



**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:

Amendment:
Amendment #
Date:

A. COVER PAGE

2010-2011 Local Consolidated Application

Under the *No Child Left Behind Act of 2001*, Public Law 107-110

To be Completed by School Division

Applicant (Legal Name of Agency) LYNCHBURG CITY PUBLIC SCHOOLS				Division Number 115	Coordinator of Consolidated Application Christy Compton, Coordinator of Grant Programs			
Mailing Address (Street, City or Town, Zip Code) 915 Court St., P.O. Box 2497, Lynchburg, VA 24505				Mailing Address if different				
Phone (ext):	(434) 522-3700	138	Fax:	(434) 455-0979	Phone (ext):	434-522-3700(138)	Fax:	434-522-3774
E-mail:					comptoncj@lcsedu.net			

LOCAL EDUCATIONAL AGENCY CERTIFICATION

Use of Funds: The applicant designated above applies for an allocation of federal assistance as appropriated under the *No Child Left Behind Act of 2001 (NCLB)*. 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 scientifically-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 located on the Department of Education's Web site at:

http://www.doe.virginia.gov/federal_programs/esea/applications/consolidated/guidelines.pdf

Assurances: The local educational agency assures that the programs identified in the application will be administered and implemented in compliance with all applicable statutes, regulations, policies, and program plans under NCLB. **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" packet. 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 15, 2010 .

Superintendent's Signature
Dr. Paul McKendrick

Superintendent's Name
July 15, 2010

Date

Board Chairperson's Signature
Mary Ann Barker

Board Chairperson's Name
July 15, 2010

Date

Application Submission, Approval, and LEA Expenditure of Funds: In order for the funds to be expendable by July 1, 2010, the electronic application must be received at the Virginia Department of Education by July 1, 2010, 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.

PROGRAMS INCLUDED IN THE CONSOLIDATED APPLICATION

2009 - 2010 Allocation	2009 - 2010 Consolidated Yes or No	ELIGIBLE PROGRAMS			2010-2011 Consoli- dated Yes or No	2010 - 2011 Allocation Total
3,953,080.08	Yes	Title I, Part A, Improving Basic Programs			Yes	3,953,080.08
0.00	0.00	Title I, Part C, Education of Migratory Children: Total of: only a; or only b.			No	0.00
		a. Division Allocation	Subtotal			
		b. Regional Program - Total allowances for all divisions in the regional program	Subtotal			
213,817.71	Yes	Title I, Part D, Subpart 2, Neglected, Delinquent, or At-Risk - Basic			Yes	213,817.71
708,438.47	Yes	Title II, Part A, Teacher Quality			Yes	708,438.47
36,257.68	Yes	Title II, Part D, Enhancing Education Through Technology			Yes	36,257.68
19,771.53	Yes	Title III, Part A, Limited English Proficient: Total of: a + c; b + c; only a; or only c.			Yes	19,771.53
		a. LEP Subgrant: Not part of a consortium	Subtotal	19,771.53		
		b. LEP Subgrant: Consortium Lead Total of all consortium member allocations	Subtotal			
		c. Immigrant and Youth Subgrant:	Subtotal			
0.00	0.00	Title VI, Part B, Subpart 2, Rural and Low-Income School Program			No	
TOTAL						4,931,365.47

B. LOCAL CONTACT BY PROGRAM AREA**Title I, Part A, Improving Basic Programs**

Name of Contact:	Christy Compton	Title:	Coordinator of Grant Programs
Mailing Address:	915 Court St., PO Box 2497 Lynchburg, VA 24505		
Phone:	(434) 522-3700	Ext:	138
Fax:	(434) 455-0979	E-mail:	comptoncj@lcsedu.net

Title I, Part C, Education of Migratory Children

Name of Contact:	Title:		
Mailing Address:			
Phone:	Ext:	Fax:	E-mail:

Title I, Part D, Subpart 2, Neglected, Delinquent, or At-Risk

Name of Contact:	Zoe' Whitcomb-Stokes	Title:	Division Case Manager
Mailing Address:	1517 Jackson St. Lynchburg, VA 24504		
Phone:	(434) 455-6232	Ext:	
Fax:	(434) 455-4140	E-mail:	stokeszq@lcsedu.net

Title II, Part A, Teacher Quality

Name of Contact:	Christy Compton	Title:	Coordinator of Grant Programs
Mailing Address:	915 Court St. P.O. Box 2497 Lynchburg, VA 24505		
Phone:	(434) 522-3700	Ext:	138
Fax:	(434) 522-3774	E-mail:	comptoncj@lcsedu.net

Title II, Part D, Enhancing Education Through Technology

Name of Contact:	Dr. Gregory Sullivan	Title:	Director of Information Technology
Mailing Address:	3300 Young Place Lynchburg, VA 24501		
Phone:	(434) 455-5901	Ext:	
Fax:	(434) 455-4735	E-mail:	sullivangp@lcsedu.net

Title III, Part A, Limited English Proficient

Name of Contact:	Wyllys VanDerwerker	Title:	Director of Special Education
Mailing Address:	915 Court St., PO Box 2497 Lynchburg, VA 24505		
Phone:	(434) 522-3700	Ext:	183
Fax:	(434) 522-3774	E-mail:	vanderwerkerwd@lcsedu.net

B. LOCAL CONTACT BY PROGRAM AREA

Title VI, Part B, Subpart 2, Rural and Low-Income School Program

Name of Contact:		Title:	
Mailing Address:			
Phone:	Ext:	Fax:	E-mail:

C. PROGRAM OVERVIEW (3 PAGES)

In narrative format:

1. Describe the instructional program or program of services to be developed with the requested federal funds.
2. Include the targeted population(s). (Examples are: NCLB subgroups of students, homeless and migrant students, instructional and administrative staff, paraprofessionals, parents, etc.).
3. Discuss how the division's program will contribute to the attainment of the NCLB goals. The NCLB goals are listed below.
 - All students will reach high standards, at a minimum, attaining proficiency or better in reading/language arts and mathematics by 2013-2014.
 - All limited English proficient students will become proficient in English and reach high academic standards, at a minimum, attaining proficiency or better in reading/language arts and mathematics.
 - By the end of the 2005-2006 school year, all students will be taught by highly qualified teachers. (If this goal has not been achieved, please address the plan for attainment of this goal.)
 - All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
 - All students will graduate from high school.

The Lynchburg City School's Consolidated Application reflects a program based on information gathered through a comprehensive needs assessment completed at each school, as well as at the division level. The application is designed around school and division-level goals, including individual school improvement plans and the LCS Strategic Plan. The on-going needs assessments involve an analysis of student performance on SOL tests, curriculum and instructional materials and timelines, and curriculum alignment to SOL objectives. The Superintendent holds individual data analysis sessions with each principal to review this specific school information and develop appropriate goals. Information on student technology literacy and the integration of technology into instruction is analyzed to develop technology plans. Professional development opportunities including Skillful Teacher Training at the school and division level, are designed in response to needs assessment. Parent and teacher input is an integral part of the process, including annual parent and teacher surveys. Personnel information is analyzed through a review of the Instructional Personnel and Licensure (IPAL) reports as well as a review of the comparability report and school plans. Lynchburg City Schools (LCS) must achieve accreditation with equity. Students of all races, abilities, and socio-economic levels must achieve high standards, attaining proficiency or better in reading, language arts and mathematics. Goals and objectives are focused on improving ALL student achievement while specifically increasing student achievement in the subgroups of economically disadvantaged students, students from major racial/ethnic groups, students with disabilities, Limited English Proficient (LEP) students, and homeless students. Title 1 Part D focuses on prevention activities, assessment and services to students with court involvement, substance abuse, and mental health issues. Set aside funds (Title 1 Part A) are used to support parental involvement, the LEP and homeless programs, N&D programs, salary differentials and professional development. Reading and math achievement is a division focus. LCS provides afterschool sessions, Saturday sessions, and summer sessions for students needing extra help in math and reading, as well as an accelerated reading and math curriculum for selected students from identified subgroups. Instructional techniques used by the teachers and assistants are those identified by Mid-Continent Research for Education and Learning as having the highest probability for enhancing student achievement. We support the use of appropriate internet sites, computer software, and math manipulatives to support student's learning styles and provide a hands-on, technology-rich supplemental math. Students who are identified as LEP receive supplemental instruction focusing on English proficiency and meeting academic standards. Instructional initiatives include a continued focus on diversity, working to create high expectations and positive experiences for all students regardless of race, gender, or socioeconomic factors. Skillful Teacher Training by In-District Instructors, Professional Learning Communities, effective integration of technology in instruction, training in cultural competency, High/Scope, and Mandt training continue to be division level initiatives funded by Title II.

C. PROGRAM OVERVIEW (CONTINUED)

Small class sizes are maintained through the use of Title IA funds. We continue to enhance and expand the staff development and SOL resources available to teachers, training teachers to integrate technology into curriculum and instruction. The division emphasizes teaching concepts in many different ways to enhance student success. Teachers may use music, art, and movement as part of their daily delivery of instruction. Classrooms are active and interactive and students are exposed to learning in as many ways as it takes for them to understand the information. The elementary instructional program is rooted in the University of Virginia's Curry School of Education research in Phonological Awareness Literacy Screening (PALS), as it provides teachers with explicit information about what students know of the literacy fundamentals. PALS data is used to drive grouping decisions and for student specific, skill specific remediation. This information gleaned from data analysis allows multi-tiered interventions to be planned for students.

Students receive differentiated instruction in the classrooms from their teacher as a primary intervention. Students not meeting PALS benchmarks received additional skill specific remediation from the Reading Specialists as well as the Early Intervention Reading Instruction assistants. Students requiring additional support receive one on one tutoring in their areas of weaknesses. Teachers use the PALS website to follow their students' progress, discover instructional strategies and develop ways to improve student achievement in the classroom. Another instructional strategy comes from Rick and Becky DuFour's extensive research in Professional Learning Communities. Teachers are expected to operate as grade level or content area teams sharing common planning time and communicating regularly about their collective students. Teachers analyze data from division level six-week assessments and share key strategies for teaching particular skills. Teachers interpret Virginia Standards of Learning assessment data and are able to use that data as an instructional resource.

The DuFours encourage vertical articulation as well and each grade level spends time communicating about instructional and motivational strategies that work for individual students. Teachers use data driven instructional and motivational strategies that work for individual students. Teachers use data driven instructional decisions to help students make the most gains in a short period of time. Teachers in the ESL program meet as a Professional Learning Community to discuss strategies, application of the WIDA Access test information and other issues of common interest.

Lynchburg continues to use and study the work of Robert J. Marzano, a leader in the area of school reform. His research in standards based formative assessments help teachers focus on how to measure students' learning. Marzano's book, Classroom Assessment and Grading That Work, given to all schools, provides additional strategies and framework for creating assessments that teachers can use effectively. To support these instructional strategies and move the division forward Title IA, Title IIA and Title II D funds are used in a variety of ways. Title I and IIA funds will be used to continue the professional development program through Research for Better Teaching (RBT) using an In-District Instructor Trainer model. Through RBT, LCS has created a sustainable, consistent method of professional development that supports effective, research-based instructional practices. Individual schools will continue to use their Title IA funds for professional development based on school goals. Title IA and IIA funds provide partial salaries and benefits for the Director of Professional Development and for Instructional Specialists for Reading, Math, Science, Technology, and the Specialist for Promoting Excellence Through Accelerated Learning (PETAL) program. PETAL trains principals and teachers to identify students with academic potential to achieve at a higher level. PETAL promotes accelerated learning, furthering academic achievement and the narrowing of the achievement gap between specific student populations by encouraging students from under-represented groups to take rigorous, academically demanding classes.

Title II A funds provide stipends for teachers to attend professional development activities, manipulatives and resources to be used in the training, and funds attendance at state and local conferences selected to support the goals and objectives of the division. Title II funds will be used to provide Praxis II and Para Pro, VCLA, and VRA testing and to cover the cost of tuition for teachers for selected courses including advanced placement courses, courses in high need areas, and content classes to create highly qualified staff. The school division continues to implement a plan for the recruitment and retention of personnel who are highly qualified and who exemplify the highest professional standards, scholarship, and innovative instructional practices. The division is currently meeting our goal of having all students taught by highly qualified personnel. Based on teacher survey information, Title IID funds will be used to provide professional development opportunities and technology peripherals to enhance classroom instruction. The local summer Technology Academies and Focus Sessions will be on topics including but not limited to Web 2.0 tools, SmartBoard, United Streaming, Classroom Response Systems, Quia, Movie Maker, and Photostory. ITS and teachers will receive stipends for developing self-paced tutorials. Staff will also develop lesson plans to support the competitive grant received by the division. Staff will receive \$100 stipends for attending 8-10 hour Focus Sessions and a \$200 stipend for attending an 18-20 hour Technology Academy. The majority of professional development will be administered through the ITS. Conference costs for the VSTE conference will be covered by Title IID.

