	No	Yes	No	No	2.00		1.00	1.00	0	150	44.0%	163,468.86	2,288,563.98	-13,468.86	150,000.00	1,000.00
Bedford Hills Elementary	Yes	KG - 05	No	Yes	No	No	2.00		0.00		0	179	40.7%	195,072.83	2,256,960.01	-42,922.83	152,150.00	850.00
Paul Munro Elementary	Yes	PK - 05	No	Yes	No	No	1.40		1.50		0	128	38.6%	139,493.42	2,312,539.42	-30,693.42	108,800.00	850.00

R. PRIVATE SCHOOL PARTICIPATION

Each year, the school division must contact all eligible private (nonprofit) schools and engage in meaningful consultation on the availability of equitable services funded by Title I, Part A. (ESEA Section 1117(a) and Title VIII Uniform Provisions, Part F, Subpart 1).

1. Are there private nonprofit schools which students residing within the Title I attendance zone attend?

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

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

No (If division participated in the bypass)

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

Regular Mail

Certified Mail

Telephone Calls

Meetings

Visits to the Private School

Other (Please specify)

3. Number of Public School Low-Income Children in Title I Schools 2,250

4. Number of Private School Low-Income Children Residing in Title I Attendance Zones 0

5. Percentage used to determine proportionate share for equitable services. 0.00%

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

a. Total Title I, Part A Allocation	\$ 3,673,764.00
b1. Proportionate share of Title I funds available to provide equitable services - 35% and Above Low-Income	\$ -
b2. Proportionate share of Title I funds available to provide equitable services - Below 35% Low-Income	#DIV/0!
c1. Amount of funds for 1% for parent and family engagement (If LEA's Title I allocation exceeds \$500,000) - 35% and Above Low-Income	\$ -
c2. Amount of funds for 1% for parent and family engagement (If LEA's Title I allocation exceeds \$500,000) - Below 35% Low-Income	#DIV/0!
d. School Division Admin set-aside (Optional)	
e1. Total Private School Set-Aside for Non-Administration - 35% and Above Low-Income	\$ -
e2. Total Private School Set-Aside for Non-Administration - Below 35% Low-Income	#DIV/0!

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

a. Total Title I, Part A Transferability	\$	-
b1. Proportionate share of Title I funds available to provide equitable services - 35% and Above Low-Income	\$	-
b2. Proportionate share of Title I funds available to provide equitable services - Below 35% Low-Income	#DIV/0!	
c1. Amount of funds for 1% for parent and family engagement (If LEA's Title I allocation exceeds \$500,000) - 35% and Above Low-Income	\$	-
c2. Amount of funds for 1% for parent and family engagement (If LEA's Title I allocation exceeds \$500,000) - Below 35% Low-Income	#DIV/0!	
d. School Division Admin set-aside (Optional)		
e1. Total Private School Set-Aside for Non-Administration - 35% and Above Low-Income	\$	-
e2. Total Private School Set-Aside for Non-Administration - Below 35% Low-Income	#DIV/0!	

8. Complete the chart below:

- In Column A, list all private schools which students residing within the Title I attendance zone attend.
- In Column C, enter the number of students in private schools participating in services for the 2018-2019 award year.
- In Column D, enter the description of services provided for participating children.
- In Column E, enter the amount of funds obligated to support eligible students.

A	B	C	D
Private Schools	Participation Status for 2018-2019 award year? (Yes/No)	Number of Participating Children	Description of Services
Total identified students		0	

9. Enter the private school services set-aside in the detailed budget description and Budget Summary.

S. NARRATIVE: SCHOOL IMPROVEMENT

This section should only be completed if the school division has schools identified for Comprehensive Support and Improvement or Targeted Support and Improvement.

Comprehensive Support and Improvement

Describe how the local educational agency will carry out its responsibilities under Section 1111(d)(1).

Lynchburg City Schools will not have any schools identified for Comprehensive Support and Improvement for 2018-2019.

Targeted Support and Improvement

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

Lynchburg City Schools will not have any schools identified for Targeted Support and Improvement for 2018-2019.

