



**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**

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

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 III Coordinator April Bruce		
Mailing Address (Street, City or Town, Zip Code) 915 Court St., Lynchburg, VA 24504	Phone:	(434) 515-5039	Ext:	
	Email:	bruceam@lcsedu.net		

2018-2019 Title III, Part A Allocation	24,267.22	EL Award Amount	24,267.22	I/Y Award Amount:	0.00
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If checked, the division is the Consortium Lead School Division.

If checked, divisions must complete the "Immigrant Children and Youth" tab, in red, to describe the Immigrant Children and Youth (IY) Program, after allocations are released.

**LOCAL EDUCATIONAL AGENCY CERTIFICATION**

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

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

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

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

on 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

**APPLICATION INFORMATION**

2017 - 2018 Allocation	2017-2018 Consolidated Yes or No	PROGRAM		2018-2019 Allocation Total
24,267.22	No	Title III, Part A, English Learners: (Total of: a + c; b + c; only a; or only c)		24,267.22
		a. EL Subgrant: Not part of a consortium	Subtotal	24,267.22
		b. EL Subgrant: Consortium Lead Total of all consortium member allocations	Subtotal	0.00
		c. Immigrant Children and Youth Subgrant:	Subtotal	0.00

**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](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 III, Part A, English Learners	0.00
		a. EL Subgrant: Not part of a consortium	Subtotal
		b. EL Subgrant: Consortium Lead Total of all consortium member allocations	Subtotal
		c. Immigrant Children and Youth Subgrant:	Subtotal

Program from which funds will be transferred		Select program(s) TO which funds will be transferred:	Amount
Title IV, Part A	TO	Title III, Part A, English Learners	0.00
		a. EL Subgrant: Not part of a consortium	Subtotal
		b. EL Subgrant: Consortium Lead Total of all consortium member allocations	Subtotal
		c. Immigrant Children and Youth Subgrant:	Subtotal

**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:	

**B. BUDGET SUMMARY**

**Title III, Part A**

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

OBJECT CODE	EXPENDITURE	EL SUBGRANT	IMMIGRANT CHILDREN & YOUTH (IY) SUBGRANT	DOES BUDGET SUMMARY MATCH DETAIL BUDGET?
<b>1000 - Personal Services</b>	Administration			
	Teachers			
	Paraprofessionals			
	Other			
	Private School Set-Asides			
	<b>Total Personal Services</b>		0.00	
<b>2000 - Employee Benefits</b>	Fixed Charges (Administrative and Instruction)			
	Private School Set-Asides			
	<b>Total Employee Benefits</b>		0.00	
<b>3000 - Purchased/ Contracted Services</b>	Supportive Services (Med., Dental)			
	Evaluation Services			
	Professional Development	3,000.00		
	Other	14,441.49		
	Private School Set-Asides	2,914.97		
	<b>Total Purchased/Contracted Services</b>		20,356.46	
<b>4000 - Internal Services</b>	Pupil Transportation			
	Food Services			
	Other	400.00		
	Private School Set-Asides			
	<b>Total Internal Services</b>		400.00	
<b>5000 - Other Charges</b>	Travel (Staff/Administrative)	1,000.00		
	Maintenance of Plant			
	Operation of Plant			
	Indirect Cost	799.79		
	Other			

	Private School Set-Asides			
	Total Other Charges	1,799.79	0.00	Yes
<b>6000 - Materials and Supplies</b>	Administrative			
	Instructional	1,679.67		
	Private School Set-Asides			
	Total Materials and Supplies	1,679.67	0.00	Yes
<b>8000 - Capital Outlay</b>	Equipment for Instruction			
	Buildings			
	Remodeling			
	All Other Equipment			
	Private School Set-Asides			
	Total Capital Outlay	0.00	0.00	Yes
	<b>TOTAL SUBGRANT BUDGET</b>	<b>24,235.92</b>	<b>0.00</b>	
	<b>TOTAL ALLOCATION</b>	<b>24,235.92</b>	<b>Does Total Allocation equal sum of detailed budget?</b>	<b>Yes</b>
	<b>TOTAL PRIVATE SCHOOL SET-ASIDE</b>	<b>2,914.97</b>	<b>Does Private School Set-aside match calculated value on Private School Tab?</b>	<b>No, please review entries.</b>

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

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

**C. DETAILED BUDGET BREAKDOWN**

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

**DETAILED BUDGET DESCRIPTION OF OBJECT CODE 1000**

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

No funds are requested for personnel services.