Early intervention is also a focus for the division. Targeted students and families participating in 21st Century Community Learning Centers sites can participate in the Families and Schools Together (FAST) program. There are positive opportunities for students to participate in the Project Double Team sports mentoring program, which uses the "Too Good for Drugs" curriculum and secondary school club activities to promote healthy lifestyles and reduce substance abuse.

C. PROGRAM OVERVIEW (CONTINUED)

In addition, the plan addresses the data driven need for an alternative to middle school suspensions with the Alliance Academy, an extra hours alternative to suspension. Character education is infused into all instruction. According to a University of South Dakota State University study, character education can alter attitudes towards violence and cut youth crime, drug use, and cheating. Protective factors of increased school involvement, positive alternative activities, and opportunities for mentoring are including in the current comprehensive plan. Parental involvement is encouraged through the continuation of the Families and Schools Together (FAST) program. Parents of elementary students are also encouraged to participate in the "Parent Power" classes offered in collaboration with Lynchburg College. The "No Child Left Behind Act" and the Lynchburg City Schools have the goal and objective to increase attendance and reduce truancy and dropout rates, while increasing students' academic success and achievement. The U.S. Department of Education

indicates that students who have poor academic performance, repeat a grade, are from a low socioeconomic background, speak English as a second language, become pregnant, or are frequently absent/truant have a higher risk of dropping out and tend to miss more school (http://www.nycenet.edu/daa/reports/flash_report_3pdf.)

In our goal to have all children graduate, Lynchburg City Schools has implemented the following USED recommended interventions to increase attendance and decrease dropouts: professional development, early childhood education, alternative schooling, instructional technologies, conflict resolution, community collaboration, mentoring/tutoring, learning style/multiple intelligences strategies, support to the homeless and career education/workforce readiness.

Our mission: The Lynchburg City Schools, with its Tradition of Excellence, recognizes the uniqueness and worth of all students and will teach each student concepts, knowledge, and skills necessary to be a thinking, productive, and responsible citizen.

Adopted June 2, 1998, Lynchburg City Schools.

D. COORDINATION OF SERVICES (2 PAGES)

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

The federally funded programs in this application work collaboratively with other federal, state, and local program awarded to the division (including 21st Century Community Learning Centers grants) to provide coordinated services for targeted populations. Eligible students who reside in residential facilities receive services through the elementary, middle, and high school or alternative education site they attend. Students who have been placed in one or more of the local correctional programs are able to continue their education with LCS through the A+ Advanced Learning System and Compass software. This academic software is used at the Amelia Pride Center, a secondary alternative education site, and at the middle and high school alternative education sites. Therefore, students enrolled in one of the alternative sites experience a reduction in the fragmentation of instruction and the amount of potential time that could be lost in academic transition. This also eliminates duplication, as a student can resume academic instruction upon transition from the Lynchburg Juvenile Detention Center to an alternative education site.

In addition to the academic software, there is the Life and Employability Skills Program software at the Amelia Pride Center that allows students to explore information about careers and the education needed to pursue a particular profession. The Pride Center partners with the following businesses/agencies to provide career education and/or mentoring: Boys and Girls Club, Lynchburg College, Jubilee Family Development Center, and the Yoder Recreation Center. Title I, Title II, and Title III coordinate to provide professional development for K-12 teachers in the teaching of mathematics, reading, writing, science, history, technology, cultural competency, and conflict resolution. Title IA, local, and federal funds are used to support parent resources for the division, which are available to all persons in the community. Parent Center personnel order and distribute educational materials to parents and students and coordinate with the Adult Education Center for job training and placement opportunities for parents.

Parent Center personnel also provide early literacy training for students and their families through Gus the Bus and on-site at the elementary schools. Local funds and Title IA funds provide transportation that enables parents to take part in parental involvement activities at the school. Parent Center materials are located in schools and on Gus the Bus (jointly funded by Title 1 and the United Way of Central Virginia), therefore allowing parents access to materials. Title IA pays for ConnectEd, a notification system for families. Title II, Part D funds provide training in the use of technology software and hardware. Students in the schools use computers in the course of daily instruction, and computers have been placed in neighborhood community centers and alternative education sites, and are supported through LCS technicians. Currently the preschool application process is a joint process between LCS and Head Start, and allows children to enroll in either a Virginia Pre-School Initiative Program or Head Start.

There is a planned transition process from each program to school services. The Smart Beginnings program provides another opportunity for early childhood programs to meet and coordinate expectations, services, and programs, and to provide meaningful support to parents and community. Coordination with local agencies and businesses ensure student support and additional academic and non-academic opportunities, i.e., the Catching At-Promise Students Today Program. If students are unable to participate in a program due to lack of funding, the Division Case Manager attempts to secure Comprehensive Services Act funds through the FAPT process. Local probation officers work closely with the Truancy Team, Transition Specialist, and Division Case Manager to coordinate services, refer to community resources, and to make appropriate educational placements. The Alliance Academy as an alternative to suspensions will continue to be an option for schools to decrease the amount of instructional time lost due to suspensions.

D. COORDINATION OF SERVICES (CONTINUED)

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E. MEASURABLE OBJECTIVES

1. State up to ten measurable objectives that will guide the development of the program to be funded with the requested NCLB federal funds.
2. Describe the scientifically-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.

Measurable Objective 1:	Federal program(s) funds planned:	Title IA, Title IIA, Title IID and Title III
In each elementary school, 87% of students will pass the 2010-2011 SOL math tests as measured by the combined accreditation scores for 3rd through 5th grades.		

<p>Scientifically-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:</p> <p>Analyze six-week assessments for skills and concepts students need to review and master (McRel) and provide extended sessions. Provide an accelerated curriculum for selected students to increase students working above grade level in math (PETAL). Use appropriate internet sites & software to increase basic math skills; provide math manipulatives that support students' learning styles and provide a hands-on, technology rich supplemental math program in extended program (training by IT & Math Specialists). Infuse word problems & problem-solving strategies into daily learning (McRel) and use math literacy libraries Provide reinforcement and individual review for students within the classrooms on a rotating basis according to student and teacher needs using supplemental teachers or teacher assistants funded through Title IA. Provide training for appropriate math software (IT & Math Specialists, stipends). Develop and implement activities and lessons that integrate technology and correlate to math SOL Maintain small class sizes in grades K-5 and provide an hour of uninterrupted math time daily. Provide RBT based Skillful Teacher Training using In-District Instructors. Implement Professional Learning Communities.</p>
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Measurable Objective 2:	Federal program(s) funds planned:	Title IA, Title IIA, Title IID and Title III
In each elementary school, 89% of students will pass the 2010-11 SOL reading tests as measured by the combined accreditation scores for 3rd through 5th grades.		

<p>Scientifically-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:</p> <p>Use available diagnostic tools to assess students' strengths and weaknesses in reading, including SOL, PALS, STAR & AR. Provide 2 hours of instructional time in reading/language arts when scheduling daily activities. Use human resources effectively to deliver supplemental reading instruction (Title I Teacher & TA, EIRI). Provide before and after-school & summer tutorial programs for students in grades PreK-5 needing extra support or acceleration (IA) Provide parent workshops to help parents work with students at home, at school, and parent centers, and on Gus the Bus. Use media specialists/librarian to provide enrichment activities in reading. Provide training in appropriate software to support English instruction (ITS). Develop & implement activities and lessons that integrate technology and correlate to English SOL (Title III teacher) Maintain small class size in grades K-5 using supplemental Title IA classroom teachers. Provide RBT based Skillful Teacher Training using In-District Instructors. Implement effective Professional Learning Communities.</p>
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E. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 3:	Federal program(s) funds planned:	Title IA, Title ID, Title IIA, Title IID and Title III
There will be a 10% reduction in failure rates on english and math SOLs for the 2010-2011 school year for students in identified ethnic/racial subgroups, students with disabilities, economically disadvantaged students and students who are limited English proficient.		

Scientifically-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:		
Continue training in the area of cultural competency, learning styles theory and techniques, MANDT, and Skillful Teacher Provide training on acceleration opportunities in both reading and mathematics for selected minority students (PETAL) Assess students' strengths and weaknesses using available diagnostic tools. Use hands-on materials for instruction. Maintain small class size by using Title IA funds for Class Size Reduction Teachers. Analyze six-week assessments and provide before and after-school and summer tutorial sessions based on analysis of performance. Provide workshops for parents as well as professional development opportunities for teachers (stipends) Provide support to parents of students with limited English proficiency using Title I funds. Implement all programs/services/activities for measurable objectives with equity, monitoring progress of identified subgroups Use Compass Reading and Wilson Reading System for targeted students in grades K-5. Use media specialists/librarian to provide enrichment for students in reading. Provide RBT based Skillful Teacher training using In-District Instructors. Implement effective Professional Learning Communities. Truancy Prevention program funded through Title ID, Homeless Education Liaison position funded through Title IA Provide ESL support to teachers and purchase of materials for ESL program through Title IA.		

Measurable Objective 4:	Federal program(s) funds planned:	Title IA, Title ID, Title III
The school division will strive to maintain an average daily attendance rate of 94% for students in K-12 for the 2010-2011 school year.		

Scientifically-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:		
Assign students that are having difficulty in the regular education classroom to remediation labs or alternative education placements. Maintain mentoring support programs that consist of daily one-to-one contact b/wn school staff and students. Provide diversity training which includes learning styles assessments and implementation, and RBT Skillful Teacher training Provide PETAL Program designed to close the achievement gap between minorities and non-minorities. Employ a Division Case Manager to coordinate needed services/alternative placements for at-risk students (K-12). Utilize a Truancy Team, including Truancy Officer, .5 clerical support and School Resource Specialists to serve the schools. Maintain a Homeless Education Liaison program Provide afterschool and extra hours alternatives for at-risk students. Implement the Catching At-Promise Students Today. Implement Connect-Ed program. Attendance letters sent to parents at designated absence accumulations.		

E. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 5:	Federal program(s) funds planned:	Title I, Part D, Subpart 2
The school division will continue to implement the transition program targeting students returning from residential/correctional facilities during the 2010-2011 school year. Fifty percent (50%) of students returning to the school division will have an improved attendance record; make academic progress as evidenced by passing classes; obtain high school credits, as applicable; and show a reduction in behavioral referrals.		

Scientifically-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:
<p>Services and activities to include:</p> <ul style="list-style-type: none"> Employ a part-time Transition Specialist / part-time Guidance Counselor Provide referrals to students and families for appropriate services Communicate with facilities, probation officers, and parents as needed. Offer mentoring services and provide recommendations and referrals for mentoring/tutoring Utilize the Truancy Team to intervene early and prevent absences

Measurable Objective 6:	Federal program(s) funds planned:	Title I, Part D, Subpart 2
Middle school students who are suspended on a short term basis will be given an option of attending the Alliance Academy- an extra hours alternative to suspension - and participating in the LifeSkills Training curriculum.		

Scientifically-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:
<p>Evaluation Methods:</p> <p>Students will complete the Pre-/Post-test in the appropriate level of the LifeSkills Training curriculum focusing on self-management and communication skills. Middle school staff and Program Coordinator will monitor the success of students by reviewing discipline records each semester to monitor additional student referrals and suspensions. The Discipline, Crime, and Violence Report may also be reviewed to monitor reduction in middle school short term suspensions.</p>

E. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 7:	Federal program(s) funds planned:	Title 1A, Title III
Fifty percent (50%) of students who are Limited English Proficient (LEP) will move up one level in English proficiency after one year of instruction, and forty percent (40%) of the LEP population will be re-classified as non-LEP		

Scientifically-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:		
Continued from above...after three to five years of instruction in Lynchburg City Schools. We will increase the number of LEP students scoring at the proficient level with a goal of 87% of the students scoring at the pass proficient level in math on the 2010 -2011 math assessments, and 89% of the students scoring a pass proficient on the 2010-2011 language arts/reading SOL assessment.		
Services and activities: Provide English as a second language to LEP students (K-12) utilizing the access for ELL's curriculum to support instruction for students who have English limited proficiency levels 1, 2, 3, or 4.		
Provide inservice training to general education teachers who teach LEP students.		
Translate program information into appropriate languages for families of students enrolled in Lynchburg City Schools and maintain an instructional ESL website for faculty members.		
Continue training in the area of cultural competency, and learning styles theory including Culture Night for families and students.		
Provide summer school acceleration opportunities in both reading and mathematics for selected minority students (PETAL)		
Assess students' strengths and weaknesses using available diagnostic tools, including six-week assessments;		
Maintain small class size through Title 1A, Provide before, after-school and summer tutorial sessions and provide parent workshops to help parents work with children at home. Provide support to parents of students with LEP.		