T. SKIPPED SCHOOL PROVISION

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

N/A

The criteria for the skipped school provision can be found in the guidelines, instructions, and assurances document on page 12. Did the school(s) meet the criteria for skipped schools provision?

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

Yes

No

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

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U. TITLE I, PART A, NEGLECTED CHILDREN AND YOUTH**All school divisions must complete this page.****Title I, Part D Coordinator**Jessica Ripley**38**

Total number of children and youth who are identified as neglected (year-to-date) for 2017-2018 based on the definition in Title I, Part D Section 1432(4)(A). (automatically populates)

School divisions that have facilities that report one or more neglected students in the most recently submitted Title I, Part D, October Count under the neglected column must complete this tab. Please refer to the Guidelines, Instructions, and Assurances for more information.**Check here if the local neglected facility has declined services. If this box is checked, the remaining items in this tab should be left blank.**

A local educational agency shall reserve such funds as are necessary under this part to provide services comparable to those provided to children in schools funded under Title I, Part A, to serve

(ii) children in local institutions for neglected children; and

(iii) if appropriate, children in local institutions for delinquent children, and neglected or delinquent children in community day school programs. Section 1007(3)(A)

The funds set aside from a LEA's Title I, Part A allocation may be used:

(1) to improve educational services for children and youth in local and state institutions for neglected or delinquent children and youth so that such children and youth have the opportunity to meet the same challenging state academic content standards and challenging State student academic achievement standards that all children in the state are expected to meet;

(2) to provide such children and youth with the services needed to make a successful transition from institutionalization to further schooling or employment; and

(3) to prevent at-risk youth from dropping out of school, and to provide dropouts, and children and youth returning from correctional facilities or institutions for neglected or delinquent children and youth, with a support system to ensure their continued education. Section 1401 (3)(A)

1. Describe the needs of the neglected students served identified during the needs assessment process. Include a brief summary of the needs assessment process and how services are coordinated with the neglected facilities or programs.

There are two neglected facilities located within the City of Lynchburg. The Miller Home serves at-risk females from 4 to 21, who may have who may have sustained previous abuse, or neglect, or may be emotionally disturbed, learning disabled, or experiencing behavioral, social, or educational problems. Bridges Treatment Center services at-risk male and female youth, ages 6-17, with emotional disturbance, behavioral disturbance, and/or mental illness. The needs of students at both facilities are very individual in nature, and therefore are discussed on a case by case basis via phone calls, emails, faxes, and face to face meetings. The Title I Part D coordinator, plans to meet with the facility Program Director from each facility on a quarterly basis to assess the needs of the facility and for program evaluation purposes. Facilities have identified needs from previous meetings including, but are not limited to: summer school fees, college course fees, career exploration, character building classes and school supplies.

2. Describe the activities that will be implemented to address the identified need(s). Include the following information for each activity listed:

- a. Describe the facility and/or population that will be served.
- b. Describe each specific activity that will be implemented based on data analysis of neglected/delinquent children in local institutions or at-risk programs.
- c. Describe how the funds will be distributed to benefit neglected children being served.

Services may be provided for all students residing at the Miller Home and Bridges Treatment Center. Services/Programming for students may include, but are not limited to: Social Skills groups, Career coaching/exploration, art services, cultural diversity (bias/equality) groups, specialized curriculum, and transition services. In addition to services to students, training may be provided for educational staff at each facility to help support the needs of students. Training for Bridges' educational staff may include, but are not limited to: Positive Behavior Intervention Supports (PBIS), Social Skills curriculum, Career Coaching curriculum, Trauma Informed Care, and Restorative Justice.

3. Describe how Title I, Part A, set-aside neglected funds are coordinated with the Title I, Part D, Subpart 2, subgrants, if the division also receives those funds, as well as coordination with other federal, state, and local programs serving at-risk children and youth.

LCS has included a budget of \$10,000 in N&D set-aside funds for services to the two neglected facilities for 2018-2019. Facilities may also access carryover funds designated for N&D students. In order to ensure coordination with other federal, state, and local programs and resources, the Division Case Manager/Title I, Part D Coordinator will oversee the budget for the Title I, Part A N&D set-aside funds and the Title I, Part D funds.

