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| ***Elementary and Secondary***  ***Education Act of 1965* (ESEA),**  as Amended by the  ***Every Student Succeeds Act of 2015* (ESSA)** Local Consolidated Application  |  | | --- | | **Guidelines Instructions Assurances** |   **Application Submission Date:**  **July 1, 2024**  **ESEA Grant Award Period:**  **July 1, 2024 – September 30, 2025** Virginia Department of EducationDivision of Teaching and LearningOffice of ESEA Programs **P. O. Box 2120**  **Richmond, VA 23218-2120** |

# **Application Guidelines**

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

The purpose of the Local Consolidated Application 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’s licensing and professional teaching requirements and providing meaningful professional development and support to promote effective instruction to increase student achievement.

**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 indicate that the division does not have a process in place to ensure that it implements only approved programs and services and that funds are allocated only on approved activities.

**Submission to the Virginia Department of Education**

* Applications will be submitted using the Web-based Online Management of Education Grant Awards (OMEGA) system. Instructions for the electronic application completion and submission process are explained on page 3 of these guidelines.
* **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 be emailed to the Virginia Department of Education at** [**essa@doe.virginia.gov**](mailto:essa@doe.virginia.gov) **by October 1, 2024, as evidence of the assurance of constitutionally protected prayer. The signed application cover page should be 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.
* 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 released 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.
* Final reimbursements must be submitted to the Department by mid-November 2026. Reimbursements are submitted using the OMEGA system.
* If the 2024-2025 allocation amounts are not available to school divisions by the application submission date, the 2023-2024 ESEA allocation may be used as the estimated amount for budget purposes. When the school division’s final 2024-2025 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 the Appendix 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 and, for the Title I, Part A, application (individual or consolidated form), a scanned PDF of the signed cover page must be uploaded to the** [**ESEA Federal Program Monitoring and Equitable Services SharePoint**](https://covgov.sharepoint.com/sites/DOE-ESEA-Federal-Program-Monitoring-External/SitePages/Employee-onboarding-team-home.aspx) **Site by October 1, 2024.**

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

* + The application has been created in a Microsoft Excel format. Users can enter information in the white cells. Use the “Tab” key 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.
  + The completed application must be saved as an Excel document with the following name: “XXXConsApp24-25.xlsb” (The “XXX” should be replaced by the three-digit LEA/Payee Code for your division). For example, Accomack County’s Local Consolidated Application should be saved as “001ConsApp24-25.xlsb” in the electronic files for the school division. **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) 371-0993.
  + All other correspondence should be directed to the applicable program specialist listed on the State Federal Program Contacts sheet included on page 6.

**Specific Title Uses of Funds**

# **Title I, Part A – Improving Basic Programs Operated by Local Educational Agencies** –

# Funds are to be used to develop, implement, and evaluate instructional programs that ensure students identified to receive services in Title I Targeted Assistance programs and all children in Title I Schoolwide programs have a fair, equal, and significant opportunity to obtain a high-quality education

# and reach, at a minimum, proficiency on challenging state academic achievement standards and assessments.

# **Title I, Part C – Education of Migratory Children** – Funds are to be used to develop instructional programs and projects that:

* Support high-quality and comprehensive educational programs and services during the school year and, as applicable, during summer or intersession periods, that address the unique educational needs of migratory children;
* Ensure that migratory children who move among the states are not penalized in any manner by disparities among the states in curriculum, graduation requirements, and challenging state academic standards;
* Ensure that migratory children receive full and appropriate opportunities to meet the same challenging state academic standards that all children are expected to meet;
* Help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to succeed in school; and
* Help migratory children benefit from state and local systemic reforms.

# **Title I, Part D – Neglected, Delinquent, or At-Risk** – Funds are to be used to develop the following:

* Programs that serve children and youth returning to local schools from correctional facilities;
* Dropout prevention programs, including pregnant teens, migrant and immigrant youth, limited English proficient students, and gang members;
* Health and social services, including day care, drug and alcohol counseling, and mental health services that will help individuals complete their education;
* Vocation and technical education, special education, career counseling, curriculum-based youth entrepreneurship education, and assistance in securing student loans or grants for post- secondary education; and/or
* Programs providing mentoring and peer mediation.

# **Title II, Part A – Supporting Effective Instruction** – 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.

# **Title III, Part A – Language Instruction for English Learners and Immigrant Students** – Funds are to be used to develop instructional programs:

* To help ensure that ELs, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English;
* To assist all ELs, including immigrant children and youth, to achieve at high levels in academic subjects so that all ELs can meet the same challenging State academic standards that all children are expected to meet;
* To provide supplemental funds to assist teachers (including preschool teachers), principals and

other school leaders, state educational agencies, local educational agencies, and schools in establishing, implementing, and sustaining effective language instruction educational programs (LIEPs) designed to assist in teaching ELs, including immigrant children and youth;

* To assist teachers (including preschool teachers), principals and other school leaders, state educational agencies, and local educational agencies and schools to develop and enhance their capacity to provide effective language instruction educational programs designed to prepare ELs,

including immigrant children and youth, to enter all-English instructional settings; and

* To promote parental, family, and community participation in language instruction educational programs for the parents, families, and communities of ELs.

1. **Title IV, Part A – Student Support and Academic Enrichment Grant –** Funds are used toimprove students’ academic achievement by increasing the capacity of States, local educational agencies, schools, and local communities to:

* Provide all students with access to a well-rounded education;
* Improve school conditions for student learning; and
* Improve the use of technology in order to improve the academic achievement and digital literacy of all students.

1. **Title V, Part B – Rural and Low-Income School Program** – designed to address the needs of rural, low-income schools. The overarching purpose of the grant is to support student achievement under Virginia’s Accountability Plan provisions, 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) 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.