Measurable Objective 8:	Federal program(s) funds planned:	Title 1A & Title IIA
As required by No Child Left Behind Act of 2001, 100% of all teachers and paraprofessionals of core academic subjects will be highly qualified.		

Scientifically-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:		
A mentoring program is offered for all new teachers (using local funds). Staff development, including Skillful Teacher program is offered at each school and at the division level (local funds and Title IA and II A funds). Personnel reviews transcripts and works with individual teachers to complete licensure requirements, and tuition is offered to individuals for AP classes in areas of greatest need, reading classes and classes required for licensure (Title IIA). Principals adjust schedules so that teachers are not requested to teach out of their area of expertise. Special education teachers have been offered the opportunity to complete appropriate units of instruction to allow them to become highly qualified in all core areas in which they teach (local funds and Title IIA funds). VCLA, VRA, Praxix II and Parapro testing is paid for with Title IIA funds.		

E. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 9:	Federal program(s) funds planned:	

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

Measurable Objective 10:	Federal program(s) funds used:	

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

F. DETAIL BUDGET BREAKDOWN

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

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

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

BREAKDOWN OF STAFF POSITIONS**OBJECT CODE 1000**

Required if staff positions are to be funded by federal funds.

TYPES OF STAFF POSITIONS Administrative, Teacher, Paraprofessionals, Reading Specialists, Home School Coordinator, Other (please specify)	If position is being funded with Division Improve- ment set- aside.	If position is being funded with one percent Parental Involve- ment set-	FEDERAL PROGRAM FUNDING SOURCES	FUNDING AMOUNTS	FTEs
Title 1 Coordinator/Director			Title I, Part A	63,060.20	1.20
Grant Accountant			Title I, Part A	16,450.00	0.50
Secretary/Admin. Support			Title I, Part A	10,954.00	0.40
Director of Professional Development			Title I, Part A	31,104.00	0.30
Director of Equity & Accountability / PETAL			Title I, Part A	29,894.00	0.50
Instruct Spec. & In-District Instruct.			Title I, Part A	185,187.08	4.15
Stipends for PETAL Teachers			Title I, Part A		0.00
Teachers R/M & Class Size Reduction			Title I, Part A	1,392,659.70	29.60
Paraprofessionals			Title I, Part A	473,649.00	30.00
Remediation Specialists			Title I, Part A	105,031.30	2.00
Gus the Bus T & TA			Title I, Part A	59,121.00	2.00
Parent Liaison			Title I, Part A	39,887.00	1.00
Homeless Liaison			Title I, Part A	30,088.60	0.50
Division Case Manager			Title I, Part D, Sub 2	43,311.00	1.00
Transitional Coordinator/Guidance Counselor			Title I, Part D, Sub 2	51,674.16	1.00
Truancy Officer			Title I, Part D, Sub 2	33,185.67	0.80
Secretary for Truancy Program			Title I, Part D, Sub 2	11,537.87	1.00
Instructional Tech Specialists			Title II, Part A	291,138.50	5.50
Instructional Special (R/M), Petal & IDIs			Title II, Part A	137,298.62	2.20
Stipends for Prof. Dev. For teachers			Title II, Part A	7,690.00	0.00
ESL Teacher			Title III, Part A	19,771.53	0.50
			Title I, Part D, Sub 2		0.00
			Total:	3,032,693.23	84.15

DETAILED BUDGET DESCRIPTION OF OBJECT CODE 2000

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

Benefits are provided to LCS employees as part of their total compensation package. Fringe benefits include the employer's portion of FICA, pensions, insurance (life, health, disability, etc.) and employee allowances, as well as wellness packages, vision programs, etc. Benefits and fixed charges are charged to Title IA, Title ID, and Title IIA. Benefits packages for LCS employees ran at 34% of salary for the 2009-2010 school year. Combined Title IA benefits for administrative set-aside includes benefits for Coordinator, Grant Accountant, Secretary, Director of Professional Development, Director of Equity/PETAL, In-District Instructors, Instructional Specialists in R/M/S/T and Remediation Specialists.

Item Description	Federal Program Funding Source	Total Cost
Combined Title 1 Set-Aside Benefits (see above)	Title I, Part A	210,371.81
Benefits for Gus the Bus	Title I, Part A	20,101.14
Benefits for Teachers & TAs	Title I, Part A	583,317.85
Benefits for Division Case Manager, Transition/Guidance & Secretary	Title I, Part D, Sub 2	36,842.84
FICA benefits for Truancy Officer	Title I, Part D, Sub 2	2,296.50
Benefits for Instructional Technology Specialists	Title II, Part A	99,080.05
Benefits for Instructional Specialists (R/M/S), PETAL & In-District Instructors	Title II, Part A	60,940.96
FICA for stipends for teachers participating in professional development workshops	Title II, Part A	588.29
	Title II, Part A	
Total for Object Code:		1,013,539.44

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:

- 1000 PERSONAL SERVICES** - 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. Also includes payments for time not worked, including sick leave, vacation, holidays, and other paid absences (jury duty, military pay, etc.), which are earned during the reporting period.
- 2000 EMPLOYEE BENEFITS** - Job related benefits provided employees are part of their total compensation. Fringe benefits include the employer's portion of FICA, pensions, insurance (life, health, disability income, etc.), and employee allowances.
- 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.
- 4000 INTERNAL SERVICES** - Charges from an Internal Service Fund to other functions/activities/elements of the local government for the use of intragovernmental services, such as data processing, automotive/motor pool, central purchasing/central stores, print shop, and risk management.
- 5000 OTHER CHARGES** - Includes expenditures that support the program, including utilities (maintenance and operation of plant), staff/administrative/consultant travel, travel (Staff/Administration), office phone charges, training, leases/rental, indirect cost, and other.
- Note: Indirect cost cannot be claimed against capital outlay and equipment.*
- 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."
- 7000 PAYMENT TO JOINT OPERATIONS** - *For Annual School Report purposes only. (Not used in application budgets or request for reimbursements)*
- 8000 CAPITAL OUTLAY** - Outlays that result in the acquisition of or additions to capitalized assets. Capital Outlay does not include the purchase of equipment costing less than \$5,000 unless the LEA has set a lower capitalization threshold.
- 9000 OTHER USES OF FUNDS** - *Debt Service and fund transfers, used with governmental funds only (not used in application budgets or request for reimbursements).*

G. LOCAL EDUCATIONAL AGENCY BUDGET SUMMARY

AMOUNT BUDGETED								
	Title I, Part A	Title I, Part C	Title I, Part D	Title II, Part A	Title II, Part D	Title III, Part A		Title VI, Part B, Subpart 2
Allocation from Page 2 of the Coordinated Consolidated Info. Tab	3,953,080.08	0.00	213,817.71	708,438.47	36,257.68	19,771.53		0.00
						LEP	I/Y	
OBJECT CODE - EXPENDITURE TYPE						0.00	0.00	
1000 - Personal Services								
Administration	90,464.20	0.00	43,311.00	137,298.62		0.00	0.00	0.00
Teachers	1,497,691.00	0.00	51,674.16	291,138.50		19,771.53	0.00	0.00
Paraprofessionals	473,649.00	0.00	0.00	0.00		0.00	0.00	0.00
Division Improvement/School Improvement, if required	0.00							
Parental Involvement	59,121.00							
Other	316,160.68	0.00	44,723.54	7,690.00		0.00	0.00	0.00
Total Personal Services	2,437,085.88	0.00	139,708.70	436,127.12		19,771.53	0.00	0.00
2000 - Employee Benefits								
Fixed Charges (Administrative and Instruction)	793,689.66	0.00	39,139.34	160,609.30		0.00	0.00	0.00
Fixed Charges (Division Improvement/School Improvement, if required)	0.00							
Fixed Charges (Parental Involvement)	20,101.14							
Total Employee Benefits	813,790.80	0.00	39,139.34	160,609.30		0.00	0.00	0.00
3000 - Purchased/Contracted Services								
Supportive Services (Med., Dental)	0.00	0.00	0.00					0.00
Evaluation Services	0.00	0.00	0.00	0.00		0.00	0.00	0.00
Division Improvement/School Improvement, if required	0.00							
Parental Involvement	0.00							
Professional Development	0.00	0.00	0.00	55,300.00		0.00	0.00	0.00
Teacher Quality	0.00	0.00	0.00	22,649.76		0.00	0.00	0.00
Supplemental Educational Services	237,184.80	0.00	0.00			0.00	0.00	0.00
Private School Set-Aside				13,484.77				
Other	22,568.54	0.00	27,311.36			0.00	0.00	0.00
Total Purchased/Contracted Services	259,753.34	0.00	27,311.36	91,434.53	0.00	0.00	0.00	0.00

4000 - Internal Services								
Public School Choice Transportation	158,123.20	0.00	0.00			0.00	0.00	0.00
Pupil Transportation	41,000.00	0.00	0.00			0.00	0.00	0.00
Food Services	0.00	0.00	0.00	0.00		0.00	0.00	0.00
Division Improvement/School Improvement, if required	0.00							
Professional Development	0.00				9,064.42			
Parental Involvement	0.00							
Other	25,621.03	0.00	0.00	0.00	5,435.58	0.00	0.00	0.00
Total Internal Services	224,744.23	0.00	0.00	0.00	14,500.00	0.00	0.00	0.00
5000 - Other Charges								
Travel (Staff/Administrative)	36,491.78	0.00	1,200.00	10,500.00		0.00	0.00	0.00
Maintenance/Operation of Plant	0.00	0.00	0.00					0.00
Indirect Cost	0.00	0.00	0.00	0.00		0.00	0.00	0.00
Division Improvement/School Improvement, if required	0.00							
Professional Development	39,481.66				0.00			
Parental Involvement	0.00							
Other	0.00	0.00	2,000.00	1,500.00	8,080.62	0.00	0.00	0.00
Total Other Charges	75,973.44	0.00	3,200.00	12,000.00	8,080.62	0.00	0.00	0.00
6000 - Materials and Supplies								
Administrative	48,252.60	0.00	2,058.31	0.00		0.00	0.00	0.00
Instructional	43,525.53	0.00	2,400.00	8,267.52	13,677.06	0.00	0.00	0.00
Division Improvement/School Improvement, if required	0.00							
Professional Development	0.00				0.00			
Parental Involvement	42,554.26							
Other	7,400.00		0.00					
Total Materials and Supplies	141,732.39	0.00	4,458.31	8,267.52	13,677.06	0.00	0.00	0.00
8000 - Capital Outlay								
Equipment for Instruction	0.00	0.00	0.00		0.00	0.00	0.00	0.00
Buildings	0.00	0.00	0.00					0.00
Remodeling	0.00	0.00	0.00					0.00
Division Improvement/School Improvement, if required	0.00							
Professional Development	0.00			0.00	0.00			
Parental Involvement	0.00							
All Other Equipment	0.00	0.00	0.00			0.00	0.00	0.00
Total Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL BUDGET	3,953,080.08	0.00	213,817.71	708,438.47	36,257.68	19,771.53	0.00	0.00

DOES BUDGET EQUAL ALLOCATION?	Yes						
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H. SPECIFIC PROGRAM APPLICATION FORMS**1. Title I, Part A – Improving Basic Programs****a. STUDENT ELIGIBILITY CRITERIA FOR TITLE I TARGETED ASSISTANCE SCHOOLS**

Describe the eligibility criteria 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 preschool through grade 2 shall be selected solely on the basis of such criteria as teacher judgment, interviews with parents, and developmentally appropriate measures. [NCLB, Title I, Part A, Section 1115]

We have no targeted assistance schools projected for the 2010-2011 school year.

b. STAFF INFORMATION for TITLE I, PART A,

TARGETED ASSISTANCE PROGRAMS

Provide the number of full-time equivalent (FTE) staff funded through Title I, Part A, participating in targeted assistance programs during the 2010-2011 school year 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.

