|  |  |
| --- | --- |
| ***Elementary and Secondary***  ***Education Act of 1965* (ESEA),**  as Amended by the  ***Every Student Succeeds Act of 2015* (ESSA)**  **Title II, Part A** Supporting Effective Instruction  |  | | --- | | Individual Application **Guidelines u Instructions u Assurances** |   **Application Submission Date:**  **July 1, 2024**  **ESEA Grant Award Period:**  **July 1, 2024 – September 30, 2025**  **Virginia Department of Education**  **Department of Student Assessment, Accountability & ESEA Programs**  **Office of ESEA Programs**  **P. O. Box 2120**  **Richmond, VA 23218-2120** |

# **Application Guidelines**

# **Purpose of Program and General Use of Funds**

The overarching purpose of the grant is to support student achievement under Virginia’s Accountability Plan provisions, including the following:

* Supporting student mastery of K-12 college and career-ready reading and mathematics standards, and attainment of proficiency or better on corresponding assessments;
* For high schools with a graduating class, supporting student completion of graduation requirements in a timely fashion; and
* Ensuring that students are taught by effective teachers meeting Virginia licensing and professional teaching requirements and providing meaningful professional development and support to promote effective instruction to increase student achievement.

# Title II, Part A, funds are to be used to develop instructional programs that:

# Increase student academic achievement consistent with challenging state academic standards;

# Improve the quality and effectiveness of teachers, principals, and other school leaders;

# Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and

# Provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

# **Application Submission and Approval Deadline**

* The consolidated or individual application submission date is by July 1, 2024; the application may be submitted prior to July 1.
* A school division that submits an approvable application by July 1, 2024, will have the 2024-2025 funds available on a reimbursement basis as of July 1, 2024. A school division that submits an approvable application after July 1, 2024, will have the 2024-2025 funds available on a reimbursement basis as of the date the application is received at the Department.
* The division should make every effort to submit program applications by the due date.
* Failure to adhere to the submission deadline may result in funding not being available for otherwise approvable programs and services.  Adherence to program deadlines is one indicator that processes are present to ensure that divisions implement and fund approved activities in a timely manner.

**Submissions to the Department of Education**

* Applications will be submitted using the Web-based Online Management of Education Grant Awards (OMEGA) system. See instructions for the electronic application completion and submission process on pages 3-4.
* The application cover page signed by the division superintendent and the local school board chairperson should be retained and filed at the division level. The signed application cover page **should not be submitted** to the Virginia Department of Education. **The signed application cover page, retained at the local level, and the online certification by the superintendent, will indicate compliance with application assurances.** Additional information on assurances is included in the “General Assurances and Program Specific Assurances” section on page 3.

**Revisions and Amendments to Applications**

* Revisions are changes that are necessary to the program application or budget ***before*** approval can be granted. Revisions to the application are made after the original submission only if the application is denied.
* Amendments are changes that are made to the program application or budget ***after*** the approval of the application. If the amendment involves only programmatic changes, a budget transfer request is not required. If the amendment involves programmatic and budget changes, a budget transfer must also be submitted.
* The division should make every effort to submit revisions and amendments in a timely manner.
* NOTE: Any changes to the program budget should first be reflected in an amended application, followed by a budget transfer within 7 business days of approval of the amended application.  Budget transfers are not accepted without an approved amended application reflecting budget changes.
* Revisions and amendments should be identified on the first page of the application in the upper- right-hand corner. Indicate whether a revision or an amendment is being submitted and include the date. Next, select the “Explain” link. A section will be displayed where details about the changes to the application should be provided. Please be specific. Provide the number and date of the revision or amendment.  Providing information in the note box directs a reviewer where to look for changes and serves as a double-check that all required changes were made, thereby improving the efficiency of the process.
* All changes, whether submitted in a revision or amendment, should be made to the original or most recently approved version of the application. The file should then be resubmitted using OMEGA in a similar manner as was used for the original submission of the application file.

**Release of Federal Funds and Grant Award Period**

* At the conclusion of the approval process, funds are available to school divisions on a reimbursement basis. The grant award period is July 1, 2024, through September 30, 2025. Under the Tydings Amendment, school divisions have until September 30, 2026 to encumber 2024-2025 funds (for more information on encumbering funds, refer to the [Definition of Obligation of Funds](https://www.doe.virginia.gov/home/showpublisheddocument/32423/638047209054070000)).
* Final reimbursements must be submitted to the Department through the OMEGA system by mid-November 2026.
* Should the 2024-2025 allocation amounts be unavailable to school divisions by the application submission date, the 2023-2024 Title II, Part A, allocation may be used as the estimated amount for budget purposes. When the eligible school division’s final 2024-2025 Title II, Part A, federal allocations have been received, program applications must be revised or amended to reflect the final award amount.