**VIRGINIA DEPARTMENT OF EDUCATION FEDERAL PROGRAM CONTACTS**

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| **PROGRAMS** | **CONTACT** | E-MAIL | TELEPHONE |
| Title I, Part A – Improving Basic Programs Operated by Local Educational Agencies | Regions I and II  Latonia Anderson | [Latonia.Anderson@doe.virginia.gov](file:///\\WCS02021\..\..\..\..\..\PAA\groupdir\Downloads\Latonia.Anderson@doe.virginia.gov) | (804) 750-8173 |
| Regions V and VII  Sarah Gallagher | [Sarah.Gallagher@doe.virginia.gov](mailto:Sarah.Gallagher@doe.virginia.gov) | (804) 750-8151 |
| Regions IV and VIII  Gueringe’ Richardson | [Gueringe.Richardson@doe.virginia.gov](mailto:Gueringe.Richardson@doe.virginia.gov) | (804) 750-8146 |
|  | Regions III and VI  Rob Wright | [Rob.Wright@doe.virginia.gov](mailto:Rob.Wright@doe.virginia.gov) | (804) 750-8658 |
| Title I, Part A – Homeless Children and Youth | Dr. Patricia Popp | [homlss@wm.edu](mailto:homlss@wm.edu) | (757) 221-4002 |
| Title I, Part A – Preschool Program | Tiffanie Meehling | [Tiffanie.Meehling@doe.virginia.gov](mailto:Tiffanie.Meehling@doe.virginia.gov) | (804) 225-3665 |
| Title I, Part C – Education of Migratory Children | Sarah Gallagher | [Sarah.Gallagher@doe.virginia.gov](mailto:Sarah.Gallagher@doe.virginia.gov) | (804) 750-8151 |
| Title I, Part D – Neglected, Delinquent, or At-Risk | Gueringe’ Richardson | [Gueringe.Richardson@doe.virginia.gov](mailto:Gueringe.Richardson@doe.virginia.gov) | (804) 750-8146 |
| Title II, Part A – Supporting Effective Instruction | Regions II and III  Allegra Brown | [Allegra.Brown@doe.virginia.gov](mailto:Allegra.Brown@doe.virginia.gov) | (804) 750-8003 |
| Regions IV, VII and VIII  Dr. Cora Coefield | [Cora.Coefield@doe.virginia.gov](mailto:Cora.Coefield@doe.virginia.gov) | (804) 418-4675 |
| Regions I, V and VI  Aaron Monroe | [Aaron.Monroe@doe.virginia.gov](mailto:Aaron.Monroe@doe.virginia.gov) | (804) 509-0552 |
| Title III, Part A – Language Instruction for English Learners and Immigrant Students | Regions I, II, IV and V (Non-Consortium)  Stacy Freeman | [Stacy.Freeman@doe.virginia.gov](mailto:Stacy.Freeman@doe.virginia.gov) | (804) 750-8067 |
| Region III  (Non-Consortium)  Regions I, II, III, IV, V, VI and VII  (Consortium)  Jessica (Nicki) Saunders | [Jessica.Saunders@doe.virginia.gov](mailto:Jessica.Saunders@doe.virginia.gov) | (804) 418-4694 |
| Region VI  (Non-Consortium)  Allegra Brown | [Allegra.Brown@doe.virginia.gov](mailto:Allegra.Brown@doe.virginia.gov) | (804) 750-8003 |
| Regions VII and VIII  (Non-Consortium; DJJ and VSDB)  Region VIII  (Consortium)  LaShel Bradley | [LaShel.Bradley@doe.virginia.gov](mailto:LaShel.Bradley@doe.virginia.gov) | (804) 225-2102 |
| Title IV, Part A – Student Support and Academic Enrichment Grant | Regions I and II  Michael Courtney | [Michael.Courtney@doe.virginia.gov](file:///\\WCS02021\..\..\..\2020-2021\Applications\8%20-%20Consolidated\Michael.Courtney@doe.virginia.gov) | (804) 750-8605 |
| Regions IV, V and VI  Anthony Tyler | [Anthony.Tyler@doe.virginia.gov](file:///\\WCS02021\..\..\..\2020-2021\Applications\8%20-%20Consolidated\Anthony.Tyler@doe.virginia.gov) | (804) 750-8623 |
| Regions III, VII and VIII  Dr. Rob Wright | [Rob.Wright@doe.virginia.gov](mailto:Rob.Wright@doe.virginia.gov) | (804) 750-8658 |
| Title V, Part B – Rural and Low-Income School Program | Regions I, II, VI and VIII  Latonia Anderson | [Latonia.Anderson@doe.virginia.gov](file:///\\WCS02021\..\..\..\..\groupdir\Downloads\Latonia.Anderson@doe.virginia.gov) | (804) 750-8173 |
| Regions III, V and VII  Gueringe’ Richardson | [Gueringe.Richardson@doe.virginia.gov](mailto:Gueringe.Richardson@doe.virginia.gov) | (804) 750-8146 |
| Mechanics of Excel Applications | Patrice Cosely | [Patrice.Cosely@doe.virginia.gov](file:///\\WCS02021\..\..\..\..\groupdir\Downloads\Patrice.Cosely@doe.virginia.gov) | (804) 750-8589 |
| Online Management of Education Grant Awards (OMEGA) | OMEGA Support | [OMEGA.Support@doe.virginia.gov](mailto:OMEGA.Support@doe.virginia.gov) | (804) 750-8101 |

###### Instructions for Completing the Application

**Main Page Tab**

Select the school division from the drop-down box in cell L14. 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 tab 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 (Coordinated Consolidated Information Tab, Pages 1-3)**

1. Complete the school division information section.
2. The local school board must review and approve the application prior to submission to the Virginia Department of Education.
3. The designated division representative should complete the Local Educational Agency Certification by securing all appropriate signatures and by indicating the date of the school board meeting.
4. The 2023-2024 funding allocations will appear in the column labeled 2023-2024 Allocation. Please indicate whether or not 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 step 1 above, in the far-right column labeled 2024-2025 Allocation Total, enter your school division’s allocations by titles to be included in the 2024-2025 Consolidated Application. If you do not know the 2024-2025 allocation, you may use the 2023-2024 amount. Once you enter the
6. allocation in the column labeled 2023-2024 Allocation Total, the column labeled 2024-2025 Consolidated will automatically change to “yes” or “no”. **Note:** *For Title I, Part C, Education of Migratory Children, enter your allocation in the Division Allocation cell if you are applying for the funds for your division. If*

*you are applying as the lead for a regional program, enter the sum of the allocations for all divisions in the Regional Program cell.*

1. If funds will be transferred from Title II, Part A or Title IV, Part A into other programs, complete the

Transferability section on p. 3. After determining the program from which funds will be transferred (Title II, Part A or Title IV, Part A), select the box indicating the program to which the funds will be transferred and include the amount that will be transferred in the column to the far right (Column O). The [transferability form](https://www.doe.virginia.gov/programs-services/federal-programs/essa/esea-transferability) must also be completed and prior approval is required.

**B. Local Contact by Program Area and Revisions and Amendments (Coordinated Consolidated Information Tab, Pages 4-5)**

1. List the division contact(s) by program area(s).
2. 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.
3. 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.
4. 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 no longer accepted without an approved amended application reflecting budget changes.

**C. Program Overview (Coordinated Consolidated Information Tab, Pages 6-8)**

Respond to each item, as applicable for the programs included in the application.

**D. Coordination of Services (Coordinated Consolidated Information Tab, Pages 9-10)**

Describe the partnership between these programs and other federal, state and/or local programs in the delivery of services to the targeted population(s) within your division. 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 the application.

**E. Measurable Objectives (Coordinated Consolidated Information Tab, Pages 11-20)**

1. In the tables on pages 11-20, as needed, state the measurable objectives that will guide the development of the programs to be funded. Measurable objectives may be continued from the previous school year with an adjusted time period. Indicate the federal programs funding each measurable objective. Each federal program included on the application must be incorporated into the measurable objectives at least once.
2. Describe the evidence-based research 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.
3. A definition and examples of measurable objectives are listed below.