Staff Category	Staff FTE	Percentage Qualified	Staff FTE funded w/ 2010-2011 Year Funds	Staff FTE funded w/ Prior Year Funds
Teachers				
Paraprofessionals				
Other Paraprofessional (translators, parental involvement, computer assistance)				
Clerical support staff				
Administrators (nonclerical)				

SCHOOLWIDE PROGRAMS

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

	Paraprofessionals FTE	Percentage Highly Qualified
Paraprofessionals	104.00	100.00

c. TITLE I, PART A, NEW SCHOOLWIDE SCHOOL PROGRAMS FOR 2010-2011

New Schoolwide Program school plans 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.

Name of School(s) Implementing New Schoolwide Programs for 2010–2011:

We have no new schoolwide programs for 2010-2011.

d. TITLE I, PART A, SCHOOL IMPROVEMENT

Divisions must project their continuation or entry into Title I School Improvement at the time of application submission and include implementation plans throughout the appropriate sections of the application. School divisions that do not accurately predict their impending status are responsible for implementing the School Improvement requirements, if needed.

School Improvement requirements under NCLB, Title I, Part A, Section 1116, are:

Title I Schools in First Year of School Improvement

- Public school choice must be offered to all students in both Targeted Assistance and Schoolwide Program schools in Year 1 of Title I School Improvement and in subsequent years in which a Title I school is identified for improvement. In meeting this requirement, priority shall be given to the lowest achieving students from low-income families. Services must be offered at the beginning of the school year.

Title I Schools in Second Year of School Improvement

- Supplemental educational services must be provided in schools in Year 2 of Title I School Improvement and in subsequent years in which a Title I school is identified for improvement. Services must be provided to as many eligible students (low-income) as possible. SES providers must be selected from the list approved by the Virginia Board of Education. In the case of an overwhelming number of requests, schools are expected to prioritize according to low-income and high academic need. Title I schools in Year 2 must continue to offer public school choice.

Title I Schools in Corrective Action (Third Year) of School Improvement

- Schools in corrective action (Year 3) must select a minimum of one corrective action [Section 1116 (b)(7)] found in item D of the Local Consolidated Application Guidelines, Instructions, and Assurance document on page 27. Public school choice and supplemental educational services must be provided in schools in corrective action and in subsequent years in which a Title I school is identified for improvement.

Title I Schools in Planning for Alternative Governance (Fourth Year) of School Improvement

- Schools in planning for alternative governance (Year 4) must continue with the corrective action implemented in Year 3, and prepare a plan and make necessary changes for prospective advancement into alternative governance [Section 1116 (b)(8)]. Public school choice and supplemental educational services must be provided in schools in restructuring and in subsequent years in which a Title I school is identified for improvement.

Title I Schools in Alternative Governance (Fifth Year or Beyond) of School Improvement

- Schools in alternative governance (Year 5 or beyond) must implement or continue implementing a minimum of one alternative governance arrangement [Section 1116(b)(B)] not later than the beginning of the school year following restructuring identification.

Preparation for School Improvement in School Year 2010-2011

All divisions must be prepared to implement School Improvement should it be necessary based on the outcome of the adequate yearly progress performance indicators for the Standards of Learning (SOL) assessments administered in the spring of 2009. Complete the appropriate statement below by inserting the division's name to indicate compliance with all of the requirements of School Improvement, as stated in NCLB, Title I, Part A, Section 1116, for the 2009-2010 school year and as abbreviated above. (See 2009-2010 School Improvement list to confirm the division's schools in Title I School Improvement at: <http://www.doe.virginia.gov/VDOE/src/title1.shtml>)

Complete one of the following statements:

Divisions with no schools in Title I School Improvement for school year 2009-2010 based on Spring 2009 SOL assessments (check box if applicable):

- Even though this division currently has no schools in Title I School Improvement for the 2009-2010 school year, it is understood that we will implement all requirements of School Improvement for the 2010-2011 school year should any Title I school be identified based on the Spring 2010 SOL assessments.

Divisions with schools in Title I School Improvement for 2009-2010 based on Spring 2009 SOL assessments (check box if applicable):

- This division is prepared to continue implementation of all the requirements of Title I School Improvement if the identified school(s) advances further into improvement or if other Title I schools are identified for improvement.

Grade Span Averages

Grade Spans	Grade Span Average
PK - PK	
PK - KG	
PK - 01	
PK - 02	
PK - 03	
PK - 04	
PK - 05	60.4%
PK - 06	
PK - 07	
PK - 08	
PK - 12	
KG - 02	
KG - 03	
KG - 04	
KG - 05	71.7%
KG - 06	
KG - 07	
KG - 08	
KG - 12	
01 - 05	
01 - 07	
01 - 08	
02 - 04	
02 - 05	
02 - 06	
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	59.9%
06 - 12	
07 - 08	
07 - 09	
07 - 11	
07 - 12	
08 - 08	
08 - 09	
08 - 12	
09 - 10	
09 - 11	
09 - 12	45.1%
10 - 12	
11 - 12	

**g. ALLOWABLE AND REQUIRED SET-ASIDES FOR DIVISIONS OPERATING
TITLE I, PART A, BASIC PROGRAMS
Prior to Additional Set-Asides for Schools in Improvement**

DIVISION LEVEL (REQUIRED)		A	B
School Improvement (Required if school is in School Improvement)			
Public School Choice Transportation and Supplemental Educational Services (Set-Aside is an amount equal to 20 percent of Title I, Part A, allocation unless a lesser amount is needed. Breakdown: 5 percent Transportation; 5 percent Supplemental Educational Services; and 10 percent either, as needed.)			
Indicate amount by percentage set-aside for:			
4.00	Public School Choice	158,123.20	
	Public School Choice Funded by LEA	100,000.00	
6.00	Supplemental Educational Services	237,184.80	
	Supplemental Educational Services Funded by LEA	295,308.01	
0.00	Parent Outreach and Assistance for PSC and SES	0.00	
0.00	Additional for Public School Choice	0.00	
0.00	Additional for Supplemental Educational Services	0.00	
4.00	Total Public School Choice (Transportation)	158,123.20	
6.00	Total Supplemental Educational Services (SES)	237,184.80	
10.00	Total (an amount equal to 20 percent of Title I, Part A, NCLB allocation unless a lesser amount is needed)	395,308.01	
	Total amount including Title I, Part A, and LEA funds	790,616.01	
10.00	Total percent of funds including Title I, Part A, and LEA funds		
The amount of the 20 percent (or less) School Improvement set-aside to be taken from Title I, Part A, funds. (Reminder: A school division shall not reduce an eligible school's Title I, Part A, allocation to be used in support of Public School Choice Transportation and Supplemental Educational Services by more than 15 percent.)			395,308.00
Division Improvement (Required if Division is in Division Improvement)			
NOTE: Funds reserved for school level professional development under Section 1116 (b)(3)(A)(iii) may be included as part of the 10 percent division level set-asides. However, funds reserved for professional development under Section 1119 may not be included as part of the 10 percent division level set-asides. To compute minimum division level set-aside for professional development, complete the following:			
· Select Yes if your LEA is in Division Improvement			
· 10 percent of Division Title I Allocation		0.00	
· Equals minimum division level set-aside for professional development		0.00	0.00
DIVISION LEVEL (Allowable)			
(1000) Personal Services - Nonsalary Differential			430,126.48
(1000) Personal Services - Salary Differential			411,493.00
(2000) Employee Benefits (Fixed Charges)			292,428.27
(3000) Purchased/Contracted Services			22,568.44
(3000) Purchased/Contracted Services for additional SES not required			0.00

(4000) Internal Services		49,671.03
(5000) Other Charges		36,491.78
(5000) Other Charges (additional Public School Choice Transportation not required)		0.00
(6000) Materials and Supplies		50,652.60
(8000) Capital Outlay		0.00
Initiatives		
Teacher Quality (5 percent to 10 percent - Title I, Part A, Section 1119)		0.00
Title I Preschool Program		0.00
Parental Involvement (Required if allocation is \$500,000 or more)		
Amount of school division allocation NCLB funds (from Page 2):	3,953,080.08	
1 percent of allocation (This amount is calculated if school division receives \$500,000 or more from Title I, Part A.)	39,530.80	39,530.80
95 percent of 1 percent must be used at the school level	37,554.26	
5 percent of 1 percent is set aside by the school division for parental involvement	0.00	
Parental Involvement funded by LEA Funds		
Homeless (as necessary)		32,390.37
Neglected/Delinquent (as necessary)		5,000.00
Limited English Proficient (LEP) (as necessary)		6,000.00
School Division Set-Asides NCLB TOTAL (Feeds Box A on Allocation to Eligible Schools Page)		1,771,660.77

TITLE I, PART A, ALLOCATION TO ELIGIBLE SCHOOLS

Low-Income Factor
35 percent and Above

<p>A.</p> <p>Division's Title I NCLB Allocation : <u>3,953,080.08</u></p> <p>Minus NCLB Set-Asides (if applicable): <u>1,771,660.77</u></p> <p>Amount for Distribution to Schools: <u>2,181,419.31</u> (Feeds Box 12)</p> <p>Divisionwide Average From Low-Income Families <u>55.8%</u></p>	<p>B.</p> <p>*PER PUPIL EXPENDITURE CALCULATION</p> <p>Step 1:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: right;">2,181,419.31</td> <td style="text-align: center;">÷</td> <td style="text-align: right;">2,337.0</td> <td style="text-align: center;">=</td> <td style="text-align: right;">933.43</td> </tr> <tr> <td colspan="2">Amount for Distribution to Schools</td> <td colspan="3">Low-Income Pupils in Served Schools</td> </tr> </table>	2,181,419.31	÷	2,337.0	=	933.43	Amount for Distribution to Schools		Low-Income Pupils in Served Schools		
2,181,419.31	÷	2,337.0	=	933.43							
Amount for Distribution to Schools		Low-Income Pupils in Served Schools									

C. (1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)
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	School Improvement? Yes or No	Number of Title I, Part A FTE Teachers funded with 2010-2011 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 2010-2011 funds	Number of Title I, Part A FTE Para-professionals funded with Prior Year funds	Number of Low-Income Pupils Served	Percent Low-Income	Minimum School Allocation	Distribution Balance: 2181419.31 from Box A	School Reallocation Amount (Do Not Use if you have schools in School Improvement)	School Allocation Total (Cols. 12 and 13)	Adjusted PPE - Before School Improvement
TOTALS FOR DIVISION						33.6	3.0	30.0	0.0	2,337		2,346.68	2,181,419.31	0.02	2,181,419.33	
Balance to Reallocate												2,181,419.29				
William M. Bass Elementary	Yes	PK - 05	No	Yes	No	4.5	0.3	3.0	0.0	194	86.2%	181,084.87	2,000,334.44	87,994.54	269,079.41	1,387.01
Dearington Elementary/Innovation	Yes	PK - 05	No	Yes	No	3.6	0.3	2.5	0.0	185	79.7%	172,684.03	1,827,650.41	48,392.04	221,076.07	1,195.01
T.C. Miller Elementary for Innovat	Yes	KG - 05	No	Yes	No	3	0.3	2.5	0.0	162	71.7%	151,215.20	1,676,435.21	39,538.04	190,753.24	1,177.49
Perrymont Elementary	Yes	PK - 05	No	Yes	Yes	4.5	0.3	4.0	0.0	221	69.1%	206,287.41	1,470,147.80	53,931.69	260,219.10	1,177.46
Robert S. Payne Elementary	Yes	PK - 05	No	Yes	No	6	0.3	4.0	0.0	351	66.5%	327,632.94	1,142,514.86	33,803.40	361,436.34	1,029.73
Heritage Elementary	Yes	PK - 05	No	Yes	No	3	0.3	3.5	0.0	323	64.1%	301,496.98	841,017.89	-52,234.10	249,262.88	771.71
Sheffield Elementary	Yes	PK - 05	No	Yes	No	2.5	0.3	3.0	0.0	254	64.0%	237,090.50	603,927.38	-42,102.29	194,988.21	767.67
Linkhorne Elementary	Yes	PK - 05	No	Yes	No	4.5	0.3	3.0	0.0	335	63.8%	312,698.10	291,229.28	-56,212.04	256,486.06	765.63
Sandusky Elementary	Yes	PK - 05	No	Yes	No	1	0.3	3.0	0.0	181	53.9%	168,950.32	122,278.96	-65,562.26	103,388.06	571.20
Paul Munro Elementary	Yes	PK - 05	No	Yes	No	1	0.3	1.5	0.0	131	46.8%	122,278.96	0.00	-47,549.00	74,729.96	570.46
E.C. Glass High	No	09 - 12	No	No	No						43.2%	0.00	0.00		0.00	
Linkhorne Middle	No	06 - 08	No	No	No						43.1%	0.00	0.00		0.00	
Bedford Hills Elementary	No	PK - 05	No	No	No						31.4%	0.00	0.00		0.00	
												0.00	0.00		0.00	
												0.00	0.00		0.00	

TITLE I, PART A, ALLOCATION TO ELIGIBLE SCHOOLS

Low-Income Factor
35 percent and Above

A.