4. Describe the process the LEA will use to evaluate the effectiveness of the activities implemented to address the described needs.

Title I Part D Coordinator plans to meet with the facility Program Director on a quarterly basis to assess the needs of the facility and for program evaluation purposes. Addressing the needs of the facility and students are premised by following the allowable uses of funds, set by VDOE. Coordinator also plans to utilize a program monitoring tool to evaluate the effectiveness of the program and address any barriers affecting program/service implementation.

Guidance related to services for neglected and delinquent students can be found on Virginia's Title I, Part D, website at http://www.doe.virginia.gov/federal_programs/esea/title1/part_d/index.shtml or by contacting Tiffany Frierson, Virginia's Title I, Part D Coordinator at Tiffany.Frierson@doe.virginia.gov or 804-371-2682.

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

Any LEA receiving Title I, Part A funds must include in its local plan a description of how the plan is coordinated with the McKinney-Vento Act. The local plan must describe services provided to any homeless child. (ESEA sections 1112(a)(1)(B) and (b)(6)). Content for this page and the homeless reservation should be completed in conjunction with the local homeless education liaison. (See US Department of Education 2016 Education for Homeless Children and Youths Program Non-Regulatory Guidance Section M on pages 38-41 for further detail.)

Local Homeless Education Liaison: Judith Brooks

163 Total number of children and youth identified as homeless in the school division (year-to-date) for 2017-18 based on the definition in Title IX, Part A, Section 725. (*Place mouse cursor over comment in cell A8 for definition.)

1. Describe the process used to identify students experiencing homelessness and how the needs of homeless children and youths are determined.

The Homeless Education Liaison (HEL) ensures that information about the educational rights of homeless children, youth and their families is posted in all schools and other places where homeless children and youth receive services, including the Department of Human Services, Daily Bread, Lynchburg Housing Authority, Emergency Shelters and local hotels/motels. Upon receipt of a referral from a parent/guardian, school staff, shelter staff, etc., the HEL makes contact either in meetings by telephone or face-to-face to determine a child or youth's eligibility for McKinney-Vento Services. If/when necessary, the HEL will coordinate transportation or provide transportation to schools to assist in the immediate enrollment of a student. The HEL also provides annual training for principals, attendance, truancy, and central office staff. The HEL serves on the local Continuum of Care Board, as well as Homeless and Housing Services and Community Case Review Committees. During the 2017-18 SY, the HEL participated for consultation purposes on Point in Time Count (PIT) Committee. The HEL assisted/participated in the PIT count this year by brainstorming ways to get youth involvement and perspective. The HEL aided the PIT Chair in getting information to HELs in Amherst, Appomattox, Bedford and Campbell County Public School. The counties were made aware of the count and helped us identify anyone who meets the HUD definition of literal homelessness on the night of Wednesday January 24th. The HEL also serves as a GEAR UP Virginia Coordinator.

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

When the HEL receives a referral a Homeless Student Identification Form is completed. This form helps to establish student needs by collecting basic information on a student such as name, former address, custody, current living arrangements, school of origin, special education needs, etc. Further discussion notes whether the child needs transportation, school supplies, uniforms, counseling services, medical care, etc. Referrals and assessments may come from one or more of the following sources: school counselors, teachers, principals, parents, students, concerned citizens, and community members. Once a child has been identified as homeless, the HEL ensures that the child receives free breakfast and lunch, school supplies, uniforms, and transportation, as needed. Referrals for additional community services may also be made.

3. Describe the method used for determining the amount reserved* and listed in the division set-asides, whether by a needs assessment or some other method (e.g., past homeless student enrollment and support service cost data), and how the liaison was consulted or involved in determining the set-aside. Place cursor over this comment for the legislative text.