**General Assurances and Program Specific Assurances**

* Assurances represent policies, procedures, and activities that must be developed by the school division to carry out the provisions of the law. The “General Assurances” and “Program Specific Assurances” are in the application and in Appendix A of this document.
* **The superintendent’s/designee’s and board chairperson’s signatures on the application cover page certify that the local educational agency will implement the general and program specific assurances. The signed original of the application cover page must be retained at the division level.**

**Instructions for Electronic Completion and Submission of Application**

* The application has been created as a Microsoft Excel form. Users will be allowed to enter information only in areas of the application in which they see a white cell. Color-coded cells have been added to the budget summary and Transferability pages to facilitate budgeting for private school services and calculations. These cells have also been enabled to allow users to enter figures.
* The “Tab” key should be used to move from cell to cell. **Do not** use the “Enter” key to advance to the next cell. NOTE: Pressing the “Alt” and “Enter” keys simultaneously will produce a hard return in a text field.
* DO NOT copy and paste information from one cell to another in the budget sections.
* The completed application must be saved as an Excel document with the following name: “XXXTitleIIPtA24-25.xlsm” (the “XXX” should be replaced by the three-digit LEA/Payee Code for your division). For example, Accomack County’s Title II, Part A, application should be saved as “001TitleIIPtA23-24.xlsm” in the electronic files on your computer. **The file name cannot exceed 50 characters.**
* The completed application should be uploaded to the OMEGA system by selecting the appropriate options to indicate the type of application (individual or consolidated) and then the appropriate federal program(s) in the application(s). Print copies will not be accepted.
* OMEGA can be accessed through the Virginia Department of Education’s (VDOE’s) Single Sign-on for Web System (SSWS) located at <https://p1pe.doe.virginia.gov/ssws/login_page.do>.
* A log-in ID and password are necessary to access the system which is requested through an [OP1 form](https://www.doe.virginia.gov/home/showpublisheddocument/38654/638063893856770000).
  + If additional technical support is needed, please e-mail [OMEGA.Support@doe.virginia.gov](mailto:OMEGA.Support@doe.virginia.gov)

or call (804) 750-8101.

* All other correspondence should be directed as follows:
  + School divisions located in Superintendents’ Regional Study Groups II and III should contact Allegra Brown, Title II/III Specialist, at [Allegra.Brown@doe.virginia.gov](mailto:Allegra.Brown@doe.virginia.gov) or at (804) 750-8003;
  + School divisions located in Superintendents’ Regional Study Groups IV, VII and VIII should contact Dr. Cora Coefield, Title II Specialist, at [Cora.Coefield@doe.virginia.gov](mailto:Cora.Coefield@doe.virginia.gov) or at (804) 418-4675;
  + School divisions located in Superintendents’ Regional Study Groups I, V and VI should contact Aaron Monroe, Title II/IV Specialist, at [Aaron.Monroe@doe.virginia.gov](mailto:Aaron.Monroe@doe.virginia.gov) or at (804) 509-0552.
  + For any issues or concerns with Title II, Part A that involve equitable services or in the event regional specialists are not available, contact Dr. Randall Johnson, Title II Coordinator, at [Randall.Johnson@doe.virginia.gov](mailto:Randall.Johnson@doe.virginia.gov) or at (804) 750-8144;

###### Instructions for Completing the Application

**Main Page Tab**

Select the school division from the drop-down box in cell F13. This feature will automatically insert your school division name and number throughout the application.

**Application Directory**

By clicking the buttons in this directory, you can navigate to specific sections of the application. To return to the directory, choose the “Back to Main Page” button in any section.

**Budget Check Tab**

This section is designed to warn you if there are errors in the alignment of budgets. If column D is blank after the Budget Summary and Transferability tabs have been updated, then the budgets are balanced. If there are error messages in column D, then please make the necessary corrections.

**A. Cover Page and Application Information (Narrative Tab, Pages 1-3)**

1. Complete the school division information section.
2. The designated division representative will complete the Local Educational Agency Certification by securing all appropriate signatures and by indicating the date of the school board meeting.
3. The local school board must review and approve the application prior to submission to the Department of Education.
4. Under the “Application Information” section, the 2023-2024 funding allocations will appear in the column labeled “2023-2024 Allocation.” Please indicate whether you submitted a consolidated application for 2023-2024 by selecting “yes” or “no” from the drop-down list in the column marked 2023-2024 Consolidated Application.
5. After completing the previous step, to the far-right column labeled “2024-2025 Allocation Total,” enter your school division’s allocation for Title II, Part A, to be included in the 2024-2025 Individual Application. If you do not know your 2024-2025 allocation, use the 2023-2024 amount. NOTE: Initial applications will only be programmatically approved. An amended application will have to be submitted once the final allocations are released in a Superintendent’s Memo.