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| **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:**In the spring of 2025, students with disabilities will demonstrate a five percent increase in the subgroup’s mathematics performance on the Standards of Learning assessment.  1. By the end of the 2024-2025 school year, 95% of grade 2 students will demonstrate on-grade-level reading proficiency by meeting or exceeding grade level benchmarks on the VALLSS assessment. |

It is anticipated that 2023-2024 student-level Standards of Learning (SOL) test results will not arrive in the school divisions prior to the application deadline. For the purposes of establishing measureable objectives, a division may use progress monitoring data or other measures such as MAP data, PALS data, or benchmark testing data as applicable. 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.

Measurable objectives related to teacher and paraprofessional quality should be guided by data from the Instructional Personnel Report (IPAL). The report will give the division data regarding the highly qualified 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.

**F. Local Education Budget Summary (Consolidated Budget Tab, Page 21)**

Provide the summary budget by federal funding program and object code for each program included in the consolidated application.

Note: Divisions with comprehensive support and improvement and/or targeted support and improvement schools who wish to use up to 5 percent of their allocation for teacher incentives and rewards should provide the anticipated cost of providing the financial incentives and rewards under object codes 1000 and 2000.

Divisions who have entered into agreements to provide materials or services to private schools should provide the anticipated costs on the appropriate lines. The amounts must match the total calculated private school set-asides calculated on the Private Schools tabs within the application.

In the Title II, Part A, column, 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.)

**G. Detailed Budget Breakdown (Coordinated Budget Tab, Pages 22-28)**

1. Indicate a detailed budget breakdown of each category for Object Codes 1000-6000 and 8000.
2. The program budget must reflect resources needed to achieve the measurable objectives.
3. For each program expenditure item description, select the appropriate federal program funding source.

**H. Consolidated Transferability (Page 29)**

**Budget Summary for Transferred Funds:**

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 prior approval is required to transfer funds. The transfer request form and instructions are on the [transferability webpage](https://www.doe.virginia.gov/programs-services/federal-programs/essa/esea-transferability).

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, the amount being transferred into the applicable program will be displayed in line 11. Enter the amount budgeted in each object code on lines 13 through 63. A green “**Yes**” will appear on line 69, “Does the Transferability Budget Summary Match the Transferability Allocation?” if entered correctly.

Refer to the private school tab to identify the additional value of services that will be provided to participating private schools because of Transferability funds. Adjust budget lines in Transferability budget tab to reflect this amount.

**I. Detailed Budget Breakdown (Consolidated Transferability Tab, Pages 30-36)**

**Detailed Budget Descriptions for Transferred Funds**

1. Provide a detailed explanation of the uses of transferability funds in the Detailed Budget Breakdown beginning on line 85.
2. The program budget must reflect the additional resources needed to achieve the measurable objectives for programs receiving funds.
3. 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).
4. The applicable detail budget breakdown sheets must be completed.

**J. General Education Provisions Act (GEPA) Section 427 (GEPA Tab, Page 37)**

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 it 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

**K. Program Specific Guidelines and Instructions**

1. **Title I, Part A – Improving Basic Programs (Title I, Part A, Tab)**
2. **Instructional Programs (Title I, Part A, Tab, Page 38)**
   * Identify the core instruction reading program(s) and any supplemental or intervention reading programs used in both Title I and non-Title I schools.
   * Identify the core instruction math program(s) and any supplemental or intervention math programs used in both Title I and non-Title I schools.
3. **Effective Transitions (Title I, Part A, Tab, Page 38)**

Describe how the local educational agency will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education.

1. **Reduction of Exclusionary Discipline Practices (Title I, Part A, Tab, Page 38)**

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

1. **Student Eligibility Criteria for Title I Targeted Assistance Schools (Title I, Part A, Tab, Page 39)**

Describe the eligibility criteria that will be used to select students by subject for participation in the Title I, Part A, 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 division 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 (ESEA Section 1115).

1. **New Schoolwide School Programs (Title I, Part A, Tab, Page 39)**

If applicable, indicate in the space provided the school or schools in your division that have completed a comprehensive needs assessment and will be implementing a new Schoolwide Program during school year 2024-2025. This school should have been identified on the Identification of Title I Schools Form submitted in the spring. Please contact your state Title I specialist for instructions on how to submit new schoolwide plans for review. For those schools that are already implementing schoolwide programs, an annual review including a comprehensive needs assessment must be conducted. Funds should be targeted to address the academic needs of the students.

Schools below the 40% poverty threshold applying for a schoolwide eligibility waiver should complete this section by including the name of the school and checking “yes” or “no” indicating whether the waiver was approved. Please contact your state Title I Specialist for instructions on how to apply for a schoolwide eligibility waiver if applicable.

1. **Staffing Information, Targeted Assistance Programs (Title I, Part A, Tab, Page 40)**

Provide the number of full-time equivalent (FTE) staff funded through Title I, Part A, participating in targeted assistance programs by job category, including the percent qualified as applicable. For

administrators and supervisors who serve both targeted assistance and schoolwide programs, report the FTE attributable to the targeted assistance duties only. Staffing information in this section must be

identical to the information listed on the 35% and Above or Below 35% Low-Income tab (whichever is applicable), in the TITLE I, PART A, ALLOCATION TO ELIGIBLE SCHOOLS section in Columns 6 & 7 for Targeted Assistance Program.

|  |  |
| --- | --- |
| **Staff Category** | **Descriptions** |
| Teachers | Personnel on a teacher scale that provides remediation, intervention, or support services to Title I students who meet the eligibility criteria in a targeted assistance program. |
| Paraprofessionals: 1) completed two years of study at an institution of higher education; 2) obtained an associate’s (or higher) degree; or 3) met a rigorous standard of quality and been able to demonstrate, through a formal state (ParaPro Assessment) or local academic assessment (approved by local school board) to demonstrate knowledge of and the ability to assist in instructing reading, writing, and mathematics. | An employee of an LEA who provides instructional support in a program supported with Title I, Part A funds.  Instructional support includes the following activities:   1. Providing one-on-one tutoring for eligible students, if the tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher; 2. Providing assistance with classroom management, such as organizing instructional and other materials; 3. Providing assistance in a computer laboratory; 4. Conducting parent and family engagement activities; 5. Providing support in a library or media center; 6. Acting as a translator; or 7. Providing instructional services to students. |
| Other Paraprofessionals | A paraprofessional who does not provide instructional support. |
| Clerical support staff | Personnel that provides clerical support to the Title I, Part A program. |
| Administrators (nonclerical) | Division-level personnel funded with Title I, Part A funds that provides administrative support and technical assistance to Title I schools. |

1. **Staffing Information, Schoolwide Programs (Title I, Part A, Tab, Page 40)**

Provide the number of FTE paraprofessionals serving in schoolwide program schools and the percentage of these paraprofessionals who are qualified. Note: This number includes **ALL** paraprofessionals, not only Title I funded paraprofessionals. See descriptions above in described in section e.