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

**DETAILED BUDGET DESCRIPTION OF OBJECT CODE 2000**

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

No funds are requested for personnel services.

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

**JUSTIFICATION FOR PROFESSIONAL DEVELOPMENT - OBJECT CODE 3000**

If program funds are expended for professional development, justify such expenditures by demonstrating a relationship between the proposed expenditure for professional development and the program services and activities described in the application. Please indicate how these funds will support any services and activities that are described in this application.

LCS is requesting funds for professional development for administrators and EL teachers to include participate in VDOE sponsored trainings (i.e. VDOE Technical Assistance Academy) and the National EL Conference. Budget to include costs for registration, lodging, and meals (paid directly to vendor). Budget monies are also included in Object Code 5000 for mileage and meals (paid directly to individuals)

Item Description	Funding Source	Total Cost
Professional Development- registration, lodging and meals (paid to vendor)		3,000.00
Total for Object Code:		3,000.00

**DETAILED BUDGET DESCRIPTION OF OBJECT CODE 3000**

Provide a description of evaluation services or other expenses related to purchased or contracted services that are not related to the professional development detailed above.

LCS is requesting to use carryover funds (\$2,583.51) and 2018-2019 funds (\$14,441.49) for Ellevations software for the division. LCS is also requesting funds for equitable participation of private schools.

Item Description	Funding Source	Total Cost
Equitable Participation of Private Schools- Allocation for LCA	EL Subgrant	2,914.97
Ellevations Software for LCS (Total cost: \$17,025 with carryover funds)	EL Subgrant	14,441.49
Total for Object Code:		17,356.46

**JUSTIFICATION FOR INTERNAL SERVICES - OBJECT CODE 4000**

If program funds are expended for internal services, describe these services below.

Item Description	Funding Source	Total Cost
		400.00
Total for Object Code:		400.00

**JUSTIFICATION FOR TRAVEL COSTS - OBJECT CODE 5000**

Travel must be justified by demonstrating a relationship between the proposed travel and the needs of the program. Please indicate the estimated cost and the estimated number of people attending.

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



**DETAILED BUDGET DESCRIPTION FOR OBJECT CODE 5000**

If applicable, indicate indirect costs charged to this program. Indirect costs cannot be claimed against capital outlay and equipment.

For 2018-2019, LCS is requesting indirect costs equal to approximately 3.3% of federal grant award. LCS is also requesting funds for professional development for administrators and EL teachers to include participate in VDOE sponsored trainings (i.e. VDOE Technical Assistance Academy) and the National EL Conference. Budget to include costs for mileage and meals (paid directly to vendor). Budget monies are also included in Object Code 3000 for registration, lodging, and meals (paid directly to individuals)

Item Description	Funding Source	Total Cost
Indirect Costs (3.3%)	EL Subgrant	799.79
Travel Reimbursements to Individuals	EL Subgrant	1,000.00
Total for Object Code:		1,799.79

**JUSTIFICATION FOR MATERIALS AND SUPPLIES - OBJECT CODE 6000**

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

LCS is requesting funds for instructional materials for EL teachers and office supplies for administrator - including materials to support required program monitoring. LCS is also requesting funds to support parent and family engagement including food for events and supplies for take home resources.

Item Description	Funding Source	Quantities	Total Cost
Instructional Materials and Office Supplies	EL Subgrant		679.67
Parent and Family Engagement	EL Subgrant		1,000.00
Total for Object Code:		0.00	1,679.67

**JUSTIFICATION FOR CAPITAL OUTLAY - OBJECT CODE 8000**

All capital outlay expenditures over \$5,000 per unit must be approved in advance by the Department of Education. If the school division has established a threshold of a lesser amount, items equal to that amount or greater must also receive prior approval by the Department of Education. Equipment quantities must be specified.

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

**DETAILED BUDGET DESCRIPTION FOR OBJECT CODE 8000**

Provide a description for expenses related to object code 8000 not included in the justification above.