**Transferability (p. 2)**

1. If the division does not intend to transfer funds between qualifying programs, the “Transferability” section should be left blank.
2. If the division does intend to transfer funds, complete the “Transferability” section of the receiving program prior to submitting the transfer request form. Please note that an approved application is the first step in the process, but funds will not be redistributed until the transfer request has final approval. The transfer request form is provided at <https://www.doe.virginia.gov/programs-services/federal-programs/essa/esea-transferability>.
3. If funds will be transferred into Title II, Part A, from Title IV, Part A, under the transferability provision, include the amount in the appropriate cell in Section A on line 55.
4. If funds will be transferred OUT of Title II, Part A, into another qualifying federal program, complete Section B and enter the amount to be transferred in the cell next to the name of the program to which funds will be transferred.
5. On lines 69 and 70, indicate the status of the [transfer request form](https://www.doe.virginia.gov/programs-services/federal-programs/essa/esea-transferability) submission.

**Revisions and Amendments** **(p. 3)**

This section is to be completed whenever changes are made to the original application.

* **Revisions** are changes that are necessary to the program application or budget ***before*** approval can be granted. Revisions to the application are made after the original submission only if the application is denied.
* **Amendments** are changes that are made to the program application or budget ***after*** the approval of the application.

In this section:

1. Put an X in the appropriate box to indicate whether a revision or an amendment is being submitted.
2. Type in the date.
3. In the box to the right of the page, provide a concise description of the changes, indicating the tab(s) and lines where changes have been made. (Example: “Programmatic changes – modified Objective 2 to include contracted professional development” or “Budget changes – decreased travel budget in object code 5000 and increased professional development materials in object code 6000”).

**B. Program Overview (Narrative Tab, Pages 4-7)**

* **Box 1a: Stakeholder Engagement**:List the stakeholders involved in the assessment and consultation process and describe the process used to participate in development of the program. (Section 2103(b)(3)) (p. 4)
* **Box 1b**: **Needs Assessment**: Identify the multiple data sources relevant to the purpose of Title II, Part A, and describe the needs assessment process to coordinate the division's professional development plan with evidence-based practices, programs, and activities outlined in the application. This data analysis will correlate with the measurable objectives that will guide the development of the program to be funded with the requested ESEA federal funds (p. 4)
* **Box 2: Use of Data:** Provide a description of the results of prior activities and how the division will use data and ongoing consultation to update and improve activities (p. 4)
* **Box 3: Teacher Quality:** Provide a description of how the division ensures that students are taught by qualified and effective teachers meeting Virginia's licensing and professional teaching requirements, including the results of the 2023-2024 Instructional Personnel and Licensure (IPAL) report. Trend data is appropriate, especially with ongoing initiatives. (p. 5)
* **Box 4: Prioritizing Funds:** Providea description of how the school division will prioritize funds to schools that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c). (p. 5)
* **Box 5: Alignment to Standards:** Provide a description of how the activities will align with challenging State academic standards, Virginia’s accountability plan, and agency priorities (set high expectations for student performance; ensure every K-12 student has a high quality, licensed teacher; create innovative pathways for every learner; invest in safe and health schools and centers; and promote parents as partners). Also, describe how the activities funded from Title I, Part A, are expected to increase student achievement; (p. 6)
* **Box 6: Professional Growth:** Provide a description of the school division's system of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership; (p. 6)
* **Box 7: High Quality Professional Development:** If funds are to be used for professional development, describe how they meet the statutory definition of professional development in Section 8101(42), which requires that professional development be: sustained; intensive; collaborative; job-embedded; data-driven; and classroom focused. Describe the alignment to overarching division strategic goals. (Section 2103(b)(3)(E)) (If funds are not used for professional development, indicate N/A.) (p. 6)
* **Box 8: Professional Development Evidence Base:** If funding is to be used for professional development activities, cite evidence base used for decision, including anticipated outcomes. Provide impact data on any prior implementation, if applicable. (Section 2103(b)(3)(E)) (If funds are not used for professional development, indicate N/A.) (p. 7)
* **Box 9: Class-Size Reduction Evidence Base:** If funding is to be used for class-size reduction, cite evidence base used for decision, including how the local context aligns with research-based practice. Provide impact data on any prior implementation, if applicable. How does the division ensure effectiveness of teachers hired to reduce class size? How will the impact of the smaller class sizes be measured? (Section 2103(b)(3)(D)) (If funds are not used for class-size reduction, indicate N/A.) (p. 7)

**C. Coordination of Services (Narrative Tab, Pages 8-9)**

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

through such efforts as high-quality professional development for teachers, principals and other school leaders; recruitment; mentoring, etc.