* **Frequently asked questions about paraprofessionals are listed below**.
  + **What is a paraprofessional?**

An employee of an LEA who provides instructional support in a program supported with Title I, Part A funds. Instructional support includes the following activities:

1. Providing one-on-one tutoring for eligible students, if the tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher;
2. Providing assistance with classroom management, such as organizing instructional and other materials;
3. Providing assistance in a computer laboratory;
4. Conducting parent and family engagement activities;
5. Providing support in a library or media center;
6. Acting as a translator; or
7. Providing instructional services to students.
   * **What is an “other” paraprofessional?**

A paraprofessional who does not provide instructional support.

* + **What is a “qualified” paraprofessional?**

A paraprofessional who has: 1) completed two years of study at an institution of higher education; 2) obtained an associate’s (or higher) degree; or 3) met a rigorous standard of quality and been able to demonstrate, through a formal state or local academic assessment, knowledge of and the ability to assist in instructing reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness). For more information on qualified paraprofessionals, please refer to the [Title I, Part A webpage](https://www.doe.virginia.gov/programs-services/federal-programs/essa/title-i/title-i-part-a-improving-basic-programs-operated-by-local-educational-agencies).

1. **Recruitment and retention of properly licensed and endorsed teachers (Title I, Part A, Tab, Page 40)**

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

1. **Improvement Plan Requirements (Title I, Part A, Tab, Page 41)**

Every division is required to check the box in the application to certify the school division is aware of the requirement to use an improvement planning tool for comprehensive and targeted schools, as determined by the Office of School Improvement.

1. **Maintenance of Effort (Title I, Part A, Tab, Page 41)**

The school division must provide Maintenance of Effort information for the two years that preceded the school year in which the program outlined in this application will be implemented. Enter the

dollar amounts that represent the per pupil expenditure from non-federal funds for the past two fiscal years in cells (A) and (B). (Example: Applications for 2024-2025 school year should show Maintenance of Effort per pupil expenditure for FY ending June 30, 2022 and FY ending June 30, 2023.) These figures can be found in the Superintendent’s Annual Report for Virginia and ESEA Maintenance of Effort Calculation, which is released annually in mid to late April in the Virginia Education Update Newsletter.

1. **Eligible Attendance Areas (Title I, Part A, Tab, Pages 41-45)**

Indicate the source(s) of data used to report an unduplicated count of low-income children:

* Free/Reduced Lunch/Household Applications
* Temporary Assistance for Needy Families (TANF)
* Community Eligibility Provision (CEP)
* Children Eligible for Medicaid
* Most Recent U. S. Census Bureau Information

Indicate the option used to select schools to be served:

* Grade-Span Ranking
* Rank Order
* Division Average

Indicate if the division is:

* + part of the Title I private school bypass, or
  + maintains documented efforts to obtain private school figures, including the signed affirmation of consultation with private school officials.

Provide information about the data that was used to identify low-income students, including the type of data, (most used is CEP or F/R lunch), month that the data was obtained and the year the data was

obtained.

Complete the Eligible Attendance Areas data as required below.

* Select the **Import School Data** button on the right to populate Name of Public School and Grade Span of the school. If necessary, correct by adding, deleting, or changing names to schools listed or grade span. DO NOT TYPE IN THE NAMES OF EVERY SCHOOL. Alert the Title I Coordinator to any errors in school names.
* Complete required information with appropriate counts. Totals and percentages will calculate automatically.
* The figure entered in column G should reflect **low-income** private school membership for **participating** private schools.
* Divisions with NO schools participating in CEP should leave columns K and L blank, or select “No” for each school.
* Divisions with some or all school participating in CEP should complete columns K and L for each school:
  + - * + In column K, select “Yes” if the school participated in the Community Eligibility Provision (CEP) during the 2023-2024 school year, or select “No” if the school did not participate.
        + In column L, divisions in which one or more schools participated in CEP during the 2023-2024 school year should apply the CEP multiplier to rank schools for Title I eligibility purposes as follows:
        1. If low-income data for non-CEP schools include household meal applications, the multiplier should be applied to ALL CEP schools; or
        2. If low-income data for non-CEP schools do not include household meal applications, the multiplier should be applied to ALL schools or NO schools; or
        3. If all schools in the division are CEP schools, the multiplier should be applied to ALL schools or NO schools.
  + After completing data input, select the **Sort by Highest Poverty Percentage** button on the right.
  + Totals, Division Average, and Grade Span Averages on page 40 will calculate automatically.

At the bottom of the Grade Span Averages, select the appropriate button to indicate whether you are **Calculating 35 percent and Above Low-Income** or **Calculating Below 35 percent Low-Income**.  If you are serving any school with a poverty percentage below 35 percent as indicated in column M of the Eligible Attendance Area section, you must select the Calculating Below 35 percent Low-Income tab.  If all the schools being served are above 35 percent, you must select the Calculating 35 percent and Above Low-Income tab. Based on your choice, an additional tab will appear on the application. Proceed with completing the additional tab.

* The option to change the Low-Income Factor is available at the top of page 37. When you select the appropriate button at the top of the page, the corresponding Low-Income Factor tabs will appear.

1. **Required and Allowable Set-Asides for Divisions Operating Title I, Part A, Basic Programs (35 Percent and Above Low-Income or Below 35 Percent Low Income Tab, Pages 46-49)**

Set-asides are administrative expenditures that cannot be prorated among the eligible schools receiving Title I, Part A, funds. If applicable, funds should be set aside at the division level or the school level as follows:

***Division Level: Improvement Activities***

* Up to 5 percent may be set aside for divisions to provide financial incentives and rewards to teachers who serve in schools identified for Comprehensive Support and Improvement or Targeted Support and Improvement activities for the purposes of attracting and retaining qualified and effective teachers.
* Five percent of the total allocation representing the maximum allowable set-aside for Comprehensive Support and Improvement and Targeted Support and Improvement will automatically populate. The use of these funds for teacher incentives is optional.

***Division-Level: Program Administration***

* + Parent and family engagement – School divisions receiving $500,000 or more from Title I, Part A, must set aside 1 percent for parent and family engagement. (Section 1116).
  + Required, as necessary, for school divisions that will use additional funds to serve these populations:
    - Homeless – children and youths in the school division experiencing homelessness, including providing educationally related services to children in shelters and other

locations where children may live;

* + - Neglected/Delinquent – children in local institutions for neglected or delinquent children, and neglected or delinquent children in community day school programs; and
    - Foster Care – transportation costs incurred to maintain children in foster care in their school of origin when in their best interest.
  + Other Allowable Division-level set-asides:
    - Title I Early Childhood program initiatives
    - Private School Services – Equitable services provided to eligible children residing within the attendance zone of a Title I School, but attending a private school.

**Instructions for completing Set-Asides (Page 47):**

* Under the Division Level: Program Administration section, enter the amount your division is reserving for the identified items in the white cells on column B.
* Under the Initiatives section enter amounts if applicable in the white cells in column B.
* The set aside for Private School Services is automatically calculated based on the number of eligible low-income students attending participating private schools.
* Divisions with a Title I, Part A, allocation greater than $500,000 are required to set aside 1 percent of the allocation for parent and family engagement. The amount is automatically calculated to show the 90 percent of the 1 percent that must be used at the school level and 10 percent of the 1 percent that may be used at the division level. Additional parent and family engagement funds may be set aside under the Allowable Set-Asides and must be entered in the Summary and Detailed Budget pages.
* Enter additional optional set aside as applicable in Column A.