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

**D. TRANSFERABILITY**

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

Complete the tab below if funds will be transferred under Section 5103(b)(2). Please note that prior approval is required to transfer funds. The transfer request form is provided at [http://www.doe.virginia.gov/federal\\_programs/esea/forms/lea\\_funds\\_transfer\\_request.docx](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	Title IV, Part A, Transferability	Title II, Part A, Transferability	Title IV, Part A, Transferability	Title II, Part A, Transferability	Title IV, Part A, Transferability	Title IV, Part A, Transferability	EL	IY	Title II, Part A, Transferability	Title IV, Part A, Transferability	Title II, Part A, Transferability	Title IV, Part A, Transferability		
<b>Amount Transferred to Program</b>								0.00	0.00	0.00	0.00				
<b>1000 - Personal Services</b>															
Administration								0.00	0.00	0.00	0.00				
Teachers								0.00	0.00	0.00	0.00				
Paraprofessionals								0.00	0.00	0.00	0.00				
Teacher Incentives															
Private School Set-Aside								0.00	0.00	0.00	0.00				
Parent and Family Engagement								0.00	0.00	0.00	0.00				
Professional Development								0.00	0.00	0.00	0.00				
Value of professional development personnel-related services or stipends on behalf of private schools								0.00	0.00	0.00	0.00				
Other								0.00	0.00	0.00	0.00				
Total Personal Services								0.00	0.00	0.00	0.00				
<b>2000 - Employee Benefits</b>															
Fixed Charges (Administrative and Instruction)								0.00	0.00	0.00	0.00				
Teacher Incentives															
Private School Set-Aside								0.00	0.00	0.00	0.00				
Fixed Charges (Parent and Family Engagement)								0.00	0.00	0.00	0.00				
Fixed Charges (Professional Development)								0.00	0.00	0.00	0.00				
Value of professional development personnel-related benefits on behalf of private schools								0.00	0.00	0.00	0.00				
Total Employee Benefits								0.00	0.00	0.00	0.00				
<b>3000 - Purchased/Contracted Services</b>															
Supportive Services (Med., Dental)								0.00	0.00	0.00	0.00				
Evaluation Services															
Parent and Family Engagement								0.00	0.00	0.00	0.00				
Private School Set-Aside								0.00	0.00	0.00	0.00				
Professional Development								0.00	0.00	0.00	0.00				
Teacher Quality (i.e., assessments; recruitment)								0.00	0.00	0.00	0.00				
Tutoring Services								0.00	0.00	0.00	0.00				
Other								0.00	0.00	0.00	0.00				
Total Purchased/Contracted Services								0.00	0.00	0.00	0.00				



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

**DETAILED BUDGET BREAKDOWN**

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

**DETAILED BUDGET DESCRIPTION OF OBJECT CODE 1000**

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

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

**DETAILED BUDGET DESCRIPTION OF OBJECT CODE 2000**

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

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

**JUSTIFICATION FOR PROFESSIONAL DEVELOPMENT - OBJECT CODE 3000**

If program funds are expended for professional development, justify such expenditures by demonstrating a relationship between the proposed expenditure for professional development and the program services and activities described in the application. Please indicate how these funds will support any services and activities that are described in this application.

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

**DETAILED BUDGET DESCRIPTION OF OBJECT CODE 3000**

Provide a description of evaluation services or other expenses related to purchased or contracted services that are not related to the professional development detailed above.

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

**JUSTIFICATION FOR INTERNAL SERVICES - OBJECT CODE 4000**

If program funds are expended for internal services, describe these services below.

Item Description	Funding Source	Total Cost

Total for Object Code: 0.00

**JUSTIFICATION FOR TRAVEL COSTS - OBJECT CODE 5000**

Travel must be justified by demonstrating a relationship between the proposed travel and the needs of the program. Please indicate the estimated cost and the estimated number of people attending.

Item Description	Funding Source	Total Cost

Total for Object Code: 0.00

**DETAILED BUDGET DESCRIPTION FOR OBJECT CODE 5000**

If applicable, indicate indirect costs charged to this program. Indirect costs cannot be claimed against capital outlay and equipment.

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

**JUSTIFICATION FOR MATERIALS AND SUPPLIES - OBJECT CODE 6000**

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

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

**JUSTIFICATION FOR CAPITAL OUTLAY - OBJECT CODE 8000**

All capital outlay expenditures over \$5,000 per unit must be approved in advance by the Department of Education. If the school division has established a threshold of a lesser amount, items equal to that amount or greater must also receive prior approval by the Department of Education. Equipment quantities must be specified.

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

**DETAILED BUDGET DESCRIPTION FOR OBJECT CODE 8000**

Provide a description for expenses related to object code 8000 not included in the justification above.