**D. Measurable Objectives (Narrative Tab, Pages 10-14)**

**Note:**  Measurable objectives related to teacher and paraprofessional quality may be guided by data from the Instructional Personnel and Licensure Report (IPAL), as outlined in [Instructional Personnel and Licensure Report (IPAL), as outlined in the 2023 Fall Master Schedule Collection Guide, September 11, 2023.](https://www.doe.virginia.gov/home/showpublisheddocument/49105/638302061249930000)

The report will give the division data regarding the license and endorsement status of teachers and paraprofessionals from the 2023-2024 school year to inform plans for the 2024-2025 school year. These data may be used to determine needed activities to improve teacher quality efforts.

1. In the tables on pages 10-13, as needed, state the measurable objectives that will guide the development of the program to be funded with the requested federal funds. Measurable objectives may be continued from the previous school year.
2. Describe the evidence-based practices and activities (programs, models, instructional methods and techniques, professional development, funded positions, etc.) that will be implemented to achieve each objective and that will be supported by the requested funds.
3. The goals and measurable objectives in Title II, Part A, Teacher Quality should be guided by four factors: 1) goals for teacher quality under the *Every Student Succeeds Act of 2015* (ESSA); 2) the activities permitted under the Title II, Part A, legislation (See Section 2103 in the Specific Guidelines for Title II, Part A: Local Use of Funds); 3) the data that are available to assess the effectiveness of the goals and measurable objectives in the application; and 4) the professional development activities that improve the knowledge, quality of instruction, and quality of leadership of paraprofessionals, teachers, and administrators.
4. A definition and examples of measurable objectives are listed below.

|  |
| --- |
| **What is a Measurable Objective?**  A measurable objective has four components:   1. **Subject** (Who is the target or focus?); 2. **Behavior** (What will be changed/improved?); 3. **Specific criteria** for assessing improvement, readiness, or achievement, and tools to be used to measure effectiveness; and 4. **Time period** for performance or assessment. |
| **Examples:**   1. By June of 2025, 100% of the Middle School Algebra I courses will be taught by properly licensed teachers. (Strategies could include coursework or assessment support) 2. By June of 2025, the percentage of first-grade students failing to meet the PALs benchmark will be reduced by 10 percent. (Strategies could include class size reduction, professional development) 3. By June 2025, 80% of teachers will integrate high yield instructional strategies in their classrooms as measured by classroom walkthrough data. (Strategy: professional development or instructional coach) 4. By June 2025, 100% of classes will be taught by properly licensed and endorsed teachers as measured by the Instructional Personnel and Licensure Report (IPAL). (Strategies could include recruitment activities, signing incentives, and/or teacher residency programs) |

It is anticipated that 2023-2024 *student-level* Standards of Learning (SOL) test results will arrive in the school divisions prior to the application deadline.  Though unofficial, schools and school divisions may examine these data for student progress trends that may be used to determine needed activities to improve student achievement.

For the purposes of establishing measureable objectives, a division may use 2023-2024 SOL results, the results of the Virginia Remote Student Progress Tests, or other measures such as MAP testing or benchmark testing as applicable.

**E.** **Budget Tab (Page 15)**

1. Provide the summary budget for Title II, Part A, by object codes. The private school set-aside for 2024-2025 should be included in one or more of the designated color-coded cells for private school set-asides. However, these amounts should be entered after the overall estimated budget has been entered and the equitable service amount has been calculated on the private school set-aside page. The total amount entered for the Private School Set Aside on the Summary Budget tab must match the total calculated set-aside on the Private Schools tab.
2. Expenditures categorized as administrative in nature should be entered in one of the yellow cells. (Examples include salaries and benefits for Title IIA coordinator; indirect costs; and materials needed to administer the Title IIA program, not directly related to professional development.)

Expenditures categorized as administrative in nature should be entered in one of the yellow cells. (Examples include salaries and benefits for Title IIA coordinator; indirect costs; and materials needed to administer the Title IIA program, not directly related to professional development.)