**INSTRUCTIONS FOR ALLOCATIONS TO ELIGIBLE SCHOOLS:**

**Low-Income Factor: 35 Percent and Above (Page 48)**

Box A:

* The division’s total allocation, including transferability funds, if applicable is automatically populated;
* The division’s total set-asides are automatically populated; and
* The balance (division Title I allocation **minus** set-asides), which is the amount available for distribution to schools, is automatically calculated.

Box B:

* + The Per Pupil Expenditure (PPE) automatically calculates based on the total number of low-income students in the school(s) served.

Box C:

* + All cells in green automatically calculate.
  + Complete Column 2 with “Yes” or “No.”
  + Note: Column 2 must be completed to populate column 12, shaded green.
  + **IMPORTANT:** Indicate with “Yes” or “No” those schools identified as Targeted or Schoolwide (Column 4-5).
  + Complete all columns in white (Columns 6-15) with numerical figures.
  + Complete Column 13 (School Reallocation Amount) on this page if you want to reallocate

funds. Remember that when you reallocate funds, schools with the highest poverty must have the highest PPE.

**Low-Income Factor: Below 35 Percent (Page 48)**

Box A:

* The division’s total allocation, including transferability funds, if applicable is automatically populated;
* The division’s total set-asides are automatically populated; and
* The balance (division Title I allocation **minus** set-asides), which is the amount available for distribution to schools, is automatically calculated.

Box B:

* + The Per Pupil Expenditure (PPE) automatically calculates.
  + The PPE automatically calculates to 125 percent based on the total number of low- income students in the entire division.
  + This percentage may be increased to an amount greater than 125 percent.

Box C:

* + Follow the same steps for serving schools 35 Percent and Above.
  + After distributing available Title I funds to eligible schools in descending order of poverty, there **may not be** enough funds to serve all eligible schools. If there are not enough funds to serve all eligible schools, a division may:
* Reallocate any remaining funds to served schools so long as schools with higher poverty rates are allocated higher PPEs than schools with lower poverty rates; or
* Serve the next ranked eligible schools with the remaining funds if it determines funds are sufficient to make adequate progress toward meeting performance standards.

1. **Private School Participation (Private School Tab, Pages 50-51)**

* Indicate if there are private schools in your division or outside your division which students residing within the attendance zones of your Title I schools attend.
* Indicate how private schools were notified of the availability of equitable services funded by Title I, Part A.
* Numbers 3-5 will auto-populate based on the information entered in columns 4 and 5 of the Eligible Attendance Areas table, as well as the information entered in column 2 of the

Allocation to Eligible Schools table. If a school in the Allocation to Eligible Schools table is not being served, then the figures entered in columns 4 and 5 of the Eligible Attendance Areas table for that school will not be included in the calculation.

* Number 6 a.-e. will automatically calculate once the number of eligible low-income students attending participating private schools is entered in columns 4 and 5 of the Eligible Attendance Areas table and the public school which those students would attend has been selected in column 2 as a Title I school in the Allocation to Eligible Schools table. If the proportionate share amount in cell b1 or b2 aligns with the private school set aside cells on the Budget Summary Tab, then a green “Yes” will populate at the bottom of the table. If the proportionate share amount does not align with the Budget Summary Tab, then a red “No, please review your entries” will populate.
* If the division has chosen to transfer funds from Title II and/or Title IV, A, number 7 a.-e. will automatically calculate once the number of eligible low income students attending participating private schools is entered in columns 4 and 5 of the Eligible Attendance Areas table and the public school which those students would attend has been selected as a Title I school in the

Allocation to Eligible Schools table. The transferability section on the Narrative and Detailed Budget Tab as well as the Transferability Tab must be filled out in order for this section to pre-

populate. If the proportionate share amount in cell b1 or b2 aligns with the private school set aside cells in the Budget Summary of the Transferability Tab, then a green “Yes” will populate at the bottom of the table. If the proportionate share amount does not align with the Budget

Summary of the Transferability Tab, then a red “No, please review your entries” will populate.

* Complete number 8 by:
* including the names of private schools inside or outside your division which students residing within a Title I attendance zone attend;
* selecting the schools’ participation status for 2024-2025;
* indicating the number of low-income students that attend the participating private school;
* indicating the number of students participating in services (this is the number of students who meet the eligibility criteria established by the private school);
* describing the services that will be provided; and
* indicating the amount of funds to support eligible children.

1. **School Improvement Tab (Page 52)**

Any LEA with schools identified as Comprehensive Support and Improvement should address how, in partnership with stakeholders, the LEA plans to develop and implement an improvement plan for the school to improve student outcomes, that—

* is informed by all indicators, including student performance against state-determined long-term goals;
* includes evidence-based interventions;
* is based on a school-level needs assessment;
* identifies resource inequities, which may include a review of local educational agency and school level budgeting, to be addressed through implementation of such Comprehensive Support and Improvement plan;
* is approved by the school, local educational agency, and state educational agency; and
* upon approval and implementation, is monitored and periodically reviewed by the state educational agency.

Any LEA with schools identified as Targeted Support and Improvement or Additional Targeted Support and Improvement should address how, in partnership with stakeholders, the LEA plans to develop and implement an improvement plan for the school to improve student outcomes based on

the indicators in the statewide accountability system for each subgroup of students that was the subject of notification that—

* is informed by all indicators, including student performance against long-term goals;
* includes evidence-based interventions;
* is approved by the local educational agency prior to implementation of such plan;
* is monitored, upon submission and implementation, by the local educational agency; and
* results in additional action following unsuccessful implementation of such plan after a number of years determined by the local educational agency.

1. **Skipped School Provision Tab (Page 53)**

A school division may elect not to serve an eligible school attendance area or eligible school that has a higher percentage of children from low-income families if the school has met the following criteria:

|  |
| --- |
| Title I Section 1113(b)(1)(D)(i-iii):   1. The school meets the comparability requirements of section 1118(c); 2. The school is receiving supplemental funds from other state or local sources that are spent according to the requirements of section 1114 or 1115; and 3. The funds expended from such other sources equal or exceed the amount that would be provided under this part. |

Indicate the name of the school(s), the rational for choosing to skip the school(s), and the amount of funding provided to the school(s) and the source of the funding.

1. **Neglected Children and Youth (Neglected Tab, Pages 54-55)**

School divisions that have facilities that report one or more neglected students in the most recently submitted Annual Count of Neglected and Delinquent Students (October Count) must complete the Neglected tab. The total number of children and youth who are identified as neglected will

automatically populate once the name of the school division is chosen on the Narrative & Detail Budget tab on line 14. School divisions must consult with local neglected facilities, offer services, and work to provide services comparable to the services offered in other Title I schools in the school division.