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

## E. PROGRAM OVERVIEW

**Section 3116 of the ESEA, as amended by ESSA, requires each subgrantee accepting Title III funds to submit a local plan that describes how Title III funds will be used to provide supplemental services to improve the English language proficiency and academic achievement of ELs. This includes the provision of language instruction educational programs (LIEPs) and activities that increase the knowledge and skills of teachers who serve ELs. All services provided to ELs using Title III funds must supplement, and not supplant, the services that must be provided to ELs under Title VI of the Civil Rights Act of 1964 (Title VI), the Equal Educational Opportunities Act of 1974 (EEOA), and other requirements, including those under State or local laws.**

### Instruction Programs and Services for ELs and their Families

#### Narrative Boxes:

**Box 1:** Academic Support -- Describe how the division provides ELs with meaningful and equitable access to academic support as required under Title VI of the Civil Rights Act of 1964. Describe the training that divisions have offered to ensure that teachers providing core instruction to ELs can work effectively with this population so that these students have meaningful and equal access to the same curriculum as all students.

LCS provides identified English Learners with meaningful and equitable access to academic supports outlined in each student's language instruction educational program (LIEP). Programs create rigorous content based curricula and resources to foster the English Learner's ability to collaborate and articulate critical thinking and problem solving skills. These programs are implemented through teaching models including content based, pull-out instruction, inclusion support, and co-teaching. Teachers are provided both division and VDOE professional development opportunities to strengthen understanding on supporting EL academic and social growth. Funds are requested for professional development to include costs for registration, lodging, meals, and mileage for VDOE sponsored trainings and meetings and the National EL Conference. Additional training opportunities may include trauma-informed care, EXC-ELL, and building parent and family engagement.

engagement.





**E. PROGRAM OVERVIEW (CONTINUED)**

**Box 2:** Language Instruction Educational Program (LIEP) -- Describe how effective Language Instruction Educational Programs and services are implemented to ensure that ELs develop English proficiency as required under the Lau v. Nichols Supreme Court Decision of 1972. Include information about how the division ensures that language instruction programs and services for ELs are sufficiently staffed with qualified personnel. Describe the training that divisions have offered teachers providing an effective Language Instruction Educational Program (LIEP).

LCS EL teachers use ACCESS results, proficiency levels, WIDA Can-Do descriptors, annual goals, and domain specific goals to create student specific LIEPs. The division tracks the number of active ELs, monitored ELs, and exited students using the Infinite Campus Database. EL student to teacher ratios are adhered to so that no EL teacher has more than the defined number of students on his/her caseload. EL supervisors can monitor these numbers to determine that the division is appropriately staffed with qualified personnel. EL teachers have met to review writing LIEPs as to what needs to be included and timelines.

**E. PROGRAM OVERVIEW (CONTINUED)****Box 3: Title III Progress in Achieving English Language Proficiency**

LCS EL teachers review WIDA data to determine English Language Proficiency of students. EL teachers collaborate with classroom teachers to determine strengths, weaknesses, and areas of need for each student. During these meetings, which occur at least once per month, discussions around student proficiency and modifications to instruction are discussed and a plan for implementation is determined. Student progress is monitored by the EL teacher and instructional staff to ensure the student is moving toward English proficiency. Monitoring is done through formal/informal assessment, classroom assessments, and division-level assessments. Progress is discussed during meetings of grade level teachers and in meetings between EL teachers and classroom teachers. EL teachers may attend grade-level Professional Learning Community (PLC) meetings as requested.

**E. PROGRAM OVERVIEW (CONTINUED)**

**Box 4:** Parent, Family, & Community Engagement – Describe how the division provides and implements effective activities and strategies to enhance limited English proficient (LEP) parent, family, and community engagement activities.

LCS ensures that notification of events are sent to families in their home language (as is possible). An example of parent, family, and community engagement has been a family night where families were gathered to play games, make crafts, and visit with staff from various community resources such as the library, local bus company, social services, etc. Other activities include our Back to School kickoff in early August; Back to School Night at each school; student orientation meetings for rising pre-kindergarten, kindergarten, sixth grade, and ninth grade students; and various activities sponsored by the schools and PTOs. These activities give our families

opportunities to not only meet school staff but to meet other families who attend

Lynchburg City Schools. A budget of \$1,000 is requested to help support parent and family engagement. Funds may be used for food for events to encourage participation and for instructional materials/supplies for hands on activities and resources to support learning at home.