**F. Detailed Budget Breakdown (Budget Tab, Pages 16-22)**

1. The program budget must reflect resources needed to achieve the measurable objectives.
2. All items included in the budget MUST be outlined in the measurable objectives section of the application as an activity and reflected in the Program Overview. Use the “Measurable Objectives” Column to indicate the number(s) of the specific measurable objective(s) supported by each line item.
3. The applicable detail budget breakdown sheets must be completed.
4. Use the pull-down menu to identify the category for the identified expenditure. (i.e., Title IIA Administration; Professional Development; Recruitment/Retention; New Teacher/Principal Mentoring and Induction; Coursework; Performance Evaluation; Program Evaluation; or Other

**G. Transferability Tab (Page 23)**

This section must be completed by divisions transferring funds under the ESSA transferability provision.

Under ESSA, divisions may transfer funds from Title II, Part A, or Title IV, Part A, into: Title I, Part A; Title I, Part C; Title I, Part D; Title II, Part A; Title III, Part A; Title IV, Part A; or Title V, Part B. There is no limit to the amount of funding that can be transferred from Title II, Part A or Title IV, Part A. Please note that an approved transfer request is required to transfer funds. The [transfer request form](https://www.doe.virginia.gov/programs-services/federal-programs/essa/esea-transferability) and instructions are on the transferability webpage.

Excluding Title I, Part D, and Title V, Part B, each program covered by the transferability is subject to the equitable services requirements under Title I or VIII, which may not be waived. Before a division may transfer funds from a program subject to equitable services requirements, it must engage in timely and meaningful consultation with appropriate private school officials and complete the affirmation of

consultation for transferability to be submitted with the [transfer request form](https://www.doe.virginia.gov/programs-services/federal-programs/essa/esea-transferability). With respect to the transferred funds, the division must provide private school students and teachers equitable services under

the program(s) to which, and from which, the funds are transferred, based on the total amount of funds available to each program after the transfer.

To complete the transferability tab, enter the amount budgeted in each object code on lines 11 through 33. A green “Yes” will appear on line 40, “Does Budget Match Amount Transferred to Program?” if entered correctly. Provide an explanation of the uses of transferability funds in the program narrative section provided on the transferability tab.

Refer to the Private Schools tab to identify the additional value of services that will be provided to participating private schools as a result of Transferability funds. Adjust budget lines in Transferability budget tab to reflect this amount.

**H. Detailed Budget Breakdown (Transferability Tab, Pages 24-30)**

Provide a detailed explanation of the uses of transferability funds in the Detailed Budget Breakdown beginning on line 41.

* The program budget must reflect the additional resources needed to achieve the measurable objectives for Title II, Part A. (the receiving fund).
* All items included in the budget MUST be outlined in the measurable objectives section of the application and described in the [Transferability request form](https://www.doe.virginia.gov/programs-services/federal-programs/essa/esea-transferability).
* The applicable detail budget breakdown sheets must be completed.
* The “Expenditure Accounts Description” tab provides definitions for the object codes. Please review carefully before completing this section.

### I. Teacher Quality Tab (Pages 31-32)

* **Section A: (Optional) NOTE:** Under USED’s authority to ensure an orderly transition from ESEA to ESSA, states are no longer required to report highly qualified teacher (HQT) data. Instead, states may rely on licensure and other professional requirements for teachers. However, for program planning purposes for the 2024-2025 school year, the following information on teacher quality from the 2023-2024 and 2022-2023 data collections may assist school divisions. These data may be obtained from the most recent verified Instructional Personnel and Licensure Report (IPAL), which provides division results on the licensure and endorsement status of instructional personnel.
* **Section B: (Required) Equitable Distribution of Qualified, Experienced and Effective Teachers:** The school division should fill out this section by describing how the division assures that students in high poverty and/or high minority Title I schools are not taught by inexperienced, out of field or ineffective teachers at a higher rate than students in other schools.
  1. **Part 1:** From data analysis, outline any identified gaps between Title I and non-Title I school related to teacher licensure/endorsements; teacher experience; and educator effectiveness
  2. **Part 2:** Describe strategies to be used to address identified teacher licensure/endorsement issues. (e.g., Praxis, coursework, teacher residency programs, etc.)
  3. **Part 3:** Describe strategies to support inexperienced teachers. (e.g., mentoring; coaching; targeted professional development, etc.)
  4. **Part 4:** Describe strategies to improve effectiveness of teachers, particularly related to poverty, diversity, cultural competency, English Learners, exceptional learners, etc.)