* If the neglected students are in Title I schoolwide schools, then the school division can determine if a set-aside is needed since those students are already identified and being served by Title I funds.
* If the neglected students are located in Title I targeted assistance schools, the school division must determine if those students are identified and being served by Title I, Part A, or if a set-aside is needed to offer comparable services.
* If the neglected students are housed and educated in a neglected facility, the school division should work with the facility to determine the services, and then provide the services if requested.
* If the neglected students are located in non-Title I schools, then a set-aside should be determined to offer comparable services.

If after consultation, the local facilities decline services, check cell B10 and the rest of the tab does not need to be completed. If the local neglected facilities request services, provide the name of the neglected facilities and identify if the local neglected facilities provides educational services for the students or if the school division provides the educational services using the pull-down menu. Then describe the services that will be provided by answering questions 1-4.

1. **Foster Care and Homeless Tab (Pages 56-57)**

Each school division has designated an individual, usually in the central office, as the Foster Care Liaison. Indicate the individual’s name on this page. The number of students identified as foster care should be the total year-to-date for 2023-2024. Indicate how the school division determined that the Title I, Part A, set-aside for foster care students is sufficient to meet their transportation needs.

Each school division has designated an individual, usually in the central office, as the Homeless Education Liaison. Indicate the individual’s name on this page. The number of students identified as homeless should be the total year-to-date for 2023-2024.

The information on this page, including the reservation of funds for students experiencing homelessness and foster care students should be completed in collaboration with the designated Homeless Education Liaison and Foster Care Liaison. Additional guidance and web resources can be obtained from [Project Hope-VA](https://education.wm.edu/centers/hope/), the state’s homeless education and foster care office. Contact information for Project Hope-VA is listed in the application and on page 4 of this document.

1. **Early Childhood Program (Early Childhood Tab, Pages 58-59)**

Regardless of whether Title I, Part A, funds will be used for Early Childhood, line 30 on page 58 must be completed. Complete the rest of this tab if Title I funds are used to support a preschool program. Number of participating students coded as 7 for Title I in the Student Record Collection.

1. **Title I, Part C – Migrant Education (Title I, Part C, Tab)**
2. **Title I, Part C, Regional Program Agreement and Regional Program Applicants (Title I, Part C, Tab, Page 60)** 
   * A lead regional program school division must be identified, and one application must be submitted by the lead school division for all regional program members. All regional

program members must be listed on the application. The allocation should be the total for all divisions in the regional program.

* + Participating regional program members must submit the participating school division regional member certification to the lead school division.

1. **Program Overview (Title I, Part C, Tab, Page 61)**
   * How many migrant students does your program currently serve?
   * Describe how the Migrant Education Program (MEP) identifies new and existing migrant students including birth to age 3, ages 3-5, grades K-12, and out-of-school youth. Include the most common qualifying activities and peak seasons for identification and recruitment.
   * Describe the needs assessment process including identifying the multiple data sources relevant to the purpose of Title I, Part C, a brief analysis of student achievement data, and the process used to identify migrant students with the greatest need as priority for services.
   * Describe the instructional programs or program services to be developed with the requested federal funds. Explain how the instructional program is supported through evidence-based practices and how it aligns with the needs assessment and measurable objectives as well as 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 healthy schools and centers; and promote parents as partners).
   * Discuss how the division/regional MEP will contribute to the attainment of the ESEA goals below.
     + 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.
   * Describe the results of prior activities funded with Title I, Part C and how the MEP will use data to continually update and improve activities supported with Title I, Part C funds. Describe progress made toward meeting measurable objectives from the 2023 application.
2. **Coordination of Services (Title I, Part C, Tab, Page 61)**

Describe the program services/activities that will be coordinated between the MEP and other federal, state, and local programs. Describe the collaboration of MEP staff, parents, and the community to provide services and activities that will contribute to the attainment of the measurable objectives in the application.

1. **Measurable Objectives (Title I, Part C, Tab, Page 61)**

* Address how the Measurable Objectives below will guide the development of the Migrant education program. Measurable objectives may be continued from the previous school year with an adjusted time period.
* By the end of the school year and each year thereafter, proficiency in phonemic awareness skills in reading will increase by an average of 4 percent for migrant students targeted as below proficient in beginning reading skills as measured by state assessment results, teacher ratings and/or other assessments of student performance.
* By the end of the school year and each year thereafter, proficiency in writing will increase by an average of 4 percent for all migrant students as measured by state assessment results, teacher ratings and/or other assessments of student performance.
* By the end of the school year and each year thereafter, proficiency in reading vocabulary skills will increase by an average of 4 percent for migrant students targeted for reading instruction as measured by state assessment results, teacher ratings and/or other assessments of student performance.
* By the end of the school year and each year thereafter, proficiency in algebra readiness skills (patterns, functions, and algebra) will increase by an average of 3 percent for migrant students targeted for mathematics instruction as measured by state assessment results, teacher ratings and/or other assessments of student performance.
* By the end of the school year and each year thereafter, proficiency in number sense and computation will increase by an average of 3 percent for migrant students

targeted for mathematics instruction as measured by state assessment results, teacher ratings and/or other assessments of student performance.

* By the end of the school year and each year thereafter, proficiency in the Virginia SOL process goals and standards (problem solving, communication, reasoning,

connections, and representations) will increase by an average of 3 percent for migrant students targeted for mathematics instruction as measured by state assessment results or teacher ratings and/or other assessments of student performance.

* By the end of the school year and each year thereafter, proficiency in reading comprehension skills will increase by an average of 5 percent for secondary migrant

students identified as less than proficient in reading as measured by state assessment results, teacher ratings and/or other assessments of student performance.

* By the end of the school year and each year thereafter, 75 percent of secondary migrant students and parents who participate in MEP sponsored family engagement

activities targeting the importance of graduation will report increased understanding of the importance of school completion as measured by student and parent surveys.

* By the end of the school year and each year thereafter, 75 percent of staff who participate in trainings provided by the MEP program on how to assist migrant students with credit accrual and records transfer will report an increased ability to effectively assist students overcome these barriers to graduation as measured by staff surveys.
* By the end of the school year and each year thereafter, 100 percent of dropout students will receive information about educational services specific to their situation as measured by agendas and communication logs.
* By the end of the school year and each year thereafter, 75 percent of preschool migrant parents who participate in MEP sponsored family engagement activities targeting the importance of school readiness will report an increased awareness of community resources to help them support the school readiness of their children as measured by parent surveys.
* By the end of the school year and each year thereafter, proficiency in school readiness skills will increase by an average of 3 percent for migrant students who participated in preschool as measured by state assessment results, teacher ratings and/or other assessments of student performance.

Then describe the evidence-based research 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.

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. Then, describe the evidence-based research 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.

1. **Consortium Incentive Grants Application (Title I, Part C, Tab, Pages 62-67)**

The Consortium Incentive Grant tab is to be completed with the initial application using the 2023-2024 CIG allocation

1. **Title I, Part D, Subpart 2 -** **Prevention and Intervention Programs for Children Who Are Neglected, Delinquent or At-Risk (Title I, Part D, Tab, Pages 68-77)**

Those applying for funds under Title I, Part D, Subpart 2, will need to complete the following information for each facility or program being supported. Each section should be completed based on Section 1423 and 1425 of the Every Student Succeeds Act.