**E. PROGRAM OVERVIEW (CONTINUED)**

**Box 5:** Title III Funding -- Describe how the division will expend Title III funds to provide supplemental academic support and Language Instruction Educational Programs (LIEPs) and services as described in Narrative Boxes 1 and 2. Specifically address how the proposed expenditure of Title III funds meets the Title III supplement, not supplant, requirements.

LCS is requesting to use Title III 2017-2018 carryover funds to pay for software/technology instructional programs such as Rosetta Stone and a portion of Ellevations Software. LCS will use 2018-2019 funds to pay for the remainder of Ellevations software. The Ellevation program supports teachers in collecting data, creating LIEPs, and monitoring student progress while the Rosetta Stone program assists students in language acquisition. Budget funds will also be earmarked for Professional Development activities which will strengthen the EL teacher's understanding of English Language instruction. The National EL Conference is of particular interest due to the close proximity to Lynchburg and the vast amount of sessions our teachers would attend. The expectation would be for the team to come back and train others on best practices.

**E. PROGRAM OVERVIEW (CONTINUED)****Program Evaluation**

**Box 6:** Evaluation -- Describe the process for evaluating the effectiveness of division Language Instruction Educational Programs (LIEPs) to ensure that ELs are acquiring English proficiency and exiting services. Information about the following topics should be included:

1. Participating stakeholders
2. Data analysis procedures
3. Implementation of program modifications as appropriate
4. Timeline for implementation of program modifications

LCS teachers review WIDA data to plan instruction for students. This information is shared with school administration and content teachers to ensure that can-do descriptors are considered when planning non EL class instruction. Parents are notified of this plan no more than 30 days from the first day of school. Program modifications are made as necessary with parent approval.

**F. COORDINATION OF SERVICES**

Describe the partnership within your division between this program and other local, state and/or federal 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.

LCS partners with Region V Title III Coordinators to meet and discuss EL services to division students. LCS follows VDOE memos, trainings, and federal law to ensure that services are delivered systematically and equitably to EL students. Program staff work together within the schools to ensure equitable and LIEP based instruction to students. Staff also works with families and community members to provide engagement opportunities for both student and family growth. LCS has Title I schoolwide programs in all elementary schools. Principals may use Title I funds to support services to their EL students. Schools with Title IV-B 21st CCLC Community Learning Center grants may also use funds to support participation of EL students in extended learning opportunities. Finally, LCS may use Title II, Part A funds in addition to Title III funds earmarked for professional development to support trainings for administrators and EL teachers.

**G. MEASURABLE OBJECTIVES**

**Note:** Measurable objectives should be quantitative and aimed at supporting the mastery of K-12 college- and career-ready standards, proficiency on corresponding state assessments, properly endorsed teachers, professional development, parental involvement, and other allowable objectives as defined under ESEA program areas and identified through local needs assessments. During the period of transition from ESEA to ESSA, measurable objectives do not need to address the AMO targets previously approved as part of Virginia's ESEA flexibility agreement.

Measurable Objective 1:

**EL students will experience a 5% increase on SOL performance in reading and math based on a comparison of Spring 2018 and Spring 2019 SOL data.**

Effective research-based instruction and other supports will be implemented with requested funds so that ELs can achieve English language proficiency and perform academically at the same high levels as their non-EL peers.

An annual needs assessment of instructional resources will be conducted. This will be during the year-end meeting with EL teachers. Any requested materials and/or implemented instructional strategies will be research-based to ensure the best results for our EL students. Meetings with EL teachers will consist of sharing information, best practices, sharing material from various state/national trainings. Students will receive individual or small group instruction from a state licensed ESL teacher and/or general education teachers. All teachers will use ensure alignment of SOL skills when planning and implementing instruction. EL students may receive their instruction in a pull-out, push-in, or sheltered instructional model or they may be fully included in the general education classroom throughout their day with consultative services from the EL teacher.

EL students at the secondary level will utilize Rosetta Stone for the content areas to supplement their instruction in their pull-out classes or in their inclusive core content area classes. ELLevations software will guide the determination of individual student yearly service plans with an emphasis on Reading, Math, and English language progress goals. ESL and general education teachers will attend professional development trainings in order to learn about and implement research based instructional methods designed to improve

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

EL students will show proficiency by experiencing a 5% increase on SOL performance in reading and math based on a comparison of Spring 2018 and Spring 2019 SOL data.