### J. Private School Participation Worksheet (Private School Tab Pages, 33-34)

* All divisions must complete this section, indicating all eligible private schools located **within the geographic boundaries** of the school division. Eligible private schools must be contacted annually and provided with the opportunity to engage in meaningful consultation regarding Title II, Part A, equitable services. Details may be found in the non-regulatory guidance documents, [ESSA Fiscal Changes & Equitable Services Guidance](https://www2.ed.gov/policy/elsec/leg/essa/essaguidance160477.pdf) and [ESSA Title II, Part A Guidance – Supporting Educators](https://www2.ed.gov/policy/elsec/leg/essa/essatitleiinonregguidance10132016.pdf).
* **Step 1:** Check either “Yes” or “No” to indicate whether there are any private schools located within the boundaries of the school division. If the answer is “No” then it is not necessary to complete the remainder of the page.
* **Step 2:** Indicate the methods used to notify the private schools of the availability of services.
* **Step 3:** The amount of funds to be set-aside for the provision of equitable services is calculated automatically based on information entered in the Summary Budget Tab. The set-aside amount is calculated on the total Title IIA allocation minus administrative expenses. The value of services for each individual private school is automatically calculated upon completion of the Summary Budget tab and by entering enrollment and participation status on the Private Schools tab.
* **Step 4:** If the division has transferred funds into Title II, Part A, from Title IV, Part A, the budget figures entered on the Transferability Budget Summary tab will automatically populate this section to enable the calculation of any additional value of services that may be required.
* **Step 5:** Enter the **public**-school division’s K-12 enrollment.
* **Step 6:**
  + - * + In Column A, (beginning on line 41), list all eligible private schools in the geographic boundaries of the school division.
        + In column B, select either “Yes” or “No” to indicate the participation status of the listed private school(s) for the 2024-2025 award year, as a result of consultation.
        + In column C, enter the K-12 enrollment of private schools **participating** in services for the 2024-2025 award year. It is not necessary to enter enrollment figures for non-participating schools.
        + Column D will automatically calculate the value of services for the 2024-2025 award year,
        + Column E will automatically calculate the additional value of services for the 2024-2025 award year for any Transferability funds that are moved from Title IV, Part A, for uses under Title II, Part A.
        + In Column F, indicate the method of notification for each non-participating private school.
        + Use Column G for any additional notes.
* Once the participation status and the enrollment figures for the public and private schools have been entered, the Estimated Value of Services will be calculated automatically.
* **Step 7:** Enter the total Estimated Value of Services Amount on the Summary Budget tab as “Private School Set-Aside” in the appropriate object codes. This should be done within the regular Title II, Part A, summary budget as well as the Transferability budget, if warranted.
* **Step 8:** On the Budget Breakdown pages (pp. 16-22), list as “Private School Set-Aside” figures under the appropriate object codes (Regular Title II, Part A detailed budget is in the Budget tab). The Transferability tab contains the detail budget sections for any Transferability funds (pp. 24-30).
* Public school division personnel should coordinate with private schools to determine the manner equitable services will be provided.

**K. General Education Provisions Act (GEPA) Section 427 (GEPA Tab Page 35)**

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

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the federal funds awarded to eliminate barriers it identifies.

In the space provided, describe the steps the division will take to ensure equitable access to, and participation in, grant-funded programs for students, teachers, and other program beneficiaries with special needs as required by the *General Education Provisions Act* (GEPA) 427, OMB Control No. 1894-00045, Section 427. You may consider the following examples in your description:

* Ensuring that events are held in accessible facilities; ensuring that materials are appropriate and accessible to all participants
* Translating documents into other languages as needed
* Conducting outreach or other activities to address gender or race inequities in mathematics, science, or other programs
* Efforts to involve diverse stakeholders in program planning and implementation
* Implementing hiring practices that ensure equitable access to job opportunities

Expenditure Descriptions (Pages 36-38)

Provides definitions for the object codes. Please review carefully.

**TITLE II, PART A, TEACHER QUALITY SPECIFIC GUIDELINES**

## Local Applications and Consultation

Each application submitted under this section shall include the following:

1. A description of the activities to be carried out by the local educational agency and how these activities will be aligned with challenging State academic standards;
2. A description of the local educational agency’s systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership;
3. A description of how the local educational agency will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c); and
4. A description of how the local educational agency will use data and ongoing consultation described in paragraph (3) to continually update and improve activities supported under this part; and
5. A description of how the local education agency:
   * meaningfully consulted with teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), parents, community partners, and other organizations or partners with relevant and

demonstrated expertise in programs and activities designed to meet the purpose of this title;

* + sought advice from the individuals and organizations described in subparagraph (A) regarding how best to improve the local educational agency’s activities to meet the purpose of this title; and
  + coordinated the local educational agency’s activities under this part with other related strategies, programs, and activities being conducted in the community.

## Local Uses of Funds

A local educational agency that receives a subgrant shall use the funds made available through the subgrant to carry out one or more of the activities below, including carrying out the activities through a grant or contract with a for-profit or nonprofit entity or in partnership with an institution of higher education or an Indian tribe or tribal organization. The programs and activities shall address the learning needs of all students, including children with disabilities, English learners, and gifted and talented students.