LCS receives approximately \$16,500 in McKinney-Vento funds each year for services/supports for homeless students and a part-time Dispatcher to coordinate transportation needs. LCS utilizes Title I set-aside funds for 1.0 FTE salary/benefits for the Homeless Education Liaison (HEL). This position serves PreK-12th grade homeless students across the division. The HEL monitors and coordinates educational services for homeless students. Duties include ensuring timely enrollment of homeless students, making transportation arrangements to the school of origin, identifying homeless students, tracking student achievement, and making referrals for students and families to appropriate community resources. The HEL works directly with the four area shelters and other transitional living programs, as needed, to ensure the educational needs are met.

*If an LEA has not identified any students experiencing homelessness during the last three school years, no set aside is required if the following McKinney-Vento Education of Homeless Children and Youth Program (Title IX, Part A) requirements have been fulfilled:

- a. The LEA can document outreach and coordination activities with other entities and agencies to identify homeless children and youths [Section 722(g)(6)(i)]
- b. Public notice of the educational rights of homeless children and youths is disseminated in locations frequented by parents or guardians of such children and youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens in a manner and form understandable to the parents and guardians of homeless children and youths, and unaccompanied youths [Section 722(g)(6)(iv)]
- c. The LEA can document that school personnel receive professional development and support to assist in the identification and support of homeless children and youths [Section 722(g)(6)(ix)]

Guidance related to the local homeless education liaison, the definition of homelessness for educational purposes, identification strategies, professional development, and other services that can be provided through Title I, Part A, funding can be found on the Project HOPE-VA website: www.wm.edu/hope or by contacting Project HOPE-VA, Virginia's Education for Homeless Children and Youth Program: phone: 757-221-4002 or email: homlss@wm.edu.

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

Number of Participating Students:				32
Number of Eligible Students on Waiting List:				5
Number of Participating Schools or Centers:				1
Number of Title I funded Teachers:				2 (Carryover Funds)
Number of Title I funded Paraprofessionals:				2 (Carryover Funds)
Average Number of Pupils Per Class/Average Class Size:				16
Number of Classrooms:				2
Total Early Childhood Budget (Personnel and Program):				178,942.90
School Year Title I, Part A, Early Childhood First Established:	FY			2017
Length of the Program Day (type X to left of selection):		Half Day	x	Full Day
Curriculum:	Primary Curriculum			
	Secondary Curriculum (if applicable)			
Test/Evaluation Design:	Primary Test			Brigance
	Secondary Test (if applicable)			PALS Pre-K
Other Early Childhood Programs with which Title I is collaborating:		Virginia Preschool Initiative		Head Start
		Early Childhood Special Education		
		Others (specify)		
Students Must Be:		4		9/30/2017
		Age	by	Date

Describe how the local educational agency will support, coordinate, and integrate services provided under this part with early childhood education programs at the local educational agency or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

The Elementary Special Education Supervisor will oversee Early Childhood Programs for the division including the Virginia Pre-School Initiative. LCS has a collaborative agreement with the Lyn-Cag Head Start Program for the purposes of coordinating mutually beneficial activities to provide better services for children and families served in the locality preschool programs. The agreement outlines plans for joint planned recruitment, collaboration in aligning curriculums with the Virginia's Foundation Blocks for early learning, shared use of PALS Pre-K assessments, and plans for transitional services. Transitional services include lines of communication between LCS and Lyn-Cag Head Start staff, training on LCS Kindergarten readiness expectations, school registration information, opportunities for teacher observations, and opportunities for students and families from both programs to meet with LCS Kindergarten teachers and other elementary school staff as part of the transition from Pre-Kindergarten to Kindergarten. Joint staff meetings and trainings will also help enhance the collaboration between partners.

TITLE I, PART A, EARLY CHILDHOOD PROGRAM (if applicable) (continued)

Provide a list of all schools and/or centers in your school division that house Title I, Part A, Early Childhood programs. Indicate the eligible Title I school zone(s) served by the school or center. In addition, include the total number of all Title I, Part A, Early Childhood teachers who are housed in each of the schools.

List Schools and Early Childhood Centers with Title I, Part A, Early Childhood Programs				
School or Early Childhood Center Name	Principal Name and Address	Eligible Title I School Zone(s) Served	Number of Title I Funded Teachers	Number of Title I Funded Paraprofessionals