* Section 1423 of the federal legislation outlines the requirements that must be included in the application. The school division should address all items for a comprehensive overview of the Title I, Part D, services being offered to students. Please indicate not applicable (N/A) if a

particular item does not apply. The goals and objectives reflected in the application should relate to the described program.

* Section 1425 of the federal legislation outlines the requirements that must be included in the application for each facility entering into an agreement with a school division under Section 1423(2) to provide services.

**Definitions of Terms for Title I, Part D, Subpart 2:**

* **Adult Correctional Institution**: A facility in which persons (including persons under 21 years of age) are confined as a result of a conviction for a criminal offense.
* **At-Risk:** When used with respect to a child, youth, or student, means a school-aged individual who is at-risk of academic failure, has a drug or alcohol problem, is pregnant or is a parent, has come into contact with the juvenile justice system in the past, is at least one year behind the expected grade level for the age of the individual, has limited English proficiency, is a gang member, has dropped out of school in the past, or has a high absenteeism rate at school.
* **Community Day Program:** A regular program of instruction provided by a State Agency at a community day school operated specifically for neglected or delinquent children and youth.
* **Institution for Neglected or Delinquent Children and Youth:**
  + A public or private residential facility, other than a foster home, that is operated for the care of children who have been committed to the institution or voluntarily placed in the institution under applicable state law, due to abandonment, neglect, or death of their parents or guardians; **or**
  + A public or private residential facility for the care of children who have been adjudicated to be delinquent or in need of supervision.
* Information about the ***Juvenile Justice and Delinquency Prevention Act***, question 10, can be found at <http://www.juvjustice.org/federal-policy/juvenile-justice-and-delinquency-prevention-act>

# **Title II, Part A – Supporting Effective Instruction (Title II, Part A, Tab)**

### Program Overview (Title II, Part A, Tab, Pages 78-80)

* **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))
* **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 strategies, 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
* **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
* **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.

* **Box 4:** Prioritizing Funds: Provide a 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).
* **Box 5:** Alignment to Standards: Provide a description of how the activities are aligned to challenging State academic standards and Virginia’s accountability plan, including how activities funded from Title II, Part A, are expected to increase student achievement;
* **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;
* **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.)

* **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.)
* **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.)

### Teacher Quality (Title II, Part A, Tab, Pages 80-81)

* **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.
  + **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
  + **Part 2:** Describe strategies to be used to address identified teacher licensure/endorsement issues. (e.g., Praxis, coursework, teacher residency programs, etc.)
  + **Part 3:** Describe strategies to support inexperienced teachers. (e.g., mentoring; coaching; targeted professional development, etc.)

### Part 4: Describe strategies to improve effectiveness of teachers, particularly related to poverty, diversity, cultural competency, English Learners, exceptional learners, etc.)

### Private School Participation Worksheet (Title II, Part A, Tab, Page 82)

* 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 78), 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. 17-23), list as “Private School Set-Aside” figures under the appropriate object codes (Regular Title II, Part A detailed budget is in the Consolidated Budget tab.) The Consolidated Transferability tab contains the detail budget sections for any Transferability funds (pp. 25-31).
* Public school division personnel should coordinate with private schools to determine the manner in which equitable services will be provided.

**TITLE II, PART A, 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

1. 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
2. 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—
   * 1. is based in part on evidence of student achievement, which may include student growth; and
     2. 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—

(I) improve classroom instruction and student learning and achievement; and

(II) increase the retention of effective teachers, principals, or other school leaders;

* + 1. 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

* + 1. 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);

(ii) 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;

(iii) effectively engage parents, families, and community partners, and coordinate services between school and community;

(iv) help all students develop the skills essential for learning readiness and academic success;

(v) develop policy with school, local educational agency, community, or State leaders; and

(vi) participate in opportunities for experiential learning through observation;

1. 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;
2. 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;

1. 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;

1. Developing feedback mechanisms to improve school working conditions, including through periodically and publicly reporting results of educator support and working conditions feedback;
2. 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
3. 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.
4. **Title III, Part A – Language Instruction for English Learners and Immigrant Students (Title III, Part A, Tab)**
5. **Programs and Services for ELs and their Families (Title III, Part A, Tab, Pages 83-87)**

Divisions must provide programs and services for the education of ELs under Title VI of the Civil Rights Act of 1964, the Equal Educational Opportunities Act of 1974 (EEOA), Lau v Nichols (1974),

Castañeda v Pickard (1981) and other civil rights laws and federal statutes and guidance. Federal funds, including Title III, cannot be used to meet federal requirements for ELs.

This section of the application consists of narrative boxesthat describe how a division will support ELs using **Local and/or State Funds**:

**Box 1.** Identify how instruction is delivered to ELs at varying proficiency levels and grade span levels to develop their English language proficiency and increase their ability to meet challenging State academic standards. Include specialized programs for newcomer ELs, SLIFE, “opt-out” ELs, dually identified ELs, ELs at higher proficiency levels, and long-term ELs, if applicable. List the [LIEP Model(s)](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.doe.virginia.gov%2Fhome%2Fshowpublisheddocument%2F20424%2F638043624355500000&wdOrigin=BROWSELINK) used in the LEA.

**Box 2. Using Local and/or State Funds:** Describe the division’s plan to provide effective professional development that specifically relates to the teaching of ELs as identified in Box 1.

**Box 3a.** Provide the following information regarding the division wide EL population. ACCESS results can be based on the 2023-2024 Accountability Year.

**Box 3b.** If the LEA did not meet State EL Progress targets for 2023-2024 (Accountability Year – 52%) in Box 3a, please outline the Corrective Action Steps using state, local and federal funds that have been taken in the 2023-2024 SY to address this achievement gap in order to reduce/eliminate it.

**Box 4.** Identify the amount of targeted language instruction for ELs the division determines appropriate at each proficiency level and/or grade span level. Example by Grade: K- 30 minutes, 5 times a week, LIEP Models – ELD. Example by ELP Level: Level 1: 45 minutes, 5 times a week, Grades K-2, LIEP Models – Newcomer and Content Classes with Integrated EL Support) Choose a reporting format that supports your division EL scheduling policy.

**Box 5.** Describe the division’s procedures to evaluate programs and services for ELs. Include the following information:

* A timeline for evaluation;
* The titles of stakeholders involved in the evaluation process; and
* The data collected by the division to determine the effectiveness of the LIEP:
  + EL academic achievement indicators by grade span or content area,
  + Specific LIEP secondary courses,
  + Student or parent surveys,
  + EL graduation rates,
  + ELs with disabilities,
  + Long Term ELs,
  + SLIFE (added for 2024),
  + Formerly ELs (4.4+ on the ACCESS for ELLs assessment).

**Box 6.** If applicable, describe the modifications to be incorporated into the LIEP to address specific concerns identified in the evaluation process.