Effective research-based instruction and other supports will be implemented with requested funds so that ELs can achieve English language proficiency and perform academically at the same high levels as their non-EL peers.

Based on the results of the WIDA ACCESS Screener, newcomer ELL students at the high school level will participate in a Newcomer Program utilizing a SIOP model in order to facilitate a "jump start" in learning English and movement toward proficiency. The WIDA English Language Development standards will be used as an instructional guide by both ESL and general education teachers. EL students will receive support from a licensed ESL teacher in either a pull out or inclusive model of instruction. The level of services will be outlined in their annual service plan and will be guided by the results of their WAPT, WIDA ACCESS test and SOL test results from the previous school year. LCS EL staff will be provided professional development to ensure that research based instruction is being used to support EL learners. This will be done through regularly scheduled meetings. Rotating teams of teachers will also attend various state/national training. This will allow our team to have the most up to date training and information about high yield instructional strategies.

**Measurable Objective 3:**

ELL students will experience a 5% increase on SOL performance in reading and math based on a comparison of Spring 2018 and Spring 2019 SOL data.

Effective research-based instruction and other supports will be implemented with requested funds so that ELs can achieve English language proficiency and perform academically at the same high levels as their non-EL peers.

EL students will receive instruction in reading and math from a licensed ESL teacher and/or a general education teacher in the applicable content area. Instruction will be supplemented at the secondary level through the use of the Rosetta Stone for the Content Area software program in order to assist students in learning and understanding specific content area language. ELLevations software will be used to assist in the development of individual student goals in the areas of reading and math that will be included in the individual service plans. ESL and general education teachers will attend professional development trainings in order to learn research-based instructional strategies and implement those strategies in their classrooms.



**G. MEASURABLE OBJECTIVES (CONTINUED)**

Measurable Objective 4:

Parent Engagement will increase by 20% from the 2017-2018 school year as measured by sign-in sheets and comparison of the number of participants in SY 2017-2018 to SY 2018-2019.

Effective research-based instruction and other supports will be implemented with requested funds so that ELs can achieve English language proficiency and perform academically at the same high levels as their non-EL peers.

Parent and family engagement is one of the key factors to predict success in language acquisition for EL students. LCS will provide opportunities for families to participate in engaging and informational experiences. An example of this type of opportunity is bringing families together to interact with community resource representatives and learn more about their community.

Measurable Objective 5:

Effective research-based instruction and other supports will be implemented with requested funds so that ELs can achieve English language proficiency and perform academically at the same high levels as their non-EL peers.

**H. TITLE III PROGRAM DETAILS**

**Types of Service Programs**

Indicate with an X the service program used by your school division or consortium members. If multiple programs are used, please report each program. For program definitions, please go to the following link:

<https://www2.ed.gov/rschstat/eval/title-iii/language-instruction-ed-programs-report.pdf>

Dual Language		X
Two-way immersion		
Transitional bilingual		
Developmental bilingual		
Heritage language		
Sheltered English instruction		
Structured English immersion		
Specially designed academic instruction delivered in English (SDAIE)		
Content-based ESL		X
Pull-out ESL		X
Other (Explain)      Push-In Co-Teaching Opportunities		X

**Professional Development Activities**

Indicate the number of professional development activities your school division or consortium members plan to conduct with Title III funds and/or Immigrant Children and Youth (IY) funds.

	Per PD Event
Instructional strategies for ELs	1
Understanding and implementation of assessment of ELs	1
Understanding and implementation ELD standards and academic content standards for ELs	1
Alignment of the curriculum in language instruction educational programs to ELD standards	1
Subject matter knowledge for teachers	1

**Participant Information**

Indicate the estimated number of teachers, administrators, and other personnel who will participate in each type of professional development activity to be funded by Title III by putting the total number of participants in the corresponding box. Do not use X's instead of numbers.