Division's Title I Allocation :	3,953,080.08
Minus Set-Asides (if applicable):	1,771,660.77
Distribution to Schools:	<u>2,181,419.31</u>

C. (1)	(2)	(3)	(4)	(5)
List of schools from highest poverty to lowest	Is School Served? Yes or No	School Improvement? Yes or No	School Allocation Total	10 percent set-aside for School Improvement
TOTALS FOR DIVISION			2,181,419.33	26,021.91
			0.00	0.00
William M. Bass Elementary	Yes	No	269,079.41	0.00
Dearington Elementary/Innovation	Yes	No	221,076.07	0.00
T.C. Miller Elementary for Innovation	Yes	No	190,753.24	0.00
Paul L. Dunbar Middle for Innovation	No		0.00	0.00
Perrymont Elementary	Yes	Yes	260,219.10	26,021.91
Sandusky Middle	No		0.00	0.00
Robert S. Payne Elementary	Yes	No	361,436.34	0.00
Heritage Elementary	Yes	No	249,262.88	0.00
Sheffield Elementary	Yes	No	194,988.21	0.00
Linkhorne Elementary	Yes	No	256,486.06	0.00
Sandusky Elementary	Yes	No	103,388.06	0.00
Heritage High	No		0.00	0.00
Paul Munro Elementary	Yes	No	74,729.96	0.00
E.C. Glass High	No	No	0.00	0.00
Linkhorne Middle	No	No	0.00	0.00
Bedford Hills Elementary	No	No	0.00	0.00

			0.00	0.00
			0.00	0.00
			0.00	0.00

h. PUBLIC SCHOOL CHOICE - SUPPLEMENTAL EDUCATION SERVICES

If your division has schools in Title I school improvement, the division is required to spend 20 percent on Public School Choice and Supplemental Educational Services unless you meet the criteria specified. The criteria can be found in the Guidelines, Instruction, and Assurances document on page 12.

Place an "X" in the appropriate box:

- This division plans to spend less than the amount needed to meet the 20 percent obligation and will meet the criteria to spend less than 20 percent.
- This division plans to spend the amount needed to meet the 20 percent obligation.

The section below is to be used after the end of the 2009-2010 school year if an amendment is needed.

Place an "X" in the appropriate box:

- This division spent less than the amount needed to meet the 20 percent obligation and will carry the funds over to the 2010-2011 school year to use for PSC and SES.
- This division has met the criteria for spending less than the 20 percent obligation and will transfer the funds to other object codes.

i. SKIPPED SCHOOL PROVISION

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

Did that 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.

j. WAIVER REQUEST

Yes

No

Please indicate if your school division would like to apply for a waiver of the carry-over limitation from Fiscal Year (FY) 2010. Applying for waiver will allow a school division to carry-over Fiscal Year (FY) 2010 Title I, Part A, funds in excess of the 15 percent carry-over limitation more than once every three years. Section 1127(b) of the *No Child Left Behind Act of 2001* (NCLB) permits a state to waive the limitation to carry-over no more than 15 percent of the Title I, Part A, funds once every three years if: 1) the school division's request is reasonable and necessary; or 2) a supplemental Title I, Part A, appropriation becomes available. The request is made based on the supplemental nature of the ARRA Title I, Part A, funds received in Fiscal Year (FY) 2009.

k. TITLE I, PART A, HOMELESS CHILDREN AND YOUTH**All school divisions must complete this page.****Local Homeless Education Liaison:** Sheila Clements

Number of homeless children and youth in the school division during the current school year based on the 205 definition in Title X, Part C, Section 725. (*Place mouse cursor over comment in cell A9 for definition.)

1. How does the LEA ensure that staff, homeless families, and the community are aware of the educational rights of students experiencing homelessness, including immediate enrollment and transportation to the school of origin?

The Homeless Education Liaison (HEL) ensures that all schools have brochures and posters outlining the educational rights of homeless children and youth at the start of the school year. The HEL also visits each school periodically to address any questions or concerns they may have regarding the educational rights of homeless children and youth. Noted posters have been distributed and will be periodically updated for the Daily Bread (local soup kitchen), the area shelters, Salvation Army, Hand Up Lodge, Miriam's House, Network House for Women in Crisis, Domestic Violence Center, transitional living program, offices of subsidized apartments and some of the area motels/hotels. The HEL will continue to serve on the Homeless Housing Coalition and share information at quarterly meetings. The HEL has monthly to bi-monthly contact with the area shelters and with families residing in these shelters. The HEL also provides training for school nurses and bus drivers.

2. Describe the process used to identify the needs of students experiencing homelessness?

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 their name, address, custody, current living arrangements, school of origin, special education needs, etc. Further discussion notes whether a child needs transportation, school supplies, uniforms, counseling services, medical care, etc. Referrals and assessment information may come from one or more of the following: guidance counselors, teachers, principals, parents, students, concerned citizens, and community-based program staff. Once a child has been noted as homeless the HEL ensures that the child receives free lunch, school supplies, uniforms, and transportation, if needed. Referrals for additional community services may also be made.

3. Describe how Title I, Part A plans to coordinate services with the homeless education program to meet the identified needs of students experiencing homelessness. Include a description of the services that will be provided with funds reserved under Title I, Part A, Section 1113(c)(3)(A).**

The school division receives funds under the McKinney-Vento Homeless Assistance Improvement Act of 2001 in the amount of \$26,000 with supplemental funding from Title 1 set aside in the amount of \$32390.37. Title 1 set-aside funds are designated towards the salary of the Homeless Education Liaison (HEL). The school division serves homeless students through this position. The HEL monitors and coordinates educational services for homeless children and youth. The HEL ensures timely enrollment, makes transportation arrangements to the school of origin, identifies homeless students, tracks SOL data, and makes referrals for student/s and families to appropriate community resources. The liaison works directly with four area shelters and other transitional living programs, as needed to ensure educational needs are met throughout the school year as well as during the summer months.

** LEAs that have identified no homeless children and youth are not required to set aside Title I, Part A, funds if the following McKinney-Vento Homeless Education Assistance Improvement Act of 2001 (Title X, Part C) requirements for outreach and identification have been met:

- a. A homeless education liaison has been appointed by the LEA;
- b. Public notice of the educational rights of homeless children and youth is disseminated where such children and youth receive services under the McKinney-Vento Act, such as schools, family shelters, and soup kitchens;
- c. The liaison collaborates with local service providers such as social services, shelter staff, and other community support services to ensure identification of homeless children and youth; and
- d. The LEA has established a process to identify homeless students in its local student data record system.

Guidance related to the LEA homeless liaison, the definition of homelessness for educational purposes, suggestions for identifying these children and youth, and suggestions for potential services that can be provided through Title I, Part A, funding can be found on the Project HOPE-VA Web site: www.wm.edu/hope or by contacting Project HOPE-VA, Virginia's Homeless Education Program: phone: 757-221-4002 or e-mail: homlss@wm.edu

I. TITLE I, PART A, PRESCHOOL PROGRAM (if applicable)

Superintendent's Region: _____

School Year: _____

Number of Participating Students:			
Number of Eligible Students on Waiting List:			
Number of Participating Schools or Centers:			
Number of Teachers:			
Number of Paraprofessionals:			
Average Number of Pupils Per Class/Average Class Size:			
Number of Classrooms:			
Total Preschool Budget (Personnel and Program):			
School Year Title I, Part A, Preschool First Established	FY		
Length of the Program Day (type X to left of selection):	<input type="checkbox"/>	Half Day	<input type="checkbox"/> Full Day
Curriculum:	Primary Curriculum		
	Secondary Curriculum (if applicable)		
Test/Evaluation Design:	Primary Test		
	Secondary Test (if applicable)		
Other Preschool Programs with which Title I is collaborating:	<input type="checkbox"/>	Virginia Preschool Initiative	<input type="checkbox"/> Head Start
	<input type="checkbox"/>	Early Childhood Special Education	<input type="checkbox"/> Even Start Family Literacy
	<input type="checkbox"/>	Others (specify)	
Students Must Be:	<input type="text"/>	by	<input type="text"/>
	Age		Date

2. Title I, Part C - Education of Migratory Children

a. Title I, Part C, Regional Program Agreement, 2010-2011

The lead school division will be responsible for completing the application and serving as the fiscal agent. One (1) application should be submitted per regional program, and one (1) certification should be submitted by each participating school division to the lead school division.

Lead Regional Program School Division

Name of Lead:	School Division:
School Division:	Number:
Typed Name of Superintendent:	
Signature of Superintendent:	Date:

Type name of contact for Title I, Part C, regional program if different than superintendent :

Title I, Part C, 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 regional program. A Title I, Part C, participating regional program member certification form is attached for each of the school division members included on this list. The Title I, Part C, subgrant award corresponds to the 2010-2011 allocation.

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

Name of School Division	Division Number
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
Total	0

b. Program Information

In the table below, provide the number of projects that are funded in whole or in part with MEP funds. Also, provide the estimated number of migrant children **participating** in the projects. Since children may participate in more than one project, the number of children may include duplicates.

Please place an "X" by the statement that best describes your program:		Number of MEP Projects	Estimated Number of Migrant Children Participating in the Projects
Regular school year - school day only			
Regular school year - school day/extended day			
Summer/intersession only			
Year round			

In the table below, provide the headcount and FTE by job classification of the staff funded by the Migrant Program. Detailed definitions can be found in the guidelines, instructions, assurance document. (Page 17)

Job Classification	Regular School Year		Summer/Intersession Term	
	Headcount	FTE	Headcount	FTE
Teachers				
Counselors				
All paraprofessionals				
*Qualified paraprofessionals				
Recruiters				
Records transfer staff				

* This includes only the paraprofessionals listed under all paraprofessionals that meet the definition of qualified paraprofessional funded with MEP funds.

3. Title I, Part D, Subpart 2 - Neglected, Delinquent, or At Risk

a. PROGRAM INFORMATION

Section 1

Please place an "X" beside the manner in which services are delivered.

- | | |
|---|---|
| X | Division provides services directly to the students. |
| | Division contracts with residential facility to provide services. |
| | Other |

In order to receive funding to operate the Title I, Part D, Subpart 2, Section 1423 program, please provide information for each of the following requirements that are specified in the federal legislation. If a particular item does not apply, please indicate this with "N/A." The goals and objectives reflected in the application should relate to your program.

1. Program Description – Describe the program to be assisted.

Title 1, Part D, Subpart 2 funds will assist in the continuation of the truancy program (K-12), Catching At-Promise Students Today (CAST) program, Alliance Academy (Saturday school) and transitional services. The truancy team continues to implement and enforce a truancy prevention/intervention program in conjunction with the courts, police department and probation officers. Title 1, Part D funds facilitate part-time clerical support to assist truancy staff in City Attorney Letters to parents, D-Trak and data collection. Day Treatment program provided by Central Virginia Community Services Board, Anderson Counseling Services, and Dominion Day Services, provide alternatives both in and out of the school setting for elementary, middle, and high school students who have received a long term suspension, are at risk of receiving a long term suspension or who need additional support for behavioral concerns. CAST, a contracted service, is available to all three middle schools. .

This program targets students experiencing academic and behavioral issues in order to help avoid short and long term suspensions and/or alternative educational placements. The Alliance Academy (Saturday School) is an alternative to short term suspensions. The program utilizes the LifeSkills training curriculum

2. Formal Agreements – Describe the formal agreements regarding the program to be assisted between:

a) the school division, and b) the correctional facilities and alternative school programs serving children and youth involved in the juvenile justice system.

Not applicable.

3. Coordination between Schools and Facilities – As appropriate, describe how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

LCS will comply with requests from the Lynchburg Juvenile Detention Center, statewide residential or correctional facilities for student's academic and/or IEP records to ensure that the student is participating in an appropriate educational program. The facility may call and talk with principals, guidance staff, and teachers to assist the facility in making the correct grade and academic placements within their program.

4. Students Returning from Correctional Facilities – Describe the program operated by participating schools for children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide these children and youth and other at-risk children and youth.