1. Developing or improving a rigorous, transparent, and fair evaluation and support system for teachers, principals, or other school leaders that—
   * is based in part on evidence of student achievement, which may include student growth; and
   * shall include multiple measures of educator performance and provide clear, timely, and useful feedback to teachers, principals, or other school leaders;
2. Developing and implementing mechanisms to assist schools in recruiting, hiring, and retaining effective teachers, particularly in low-income schools with high percentages of ineffective

teachers and high percentages of students who do not meet the challenging State academic standards, to improve within-district equity in the distribution of teachers, consistent with Section 1111(g)(1)(B), such as initiatives that provide—

* + 1. expert help in screening candidates and enabling early hiring;
    2. differential and incentive pay for teachers, principals, or other school leaders in high-need academic subject areas and specialty areas, which may include performance-based pay systems;
    3. teacher, paraprofessional, principal, or other school leader advancement and professional growth, and an emphasis on leadership opportunities, multiple career paths, and pay differentiation;
    4. new teacher, principal, or other school leader induction and mentoring programs that are designed to—
       1. improve classroom instruction and student learning and achievement; and
       2. increase the retention of effective teachers, principals, or other school leaders;
    5. the development and provision of training for school leaders, coaches, mentors, and evaluators on how accurately to differentiate performance, provide useful feedback, and use evaluation results to inform decision-making about professional development, improvement strategies, and personnel decisions; and
    6. a system for auditing the quality of evaluation and support systems;

1. Recruiting qualified individuals from other fields to become teachers, principals, or other school leaders, including mid-career professionals from other occupations, former military personnel, and recent graduates of institutions of higher education with records of academic distinction who demonstrate potential to become effective teachers, principals, or other school leaders;
2. Reducing class size to a level that is evidence-based, to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available, to improve student achievement through the recruiting and hiring of additional effective teachers;
3. Providing high-quality, personalized professional development that is evidence-based, to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available, for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning and achievement, including supporting efforts to train teachers, principals, or other school leaders to—
   * + 1. effectively integrate technology into curricula and instruction (including education about the harms of copyright piracy);
       2. use data to improve student achievement and understand how to ensure individual student privacy is protected, as required under Section 444 of the General Education Provisions Act (commonly known as the ‘‘Family Educational Rights and Privacy Act of 1974’’) (20 U.S.C. 1232g) and State and local policies and laws in the use of such data;
       3. effectively engage parents, families, and community partners, and coordinate services between school and community;
       4. help all students develop the skills essential for learning readiness and academic success;
       5. develop policy with school, local educational agency, community, or State leaders; and
       6. participate in opportunities for experiential learning through observation;
4. Developing programs and activities that increase the ability of teachers to effectively teach children with disabilities, including children with significant cognitive disabilities, and English learners, which may include the use of multi-tier systems of support and positive behavioral intervention and supports, so that such children with disabilities and English learners can meet the challenging State academic standards;
5. Providing programs and activities to increase—

(i) the knowledge base of teachers, principals, or other school leaders on instruction in the early grades and on strategies to measure whether young children are progressing; and

(ii) the ability of principals or other school leaders to support teachers, teacher leaders, early childhood educators, and other professionals to meet the needs of students through age

8, which may include providing joint professional learning and planning activities for school staff and educators in preschool programs that address the transition to elementary school;

1. Providing training, technical assistance, and capacity-building in local educational agencies to assist teachers, principals, or other school leaders with selecting and implementing formative assessments, designing classroom-based assessments, and using data from such assessments to improve instruction and student academic achievement, which may include providing additional time for teachers to review student data and respond, as appropriate;
2. Carrying out in-service training for school personnel in—

(i) the techniques and supports needed to help educators understand when and how to refer students affected by trauma, and children with, or at risk of, mental illness;

(ii) the use of referral mechanisms that effectively link such children to appropriate treatment and intervention services in the school and in the community, where appropriate;

(iii) forming partnerships between school-based mental health programs and public or private mental health organizations; and

(iv) addressing issues related to school conditions for student learning, such as safety, peer interaction, drug and alcohol abuse, and chronic absenteeism;

1. Providing training to support the identification of students who are gifted and talented, including high-ability students who have not been formally identified for gifted education services, and implementing instructional practices that support the education of such students, such as—

(i) early entrance to kindergarten;

(ii) enrichment, acceleration, and curriculum compacting activities; and

(iii) dual or concurrent enrollment programs in secondary school and postsecondary education;