Professional development provided to content or classroom teachers (Number of content or classroom teachers receiving professional development)	50
Professional development provided to EL classroom teachers (Number of content or classroom teachers receiving professional development)	50
Professional development provided to principals (Number of principals receiving professional development)	20
Professional development provided to administrators/other than principals (Number of administrators/other than principals receiving professional development)	20
Professional development provided to other school personnel/non-administrative staff (Number of other school personnel/non-administrative staff receiving professional development)	15
Professional development provided to community-based organizational personnel (Number of community-based organizational personnel receiving professional development)	10

**I. TITLE III CONSORTIUM AGREEMENT**

According to Title III, Part A, Sections 3111 and 3114, a state educational agency shall not award an EL formula subgrant if the amount of the subgrant is less than \$10,000. However, the law permits school divisions to apply in consortium with one or more other school divisions to reach the \$10,000 threshold. School divisions that meet this criterion and wish to apply for Title III EL formula subgrant in a consortium must identify a lead school division. The lead school division will be responsible for completing the application and serving as the fiscal agent. One (1) application should be submitted per consortium. One (1) certification should be submitted by each participating school division to the lead school division. The Department will consider consortium memberships finalized by July 1. Requests to join or exit a consortium will not be accepted after July 1.

**Lead Consortium School Division**

Name of Lead School Division: <u>LYNCHBURG CITY PUBLIC SCHOOLS</u>	School Division Number: <u>115</u>
--------------------------------------------------------------------	------------------------------------

Typed Name of Superintendent: \_\_\_\_\_

Signature of Superintendent: \_\_\_\_\_ Date: \_\_\_\_\_

***Typed name of contact for Title III consortium if different than superintendent :***

Title III Contact: \_\_\_\_\_

Title: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

City, State, Zip: \_\_\_\_\_

Telephone: \_\_\_\_\_ E-mail: \_\_\_\_\_ Fax: \_\_\_\_\_

**LIST OF PARTICIPATING SCHOOL DIVISIONS**

The following school divisions have applied to participate in this consortium. The EL formula subgrant award corresponds to the 2018-2019 EL formula subgrant allocation

- Please check to assure that signed copies of participating consortium member certification pages for all member divisions are on file with the lead school division.

Name of School Division	Division Number	EL Subgrant Award Amount
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
Total		0.00

**J. Immigrant Children and Youth (IY) Funds under Title III**

**Complete if IY funds are allocated**

**Purpose of Immigrant Children and Youth (IY) Funds**

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

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

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

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

**K. PRIVATE SCHOOL PARTICIPATION**

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

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

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

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

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

Regular Mail

Certified Mail

Telephone Calls

Meetings

Visits to the Private School

Other (Please specify)

e-mails

3. What is the number of English Learners receiving services in the public school division for the 2018-2019 school year

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

a. Title III Budget	\$24,235.92
b. Proportionate Share	\$2,914.97
c. Additional set-aside for equitable services (if necessary)	
d. Amount to use for set-aside calculations	<b>\$2,914.97</b>

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

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

6. For the 2018-2019 award year, enter the estimated private school-set aside (Cell R67) onto the Summary Budget Tab under the "Budget for 2018-2019" column in the appropriate object codes on the "Private School Set-Aside" lines. On the Budget Detail pages, list the amounts in the appropriate object codes in the "Private School Set-Aside for 2017-2018" lines.

7. Complete the chart below:

- In Column A, list all eligible private schools in the school division.
- In column B, indicate the participation status of the listed private school(s) for the 2018-2019 award year, as a result of consultation.
- In Column C, enter number of English learner 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.
- Columns E and F will automatically calculate the value of services for the 2018-2019 award year.

A	B	C	D	E	F
Private Schools	Participation Status for 2018-2019 award year? (Yes/No)	Number of identified students	Description of Services	Estimated Value of Services from 2018-2019 Title IIIA budget, per school	Estimated Value of additional services from Transferability funds
Bridges Treatment Center	No			\$0.00	\$0.00
Holy Cross Regional Catholic School	No			\$0.00	\$0.00
James River Day School	No			\$0.00	\$0.00
New Vistas School	No			\$0.00	\$0.00
Rivermont School	No			\$0.00	\$0.00
Virginia Episcopal School	No			\$0.00	\$0.00
Liberty Christian Academy	Yes	35		\$2,914.97	\$0.00
New Covenant School	No			\$0.00	\$0.00
				\$0.00	\$0.00
				\$0.00	\$0.00
				\$0.00	\$0.00
				\$0.00	\$0.00
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				\$0.00	\$0.00
				\$0.00	\$0.00
				\$0.00	\$0.00
				\$0.00	\$0.00
Total identified students		35	Total Private school set-asides	\$2,914.97	\$0.00
				Use this figure for private school set-asides in 2018-2019 budget	Use this figure for private school set-asides in 2018-2019 budget Transferability

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

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

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

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 the Director of Engagement, Equity, and Opportunity