The transitional program includes the Division Case Manager consulting with individual students and the parent/s during the LCS placement meeting. This meeting determines the best educational setting within LCS for students returning from residential/correctional facilities. The Transition Specialist (TS)/Guidance Counselor will meet with students in an individual and/or group setting to discuss and explore services available to them. The TS will use the "Get Real About Violence," "LifeSkills Training" and other video/computer curriculum as deemed appropriate based on students' particular needs and issues. The TS will make referrals to community agencies for additional services as needed, and work closely with community agencies and probation officers to support the students as they adjust to school and community life.

5. Student Characteristics – Describe the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

All of the LCS programs supported with N&D funds or otherwise, work with students who may have learning disabilities, substance abuse problems, gang involvement issues, pregnant or parenting situations, limited English proficiency, one year or more behind the expected grade level and/or at-risk due to other individual or environmental factors. The majority of students currently in the alternative programs, are identified as having one or more of the targeted characteristics. LCS has housed all the middle school programs in one building. This allows for more instructional and extracurricular time.

6. Coordination with Social, Health, and Other Services – As appropriate, describe how the schools and facility will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted re-entry and outreach programs, referrals to community resources and scheduling flexibility.

Program staff are equipped with a Student Resource Manual, maintained by the Division Case Manager to make referrals as needed.

7. Business Partnerships – As appropriate, describe any partnerships with local businesses to develop training, curriculum-based youth entrepreneurship education, and mentoring services for participating students.

Several of LCS' alternative education programs, as well traditional schools, at all levels, have partnerships with local businesses and agencies. This allows students to engage in meaningful relationship that may foster skills, awareness about a particular occupation, or help encourage students to pursue a career of interest. Specifically, the Pride Center, which many transitioning students attend, partners with the following businesses/agencies to provide career education and/or mentoring: Boys and Girls Club, Lynchburg College, Jubilee Family Development Center, and Yoder Recreation Center.

8. Parent Involvement – As appropriate, describe how the program will involve parents in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

The TS, Truancy Team, Day Treatment, and CAST staff will communicate with parents/guardians by phone, fax, e-mail, home visits, and meetings to assist in prevention, assessment, and referrals for services. Parents are always given a Truancy Team business card with the staff's name, phone number, and address to facilitate open communication. The Transitional Specialist will communicate with parents as needed using all the methods identified above.

9. Coordination with Federal, State, and Local Programs – Describe how this program will be coordinated with other federal, state, and local programs, such as programs under Workforce Investment Act of 1998 (Title I, of PL 105-220), and career and technical education programs serving at-risk children and youth.

A student may be referred to the Department of Rehabilitation Services or other such agencies as needed. A transitional student, upon completion of an alternative education placement or an at-risk student in the transitional school setting may enroll in one of several vocational technology programs provided by LCS.

10. Coordination with Juvenile Justice Programs – Describe how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

Students residing in local residential facilities attend school in the LCS traditional or alternative education classrooms.

11. Work with Probation Officers – As appropriate, describe how the facility will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

The TS, Truancy Team, and CAST staff will communicate with probation officers by phone, fax, e-mail, and meetings to assist in prevention, assessment, and referrals for services. The Truancy Staff coordinates with the Court Service Unit, Juvenile & Domestic Relations Court, Community Court, and other court officials for students attending court on truancy and other related charges. Truancy and other program staff coordinate with the aforementioned to attend court and assist as needed.

12. Individualized Education Program – Describe the efforts of participating schools to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

LCS will comply with requests from the Lynchburg Juvenile Detention Center, state-wide residential or correctional facilities for student's academic and/or IEP records to ensure that the student is participating in an appropriate educational program. LCS staff can/will attend IEP meetings at facilities as requested.

13. Alternative Placements – As appropriate, describe the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a regular public school program.

The Division Case Manager will consult with individual students and parent/s during placement meetings to determine the best educational setting within LCS for students returning from residential/correctional facilities who are unable to return to the traditional classroom. In addition, the placement meetings address educational placements of students who have received a long-term suspension, a community involved reportable offense, and/or students that are having extreme difficulty maintaining in the traditional classroom. All students, after completing the program at the alternative site are encouraged to transition back to the home school with individual support to the students with a weekly/monthly "check-in" to see if there are concerns on part of the student or school. LCS housed all the middle school programs in one building to allow for more instructional time and extracurricular time and an increased number of students.

Program Narrative for LEA Agreements with Correctional Facilities

(Complete this section for each correctional facility entering into an agreement with a school division.)

Please list the section as "not applicable" or complete the information below.

	Not applicable		
Facility Name:		Contact Person:	
Address:		City/Zip Code:	
Address:		E-mail:	

Indicate type of facility: Residential County Correctional Facility
 Identify students served: Neglected Delinquent

Each correctional facility entering into an agreement with the school division to provide services to children and youth under Title I, Part D Subpart 2, Section 1425, must meet specific requirements. If such agreements have been made, type the response to each area listed below:

<p>1. Individualized Education Program – Where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an Individualized Education Program under Part B of the Individuals with Disabilities Act.</p>
<p>2. Notification of Special Education Need – If the child or youth is identified as in need of special education services while in the correctional facility, notify the local school of the child or youth of such need.</p>
<p>3. Transition Assistance – Where feasible, provide transition assistance to help the child or youth stay in school, including coordination of services for the family, counseling, assistance in accessing drug and alcohol abuse prevention programs, tutoring, and family counseling.</p>

<p>4. Dropout Re-entry, School Completion, Employment – Provide support programs that encourage children and youth who have dropped out of school to re-enter school once their term at the correctional facility has been completed, or gain employment or seek a secondary school diploma or its recognized equivalent.</p>
--

--

5. Qualified Staff – Work to ensure that the correctional facility is staffed with teachers and other qualified staff who are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth.

--

6. High Academic Achievement Standards – Ensure that educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

--

7. Technology for Coordination – To the extent possible, use technology to assist in coordinating educational programs between the correctional facility and the community school.

--

<p>8. Parental Involvement – Where feasible, involve parents in efforts to improve the educational achievement of their children and prevent the further involvement of such children in delinquent activities.</p>
--

--

9. Coordination of Federal, State, and Local Funds – Coordinate funds received under this subpart with other local, state, and federal funds available to provide services to participating children and youth, such as funds made available under Workforce Investment Act of 1998 (Title I, of PL 105-220), and career and technical education funds.

--

10. Coordination with Juvenile Justice Programs – Coordinate programs operated under this subpart with activities funded under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

--

11. Business Partnerships – If appropriate, work with local businesses to develop training, curriculum-based youth entrepreneurship education, and mentoring programs for children and youth.

--

Section 2 (b)

Program Narrative for LEA Agreements with Correctional Facilities

(Complete this section for each correctional facility entering into an agreement with a school division.)

Please list the section as "not applicable" or complete the information below.

Not applicable

Facility Name:	Contact Person:
Address:	City/Zip Code:
Phone (ext)	E-mail:

Indicate type of facility: Residential

County Correctional Facility

Identify students served: Neglected

Delinquent

Each correctional facility entering into an agreement with the school division to provide services to children and youth under Title I, Part D Subpart 2, Section 1425, must meet specific requirements. If such agreements have been made, type the response to each area listed below:

1. Individualized Education Program – Where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an Individualized Education Program under Part B of the Individuals with Disabilities Act.

--

2. Notification of Special Education Need – If the child or youth is identified as in need of special education services while in the correctional facility, notify the local school of the child or youth of such need.

--

3. Transition Assistance – Where feasible, provide transition assistance to help the child or youth stay in school, including coordination of services for the family, counseling, assistance in accessing drug and alcohol abuse prevention programs, tutoring, and family counseling.

--

--

4. Dropout Re-entry, School Completion, Employment – Provide support programs that encourage children and youth who have dropped out of school to re-enter school once their term at the correctional facility has been completed, or gain employment or seek a secondary school diploma or its recognized equivalent.

--

5. Qualified Staff – Work to ensure that the correctional facility is staffed with teachers and other qualified staff who are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth.

--

6. High Academic Achievement Standards – Ensure that educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

--

7. Technology for Coordination – To the extent possible, use technology to assist in coordinating educational programs between the correctional facility and the community school.

--

8. Parental Involvement – Where feasible, involve parents in efforts to improve the educational achievement of their children and prevent the further involvement of such children in delinquent activities.

--

9. Coordination of Federal, State, and Local Funds – Coordinate funds received under this subpart with other local, state, and federal funds available to provide services to participating children and youth, such as funds made available under Workforce Investment Act of 1998 (Title I, of PL 105-220), and career and technical education funds.

--

10. Coordination with Juvenile Justice Programs – Coordinate programs operated under this subpart with activities funded under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

--

11. Business Partnerships – If appropriate, work with local businesses to develop training, curriculum-based youth entrepreneurship education, and mentoring programs for children and youth.



4. TITLE II, PART A, TEACHER QUALITY

a. HIGHLY QUALIFIED TEACHERS

Part 1

Progress Toward Meeting the Goal of 100 Percent Highly Qualified Teachers and Paraprofessionals

As required by the *No Child Left Behind Act of 2001*, 100 percent of teachers teaching federal core academic subjects in all schools, and including special education teachers, were required by the end of the 2005-2006 school year to be designated highly qualified. Additionally, 100 percent of paraprofessionals working in an instructional capacity in Title I schools were required to be highly qualified as of June 30, 2006. To ensure that the division has attained or made progress toward these goals, please provide the following information on teacher and paraprofessional quality. These data may be obtained from the most recent verified Instructional Personnel Report (IPAL), which provides division results on the highly qualified status of instructional personnel. These data should also be used to determine needed activities to meet the highly qualified goals. See Instructional Personnel Report (IPAL), as outlined in Superintendent's Memorandum Number #276-09, October 2, 2009.

Note: All teachers hired for Class Size Reduction must be highly qualified at the time of hire.

Teachers (all schools and all federal core content subjects)

Number of classes taught by Highly Qualified Teachers in core subjects	<u>1,548</u>
Number of classes taught by non-Highly Qualified Teachers in core subjects	<u>0</u>
Total classes within Core Academic Subjects	<u>1,548</u>
Percent of classes taught by Highly Qualified Teachers in core subjects	<u>100.00%</u>

Paraprofessionals (Title I schools only)

For **targeted assistance** schools, only count instructional paraprofessionals working in the Title I classrooms. For **schoolwide** schools, count all instructional paraprofessionals in the entire school.

Total Highly Qualified Instructional Paraprofessionals	<u>104</u>
Total Instructional Paraprofessionals who are Not Highly Qualified	<u>0</u>
Total Instructional Paraprofessionals	<u>104</u>
Percent of Highly Qualified Paraprofessionals	<u>100.00%</u>

Part 2

EQUITABLE DISTRIBUTION OF HIGHLY QUALIFIED AND EXPERIENCED TEACHERS

Describe how the division assures that students in high poverty and/or high minority schools are not taught by inexperienced, unqualified, or out-of-field teachers at a higher rate than students in other schools. To do this, examine highly qualified teacher (HQT) data and teachers' experience levels at the highest poverty and/or highest minority schools at each grade span and indicate whether these percentages are similar in other schools with lower poverty or minority percentages. Outline strategies used to ensure an equitable distribution.

Schoolwide plans for Title I schools, and school improvement plans for non-Title I schools are reviewed by central office personnel to verify equitable distribution. With 100% HQ teachers, distribution is equitable. The schoolwide review team uses the Schoolwide Peer Review Rating Rubric, which includes the rating requirement that consider whether "Data included staff qualifications for principals, teachers, paraprofessionals, and other staff. " It also included the staff's participation in professional development opportunities

Part 3

NEEDS ANALYSIS

What, if any, are the current subject areas and/or grade level positions that the division has identified as being the most challenging to fill with highly qualified teachers and how is the division addressing these challenges?

Lynchburg City Schools holds one job fair each year. Over the past few years we have found it much easier to fill all positions with highly qualified teachers. However, when we do have a challenge (every other year or so), it is in the area of Speech Pathology and Earth Science. We have addressed the potential problems with Earth Science (and other math and science areas) by participating in a SCHEV grant consortium, and providing tuition support through Title IIA for individuals seeking to add endorsements to increase their capacity to teach in a variety of areas. Speech Pathology continues to be a great challenge, and we depend on the Department of Education to provide stipends to support teachers in this field. There are no local colleges that offer a degree in speech pathology.

What, if any, are the particular subject areas and/or grade levels identified as potential challenges to fill with highly qualified teachers in the next five years and how is the division addressing this potential challenge?

We may continue to have challenges in Earth Science, Speech Pathology, and Reading Specialists. As indicated above, we have addressed the potential problems by participating in a SCHEV grant consortium with local colleges, providing tuition support through Title IIA for individuals seeking endorsements. Speech Pathology continues to be a great challenge and we depend on the Department of Education to provide stipends to support teachers in this field.