1. Supporting the instructional services provided by effective school library programs;
2. Providing training for all school personnel, including teachers, principals, other school leaders, specialized instructional support personnel, and paraprofessionals, regarding how to prevent and recognize child sexual abuse;
3. Developing and providing professional development and other comprehensive systems of support for teachers, principals, or other school leaders to promote high-quality instruction and instructional leadership in science, technology, engineering, and mathematics subjects, including computer science;
4. Developing feedback mechanisms to improve school working conditions, including through periodically and publicly reporting results of educator support and working conditions feedback;
5. Providing high-quality professional development for teachers, principals, or other school leaders on effective strategies to integrate rigorous academic content, career and technical education, and work-based learning (if appropriate), which may include providing common planning time, to help prepare students for postsecondary education and the workforce; and
6. Carrying out other activities that are evidence based, to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available, and identified by the local educational agency that meet the purpose of this title.

Appendix A

|  |
| --- |
| **ASSURANCES**  The assurances should be kept on file in the division. |

**GENERAL ASSURANCES (Page 39)**

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

The school division/grantee assures:

1. Each program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;
2. The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a nonprofit private agency, institution, organization, or an Indian tribe, if the law authorizing the program provides for assistance to those entities;
3. The public agency, nonprofit private agency, institution, organization, or Indian tribe, will administer the funds and property to the extent required by the authorizing statutes;
4. It will adopt and use proper methods of administering each program, including¾
   1. The enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program;

B. The correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation and that:

1. It will maintain fiscal effort in support of free public education;
2. It will provide services with state and local funds that are at least comparable to services provided in schools and areas not receiving special federal funds;
3. The majority of the resources in the school division are derived from nonfederal funds;
4. It is in compliance with the requirements in Title VIII, Section 8524 and has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary and secondary schools;
5. It will comply with the audit requirements for each program;
6. The federal funds are used to supplement, not supplant regular nonfederal funds;
7. It will cooperate in carrying out any evaluation of each program conducted by or for the state educational agency, the Secretary, or other federal officials;
8. It will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, federal funds paid to the applicant under each program;
9. It will submit such reports to the state educational agency (which shall make the reports available to the Governor) and the Secretary of Education as the state educational agency and Secretary may require to enable the state educational agency and the Secretary to perform their duties under each program;
10. It will maintain such records for five years, provide such information, and afford such access to the records as the state educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the state educational agency’s or the Secretary’s duties;
11. It consulted with teachers, school administrators, parents, members of the community, nonprofit organizations and other interested parties in the development of this plan;
12. It afforded a reasonable opportunity for public comment on the plan or application and considered such comment before the application was submitted;
13. It will provide information in an understandable and uniform format and, to the extent practicable, be provided in a language that the parents can understand;
14. It is in compliance with the requirement regarding equal access to public school facilities as specified in Title VIII, Section 8525;
15. It is in compliance with the requirement regarding the prohibition on aiding and abetting sexual abuse as specified in Title VIII, Section 8546;
16. It will comply with the other application requirements outlined in

Section 8501. Private School Children;

Section 8502. Bypass; and

Section 8521. Maintenance of Effort under Title VIII –Other Provisions;

1. It will ensure that funds are expended in accordance with the school division’s approved application or amended application. In the event the local division needs to expend funds in any manner other than stipulated in the approved application, the plan must be amended using the amendment process provided by the Department of Education. The application must be amended before funds can be expended for activities not approved in the original application;

C. It will collect and disseminate information collected under Section 1111 in a

manner that protects the privacy of individuals;

D. It will adhere to the provisions of the [Federal Funding Transparency and Accountability Act (FFATA),](https://www.doe.virginia.gov/home/showpublisheddocument/38105/638060894925800000) and will obtain a valid DUNS number prior to applying for funds;

E. It will comply with the provisions of 2 CFR part 200 section 200.116, which prohibits the purchase of certain telecommunications and video surveillance services or equipment as described in Public Law 115-232, section 889.

1. It will comply with Section 22.1-277.07, of the *Code of Virginia* that requires the expulsion for one year of any student determined to have brought a firearm to school. A description of each incident, the name of the school concerned, the number of students expelled from each school, and the type of firearm used in each instance of expulsion will be reported to the Virginia Department of Education in compliance with provisions under Section 8561 (Gun-Free Schools Act). This agency has a policy that requires referral to the criminal justice or the juvenile delinquency system of any student who brings a firearm or weapon to school; and
2. It will participate, if selected, in the state National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under Section 303 of the National Assessment of Educational Progress Act.

**PROGRAM SPECIFIC ASSURANCES (Page 40)**

**TITLE II, PART A, TEACHER QUALITY**

The school division/grantee assures:

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