Part 4

HIGHLY QUALIFIED TEACHERS

Strategies For Meeting The Goal of 100 Percent Highly Qualified Teachers

In the chart below, describe strategies that the division is using to meet the goal of having 100 percent of federal core content classes taught by highly qualified teachers. Place an "X" in the columns to indicate all funding sources used to implement these strategies.

Strategies					
Recruitment Strategies: (e.g., signing bonuses, recruitment fairs, moving expenses, etc.)	Funding Sources				
	Title II, Part A, funds	Other federal funds	State funds	Local funds	Other funds
Recruitment Fair				X	
Retention Strategies: (e.g., mentoring, retention bonuses for hard-to-fill positions, support for additional endorsements, improving working conditions, reimbursement for licensure fees, etc.)	Funding Sources				
	Title II, Part A, funds	Other federal funds	State funds	Local funds	Other funds
Teacher Induction Program for New and New to District Teachers			X	X	
SCHEV participation for add-on endorsements, master's degree programs in Educational Leadership Stipends for NBCT completers	X	X		X	
Professional Development Strategies: (e.g., tuition for coursework, National Board Certification fees, professional development stipends, specialized new teacher workshops, hiring coaches or mentors to provide embedded professional development, etc.)	Funding Sources				
	Title II, Part A, funds	Other federal funds	State funds	Local funds	Other funds
National Board Certified Teacher Stipends				X	
ASHA dues paid for Speech Pathologists				X	
Specialized new teacher workshops and teacher mentor program				X	
Tuition for coursework	X				
In-District Instructor for Skillful Teacher, Instructional Technology Specialists providing weekly staff development in instructional technology	X	X			
Other Strategies: (e.g., reimbursing Praxis test fees, individual consultation with teachers, etc.)	Funding Sources				
	Title II, Part A, funds	Other federal funds	State funds	Local funds	Other funds
Praxis II, ParaPro, VCLA and VRA reimbursements	X				
Tuition for advanced placement coursework and highly qualified seminars.	X				

**HIGHLY QUALIFIED TEACHERS AND ADEQUATE YEARLY PROGRESS (AYP) IMPROVEMENT
Compliance with Section 2141(c)**

Section 2141(c) of the *No Child Left Behind Act* requires that if a school division fails to make division AYP in at least one of the past three consecutive years and fails to meet the goal of 100 percent highly qualified teachers in at least one of the past three consecutive years, the division must enter into an agreement with the state on the use of its Title II, Part A, funds. The division:

- a) must involve teachers and principals in the development of professional development strategies designed to address the reasons why the division did not meet specific targets;
- b) must target a portion of funds to the specific schools experiencing difficulty meeting AYP and HQT requirements; and
- c) is prohibited from using Title I funds to hire any new paraprofessionals unless:
 - the hiring is to fill a vacancy created by the departure of another paraprofessional funded under Title I, or
 - the division can show that a significant influx of population has substantially increased student enrollment, or
 - there is an increased need for translators or assistance with parental involvement activities.

1. Has the school division met the goal of 100 percent highly qualified teachers in at least one of the previous three years? (Indicate the HQT percentage for the past three years.)

2007-2008		2008-2009		2009-2010	
% HQT	Yes/No	% HQT	Yes/No	% HQT	Yes/No
97.7	No		No	100.0	Yes

2. Has the school division met the state targets for Adequate Yearly Progress in at least one of the previous three years? Place an "X" in the appropriate box.

2007-2008		2008-2009		2009-2010	
Based on test results from the 2006-2007 school year.		Based on test results from the 2007-2008 school year.		Based on test results from the 2008-2009 school year.	
Yes	No	Yes	No	Yes	No
x			x		x

Note: If the answer in **any** of the blocks above is "yes", stop here and continue to the private school tab.
If the answer in **all** of the blocks above is "no", complete the section below.

Use of Title II, Part A, Funds to Increase Percentage of Highly Qualified Teachers

1. Describe factors preventing the division from meeting the goal of 100 percent highly qualified teachers for the previous three years. Identify schools and/or particular grade levels or subjects that are the most difficult to staff with highly qualified teachers.

2. Indicate how Title II, Part A, funds will be targeted to assist identified schools in increasing the percentage of highly qualified teachers and the connection to scientifically-based research. (*Strategies to consider may include: 1) conducting individual conferences with nonhighly qualified teachers to develop plans to become highly qualified; 2) targeting recruitment efforts based on specific needs or shortage areas; 3) providing incentives to teachers seeking dual endorsements, particularly in high need areas; and/or 4) providing incentives to highly qualified teachers willing to transfer to a school with a low HQT percentage.*)

1. Describe factors preventing the division from making AYP for the previous three years. Identify schools, subjects, and/or student subgroups that need targeted assistance.

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2. Indicate how Title II, Part A, funds will be targeted to specific schools to improve AYP performance. *Describe professional development strategies that will be initiated and the connection to scientifically-based research (Strategies to consider including may be: 1) hiring full-time instructional coaches or mentors to provide embedded professional development to teachers; 2) developing professional learning communities; 3) assisting teachers in obtaining advanced certifications; and/or 4) assisting teachers in obtaining additional content-related coursework.)*

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3. Indicate the timeline for implementation of strategies and the plan for evaluating effectiveness.

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b. PRIVATE SCHOOL PARTICIPATION

Each year, the school division must contact all eligible private nonpublic schools and engage in meaningful consultation on the availability of equitable services funded by Title II, Part A. (ESEA Section 9501(c)(3) and Title IX, Uniform Provisions, Part E, Subpart 1). Consolidated Application

5. Title II, Part D, Educational Technology

MEASURABLE OBJECTIVES

Instructions: For each of the goals of the EdTech Program, indicate the project objectives. For each objective, specify activities/strategies that will be employed to meet the objectives, methods that will be used to show evidence of follow-up in the classroom, and expenditures for each strategy/activity.

This is a sample entry that serves as a guide for completing the project overview.

SAMPLE ENTRY

GOAL: High Quality Professional Development

Objective	Strategy/Activity	Evidence of Follow-up in the Classroom	Proposed Expenditure (Include Breakdown by Object Code)														
By May 2011, 80 percent of the elementary school teachers will demonstrate the integration of technology into teaching and learning by teaching at least one content area lesson that requires the integration of technology.	In the fall of 2010 and the winter of 2011, a series of workshops focusing on skills and strategies for effective technology integration into instruction will occur. Workshops will include using Discovery Education Streaming to assist in teaching lessons, using Microsoft Office to assist students in accomplishing lesson assignments or projects and using a SmartBoard to improve students' learning experiences.	Teachers collaborate with the building Instructional Technology Resource Teacher (ITRT) to develop lesson plans that effectively integrate technology into classroom instruction and activities. Teachers who receive training serve as mentors for their peers. Teachers' unit/lesson plans include effective technology integration.	<table border="0" style="width: 100%;"> <tr> <td colspan="2" style="text-align: right;">NCLB Funds</td> </tr> <tr> <td style="width: 80%;">Object Code 3000</td> <td style="text-align: right;">2,000.00</td> </tr> <tr> <td>Object Code 4000</td> <td style="text-align: right;">1,000.00</td> </tr> <tr> <td>Object Code 5000</td> <td></td> </tr> <tr> <td>Object Code 6000</td> <td style="text-align: right;">2,000.00</td> </tr> <tr> <td>Object Code 8000</td> <td style="text-align: right;">10,000.00</td> </tr> <tr> <td style="text-align: right;">Total</td> <td style="text-align: right;">15,000.00</td> </tr> </table>	NCLB Funds		Object Code 3000	2,000.00	Object Code 4000	1,000.00	Object Code 5000		Object Code 6000	2,000.00	Object Code 8000	10,000.00	Total	15,000.00
NCLB Funds																	
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Object Code 8000	10,000.00																
Total	15,000.00																

Instructions: For each of the goals of the EdTech Program, indicate your project objectives. For each objective, specify activities/strategies that will be employed to meet the objectives, methods that will be used to show evidence of follow-up in the classroom, and expenditures for each strategy/activity.

GOAL: TITLE II, PART D, STUDENT COMPUTER LITERACY BY THE END OF THE EIGHTH GRADE

Objective	Strategy/Activity	Evidence of Follow-up in the Classroom	Proposed Expenditure (Include Breakdown by Object Code)												
<p>Students in grades K-12 will have access to computer and other educational technology for instructional activities designed to promote technological literacy. Teachers and staff in grades K-12 will engage in staff development activities designed to enhance the integration of technology into instruction on a daily basis.</p>	<p>An Instructional Technology Specialist (ITS) is assigned to each of the 16 main sites and a technician/ITS is assigned to cover the alternative sites. This group will provide support through direct classroom instruction for students and/or professional development for teachers in grades PreK-12. Activities will be designed to advance the computer and technological literacy of all students and staff. The instructional supplies (Object Code 6000) will be used to purchase equipment to support technology initiatives currently in place or to be developed in conjunction with staff. Supplies will also be used to support the competitive grant received in conjunction with Roanoke City Schools, which introduced over 1,000 iPod Touch devices into the division.</p>	<p>The building principal's classroom observations and teacher evaluations will indicate effective use of technology with students. In addition, the ITS will maintain a summary of the instructional activities conducted at their respective sites. The ITS will also be evaluated by the Director of Information Technology and/or Network Administrator to judge the effectiveness of their instructional activities and staff development offerings. Teacher's unit/lessons plans will indicate the effective integration of technology and various learning styles addressed. A survey will be conducted at all sixteen main sites as to the effectiveness of technology integration efforts.</p>	<p style="text-align: right;">NCLB Funds</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Object Code 3000</td> <td style="border-bottom: 1px solid black; width: 20%;"></td> </tr> <tr> <td>Object Code 4000</td> <td style="border-bottom: 1px solid black;"></td> </tr> <tr> <td>Object Code 5000</td> <td style="border-bottom: 1px solid black;"></td> </tr> <tr> <td>Object Code 6000</td> <td style="text-align: right; border-bottom: 1px solid black;">9,300.00</td> </tr> <tr> <td>Object Code 8000</td> <td style="border-bottom: 1px solid black;"></td> </tr> <tr> <td style="text-align: right;">Total</td> <td style="text-align: right; border-bottom: 1px solid black;">9,300.00</td> </tr> </table>	Object Code 3000		Object Code 4000		Object Code 5000		Object Code 6000	9,300.00	Object Code 8000		Total	9,300.00
Object Code 3000															
Object Code 4000															
Object Code 5000															
Object Code 6000	9,300.00														
Object Code 8000															
Total	9,300.00														

Instructions: For each of the goals of the EdTech Program, indicate your project objectives. For each objective, specify activities/strategies that will be employed to meet the objectives, methods that will be used to show evidence of follow-up in the classroom, and expenditures for each strategy/activity.

GOAL: TITLE II, PART D, ACADEMIC ACHIEVEMENT THROUGH THE USE OF TECHNOLOGY

Objective	Strategy/Activity	Evidence of Follow-up in the Classroom	Proposed Expenditure (Include Breakdown by Object Code)
<p>Private schools will receive a PPE based on their enrollments. Each private school will submit a separate plan for the use of these funds, which must be approved prior to the use of funds.</p>	<p>Strategies and activities include the purchase of computers to upgrade the technology available to students, scanners, hard drives, headphones, and other equipment, subscriptions for software to use with students, and other instructional materials.</p>	<p>Inventory will be kept and annual visits to the private schools will follow up on the use of purchased equipment.</p>	<p style="text-align: right;">NCLB Funds</p> <p>Object Code 3000 _____</p> <p>Object Code 4000 _____</p> <p>Object Code 5000 _____</p> <p>Object Code 6000 <u>4,377.06</u></p> <p>Object Code 8000 _____</p> <p style="text-align: right;">Total <u>4,377.06</u></p>

Instructions: For each of the goals of the EdTech Program, indicate your project objectives. For each objective, specify activities/strategies that will be employed to meet the objectives, methods that will be used to show evidence of follow-up in the classroom, and expenditures for each strategy/activity.

GOAL: TITLE II, PART D, HIGH QUALITY PROFESSIONAL DEVELOPMENT

Objective	Strategy/Activity	Evidence of Follow-up in the Classroom	Proposed Expenditure (Include Breakdown by Object Code)														
<p>Teachers new to LCS and those seeking recertification will demonstrate competencies in the eight technology standards outlined in the TSIP's. Licensed teachers and support staff will participate in staff development and/or integration projects to accumulate technology credits. Staff development sessions will be offered to all licensed staff members in focused areas of technology appropriate to resources available within the school division.</p>	<p>All new teachers in 2010-2011 and any teachers that need improvement, will be assessed by the ITS and/or building principle in the eight technology standards. Teachers who have not demonstrated competence in these standards will attend school and division-based professional development sessions including summer Technology Academies and Focus Sessions on topics including, but not limited to Web 2.0 tools, SmartBoard, United Streaming, CPS, QUIA, Smart Notebook, Movie Maker, and Photostory. ITS and teachers will receive stipends for developing self-paced tutorials. Staff will also develop lesson plans to support the competitive grant received by the division. Staff will receive \$100 stipends for attending 8-10 hour Focus Sessions and a \$200 stipend for attending an 18-20 hour Technology Academy. The majority of professional development will be administered through the ITS. VSTE Conference costs are included (5000 code).</p>	<p>The building principal's classroom observations and teacher evaluations will indicate effective use of technology with students. In addition, the ITS will maintain a summary of the instructional activities conducted at their respective sites. The ITS will also be evaluated by the Director of Information Technology and/or Network Administrator to judge the effectiveness of their instructional activities and staff development offerings. Teachers' unit/lesson plans will indicate the effective integration of technology and various learning styles addressed.</p>	<table border="0"> <tr> <td colspan="2" style="text-align: right;">NCLB Funds</td> </tr> <tr> <td style="text-align: right;">Object Code 3000</td> <td style="border-bottom: 1px solid black;"></td> </tr> <tr> <td style="text-align: right;">Object Code 4000</td> <td style="text-align: right; border-bottom: 1px solid black;">14,500.00</td> </tr> <tr> <td style="text-align: right;">Object Code 5000</td> <td style="text-align: right; border-bottom: 1px solid black;">8,080.62</td> </tr> <tr> <td style="text-align: right;">Object Code 6000</td> <td style="border-bottom: 1px solid black;"></td> </tr> <tr> <td style="text-align: right;">Object Code 8000</td> <td style="border-bottom: 1px solid black;"></td> </tr> <tr> <td style="text-align: right;">Total</td> <td style="text-align: right; border-bottom: 3px double black;">22,580.62</td> </tr> </table>	NCLB Funds		Object Code 3000		Object Code 4000	14,500.00	Object Code 5000	8,080.62	Object Code 6000		Object Code 8000		Total	22,580.62
NCLB Funds																	
Object Code 3000																	
Object Code 4000	14,500.00																
Object Code 5000	8,080.62																
Object Code 6000																	
Object Code 8000																	
Total	22,580.62																

**TITLE II, PART D, BUDGET FOR ENHANCING EDUCATION THROUGH TECHNOLOGY
NCLB SUBGRANT 2010-2011**

EdTech NCLB Subgrant 2010-2011 Award	36,257.68
25% required for Professional Development	9,064.42
Remaining balance	27,193.26

	Allocation from the required 25% for Professional Development	Allocation from the remaining balance	Total
Categories			
1. Personal Services (1000)			0.00
2. Employee Benefits (2000)			0.00
3. Purchased Services (3000)			0.00
4. Internal Services (4000)	9,064.42	5,435.58	14,500.00
5. Other Charges (5000)		8,080.62	8,080.62
6. Materials and Supplies (6000)		13,677.06	13,677.06
7. Capital Outlay (8000)			0.00
Total	9,064.42	27,193.26	36,257.68

School divisions must spend 25 percent of the grant funds for professional development.

PRIVATE (nonpublic) SCHOOL PARTICIPATION

Each year, in compliance with Title IX - Uniform Provisions, Part E, Subpart 1, each local education agency (LEA) must contact all eligible private (nonpublic) schools in its geographic region and engage in meaningful consultation on the availability of equitable services funded by Title II, Part D (ESEA Section 9501(c)(3)). The obligation to initiate the consultation process lies with the LEA that is responsible for providing equitable services. The LEA should seek to involve private (nonpublic) school representatives in all meetings to determine the scope of services that can serve the needs of all member school divisions and eligible private schools. Only nonprofit private (nonpublic) schools are eligible for services.

1. Are there any private (nonpublic) schools in your region?

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

2. Check the appropriate box(es) to indicate how private (nonpublic) schools in your region were notified about the availability of equitable services funded by Title II, Part D.

(Copies of the notification must be kept on file for monitoring purposes.)

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

3. In the first column of the chart below, list all eligible private (nonpublic) schools in the geographic boundaries of the school division and indicate the participation status.

- * In the second column select NO, if after consultation with a private (nonpublic) school, it is determined that the private (nonpublic) school does not wish to participate in activities funded by Title II, Part D.
- * In the last column, enter the method of notification used to contact the private (nonpublic) school that chose NOT to participate. Enrollment data is not needed for private (nonpublic) schools that chose NOT to participate.
- * In the second column select YES, if after consultation with a private (nonpublic) school, it is determined that the private (nonpublic) school does intend to participate in activities funded by Title II, Part D. Indicate the K-12 enrollment for each participating private (nonpublic) school. It is not necessary to select the method of notification column for participating private (nonpublic) schools. The school division should coordinate with the private (nonpublic) school to determine the manner in which services will be provided.

Private (Nonpublic) Schools	Participation Status	K-12	Method of Notification
Bridges Treatment Center	Yes	62	Certified Mail
Holy Cross Regional School	Yes	219	Certified Mail
James River Day School	Yes	238	Certified Mail
Liberty Christian Academy	No	N/A	Certified Mail
New Covenant School	Yes	331	Certified Mail
New Vistas School	Yes	52	Certified Mail
Rivermont School	Yes	45	Certified Mail
Virginia Episcopal School	Yes	185	Certified Mail

6. Title III, Part A, Limited English Proficient

a. TITLE III CONSORTIUM AGREEMENT, 2010-2011

According to Title III, Part A, Section 3114 (b), a state educational agency shall not award an LEP 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 LEP subgrants 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.

Lead Consortium School Division

Name of Lead School Division:		School Division Number: 115
Typed Name of Superintendent:		
Signature of Superintendent:		Date:
<i>Type name of contact for Title III consortium if different than superintendent :</i>		
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. A Title III participating consortium member certification form is attached for each of the school division members included on this list. The LEP subgrant award corresponds to the 2010-2011 LEP 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	LEP Subgrant Award Amount	Immigrant and Youth Subgrant Award Amount
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
Total	0	0.00	0.00

b. Title III Program Details

Types of Language Program

Indicate the number of language program(s) used by your school division or consortium members. If you are the consortium fiscal agent, this information should include all school divisions within the consortium. Some school divisions may have multiple programs. If multiple programs are used, please report each program. For program definitions, please go to the following link:

<http://www.ncele.gwu.edu/expert/glossary.html>

Dual Language	
Two-way immersion	
Transitional bilingual	
Developmental bilingual	
Heritage language	
Sheltered English instruction	
Structured English immersion	
Specially designed academic instruction delivered in English (SDAIE)	1
Content-based ESL	
Pull-out ESL	1
Other (Explain)	

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 and Youth funds. If you are the consortium fiscal agent, this information should include all school divisions within the consortium.

Instructional strategies for LEP students	10
Understanding and implementation of assessment of LEP students	1
Understanding and implementation of assessment of LEP standards and academic content standards for LEP students	
Alignment of the curriculum in language instruction educational programs to ELP Standards	
Subject matter knowledge for teachers	

Participant Information

Indicate the estimated number of teachers, administrators, and other personnel who will participate in each type of professional development activity by putting the total number of participants in the corresponding box. If you are the consortium fiscal agent, this information should include all school divisions within the consortium.

Professional development provided to content classroom teachers	20
Professional development provided to LEP classroom teachers	5
Professional development provided to principals	10
Professional development provided to other school personnel/nonadministrative	
Professional development provided to community-based organizational personnel	10

Activities for Immigrant and Youth

Complete this section only if you are applying for Immigrant and Youth funds. Please indicate which activities will be conducted with Immigrant and Youth funds by placing an "X" in the corresponding box. An "X" may appear in more than one box.

Family Literacy, parent outreach, and training	
Support for personnel, including teacher aids, to provide services for immigrant children and youth	
Provision of tutorials, mentoring, and academic career counseling	
Identification and acquisition of curricular materials, software, and technologies	
Basic instructional services	
Other instructional services, such as programs of instruction to the educational system and civics education	
Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities to assist parents by offering comprehensive community services	
Other activities for the education of immigrant children and youth (please describe below)	

c. Title III Improvement Plan

Under Section 3122 (b)(2) of the *No Child Left Behind Act of 2001*, school divisions who have not met their Annual Measurable Achievement Objectives (AMAOs) for two consecutive years or more must develop an improvement plan. The plan must address the AMAOs that are not being met. Please answer the questions below to determine if an improvement plan is necessary.

Status of Achieving Annual Measurable Achievement Objectives (AMAOs)

Place an "X" in the appropriate column.

1. Has the school division met the state target for increasing the number of LEP students moving from one proficiency level to the next for one or both of the school years?

2. Has the school division met the state target for increasing the number of LEP students achieving full English language proficiency for one or both of the school years?

3. Has the school division met the state targets for Adequate Yearly Progress (AYP) for LEP students in reading/language art and mathematics for one or both of the school years?

2008-2009	
Yes	No

2009-2010	
Yes	No

Waiver granted from USED for calculation of AMAO for 2008-2009 school year only.
--

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x	
---	--

x	
---	--

x	
---	--

x	
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If there is an "X" in **both** 2008-2009 and 2009-2010 for one or more AMAOs, please outline below the measures that will be taken to address the AMAOs not being met. In the response, please describe: 1) the goals for improvement in the specified categories; 2) how the goals will be implemented; 3) a timeline for implementation; and 4) how the implementation will be monitored. Note: For school year 2008-2009, USED has granted Virginia a one-year wavier from calculating AMAO 1, progress in learning English, due to the implementation of a new statewide English Language Proficiency (ELP) assessment. Adjustments have been made to the application to account for the waiver from calculating AMAO 1 for the 2008-2009 school year only.

8. TITLE VI, PART B, SUBPART 2, RURAL AND LOW-INCOME SCHOOLS

a. Title VI, Part B, Subpart 2, Accountability

Section 6224 (e) Determination Regarding Continuing Participation – After the third year of participation in the Rural and Low-Income Schools Program, the school division must make adequate yearly progress (AYP) and meet the eligibility criteria to continue to receive a grant under this subpart. Standards of Learning (SOL) tests administered in the spring of 2009 will be used to determine whether a school division makes AYP.

If after three or more years of participation, the division does not make AYP as determined by the SOL test scores in the spring of 2009, it may continue to receive funds under this subpart on a conditional basis. The condition requires the school division to use all of the Title VI, Part B, Subpart 2, funds received for division improvement and/or school improvement as stated in Section 1116, Title I, Part A.

Indicate the number of years the school division has received Title VI, Part B, Subpart 2, funds. year(s)

Do the preliminary 2010 Standards of Learning test results indicate the school division has made adequate yearly progress (AYP). Place an "X" by the applicable response.

Yes No

If “YES” is checked, complete section **b. Use of Funds** indicated below, and complete section **c. Enhanced Student Achievement or Division Improvement Activities Supported by Title VI Funds**.

If “NO” is checked, skip section **b. Use of Funds**, and complete section **c. Enhanced Student Achievement or Division Improvement Activities Supported by Title VI Funds**.

b. Title VI, Part B, Subpart 2, Use of Funds

The Rural and Low-Income School Program grant allows for expenditures indicated in the seven categories listed below. These expenditures must be aligned with the measurable objectives indicated in the application and must support the NCLB Performance Goals.

Please check all categories that apply.

- 1. Recruitment and retention of teachers, including the use of signing bonuses and other financial incentives;
- 2. Professional development for teachers, including programs that train teachers to utilize technology to improve teaching and to train teachers of students with special needs;
- 3. Parental involvement activities;
- 4. Activities authorized under Title I, Part A, Improving Basic Programs Operated by Local Educational Agencies;
- 5. Educational technology, including software and hardware, as described in Title II, Part D, Enhancing Education Through Technology; and
- 6. Activities authorized under Title III, Part A, Language Instruction for Limited English Proficient and Immigrant Youth.

c. Enhanced Student Achievement or Division Improvement Activities Being Implemented With Title VI, Part B, Subpart 2, Funds

Describe how funds under this subpart will be used in conjunction with other federal funds in order to enhance student achievement or how they will be used for division improvement and/or school improvement as stated in Section 1116, Title I, Part A.