**Box 7.** **Using Local and/or State Funds:** Describe how the division provides outreach to LEP parents and families to allow them the opportunity to participate in their student’s education. Include how the division provides language assistance, such as third-party vendors, contracted interpreters and translators, or telephone or digital language services, to parents who may require it.

### Coordination of Services (Page 86)

**Box 8.** Describe the partnership between this program community, organizations, and other local, state and/or federal programs within the division. Possible services could include community partnerships, specialized programs, such as the gifted program, college and career readiness, special education, preschool, Title I, Title II, and Title IV. Provide data if available to support the effective outcomes of these collaborations.

**Title III Application ESSA Compliance Components using Title III Funds**

**Sec. 3115(g) Supplement Not Supplant (Page 87)**: Federal funds made available under this subgrant shall be used so as to supplement the level of federal, state and local funds that, in the absence of such

availability would have been expended for programs for English learners and immigrant children and youth and in no case to supplant such Federal, state and local public funds.

**Box 9. Title III-funded personnel, resources, and initiatives:** Describe how the LEA will use Title III funds to provide supplemental support to help ELs increase EL proficiency and meet the challenging State academic standards. The description must include a brief needs assessment with data, to demonstrate why the resources, materials, personnel, curriculum enhancement, coordination with other programs and other creative initiatives to be funded by Title III, will support an effective LIEP. This description must align with expenditures outlined in the Budget Summary and Detailed Budget Description in the Budget Tab.

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

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

1. **Immigrant Children and Youth (IY) Funds Under Title III (Title III, Part A, Tab, Page 88)**

Divisions are expected to describe how they will use immigrant children and youth (IY) funds to provide enhanced instructional opportunities specifically for immigrant children and youth and/or their families. Divisions should evaluate the success of the enhanced instructional opportunities funded with IY funds

1. **Title III Program Details (Title III Program Tab, Page 88)**

**Required Subgrant Activities for CSPR Reporting**

* **Box A: Sec. 3115(c)(1)(2)(3) –** LEA Required Subgrant Activities Respond **YES** or **NO** using the dropdowns if Title III funds will be used this year (2024-2025) to support required activities. The Title III Budget Tab and the Title III Program Narrative Tab boxes 8-11 should support the responses.
* **Box B: Sec. 3116(d) (1-9) –** Possible Subgrantee Activities: Place an **X** next to the activities below if Title III funds in 2024-2025 to provide these activities.
* **Box C. Sec.3201(7) of the ESEA –** Identify the language(s) of instruction if the LEA provides the Transitional Bilingual, Dual Language or Two-way Immersion Programs. If the LEA does not provide these LIEPs, mark **Not Applicable (N/A)**

1. **Measurable Objectives (Title III, Part A, Tab, Page 89)**

**Section 1**

In Section 1 of the MOs, the LEA must address the MOs in Section 2 of the previous year's application and report whether 1) the LEA met the intended outcomes/targets; 2) reasons why the intended outcomes/targets were not met; and 3) how the MO will be modified, if applicable. The LEA may also choose to use MOs from Section 1 of the application submitted two years previously.

The LEA should include a description of the data analysis and process used to determine if the intended MO outcome/target was met. Be sure to address all of the following:

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

1. **Private School Participation (Title III, Part A, Tab, Page 90)**

Divisions are expected to list **all** eligible private schools in the school division in column A. In column C include the number of ELs in private schools participating in services and provide a description of the services for participating children in column D. **Complete line 153** to show the number of ELs level 1.0-4.3 in your school division. The proportionate share is calculated in the application based on these numbers. Remember to add the private school funds identified on this tab in the Title III section of the Consolidated Budget tab on the lines shaded blue. Check the total on line 63 of the Consolidated Budget tab matches the total on line 157 of the Private School section in the Title III, Part A tab.

**Information Pertaining to Required and Allowable EL Subgrant and Immigrant Children and Youth Subgrant Activities**

The allowable activities are separated into the two Title III subgrant categories 1) EL subgrant, and 2) immigrant children and youth (IY) subgrant. EL and IY funds cannot be used for academic programs and LIEP services for ELs and immigrant children and youth that are required under other local, state, and federal laws to include Title VI of the *Civil Rights Act of 1964*, the Equal Educational Opportunities Act of 1974 (EEOA), and other requirements, including those under State or local laws.

##### **Required EL Subgrant Activities**

Programs and services using EL funds must be supplemental to other local, state, and federal requirements.

EL subgrant funds must be used to:

1. Increase the English proficiency of ELs by providing high-quality LIEP services that demonstrate effectiveness by increasing English proficiency and improving student academic achievement in the core academic subjects; and
2. Provide sustained high-quality professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals, administrators, and other school or community-based organizational personnel, that is–
   1. designed to improve the instruction and assessment of ELs;
   2. designed to enhance the ability of such teachers to understand and use curricula, assessment measures, and instruction strategies for ELs;
   3. based on research demonstrating the effectiveness of the professional development in increasing children’s English proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers; and
   4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers’ performance in the classroom, except that this subparagraph shall not apply to an activity that

is one component of a long-term, comprehensive professional development plan established by a teacher and the teacher’s supervisor based on an assessment of the needs of the teacher, the supervisor, the students of the teacher, and any school division employing the teacher.

1. Provide and implement effective activities and strategies that enhance or supplement LIEP services for ELs, which must include **LEP parent, family, and community engagement activities**, and may include strategies that serve to coordinate and align related programs.

##### **Allowable EL Subgrant Activities**

EL subgrant funds may be used to:

1. Upgrade program objectives and effective instruction strategies;
2. Improve the instructional program for ELs by identifying, acquiring, and upgrading curricula,

instructional materials, educational software, and assessment procedures;

1. Provide tutorials, academic or career and technical education, and intensified instruction;
2. Develop and implement elementary or secondary LIEP services that are coordinated with other relevant programs and services;
3. Improve the English proficiency and academic achievement of ELs;
4. Provide community participation programs, family literacy services, and parent engagement activities to ELs and their families to improve the English language skills, and assist parents in

helping their children to improve their academic achievement and become active participants in the education of their children;

1. Improve the instruction of ELs by providing for the acquisition or development of educational technology or instructional materials, access to and participation in, electronic networks for materials,

training, and communication, and incorporation of such resources into curricula and programs; and

1. Carry out other activities that are consistent with the purposes of this section.

Section 3114 of the ESEA provides that IY funds must be specifically targeted to eligible immigrant children and youth and their families through the provision of programs and services that provide enhanced instructional opportunities. Programs and services using IY funds must be supplemental to other local, state, and federal requirements. An immigrant children and youth student may or may not be an EL.

##### **Allowable Immigrant Children and Youth (IY) Subgrant Activities**

1. Family literacy and engagement activities designed to assist LEP parents in becoming active participants in the education of their children;
2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth;
3. Provision of tutorials, mentoring, or academic/career counseling for immigrant children and youth;
4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds;
5. Basic instructional programs that are directly attributable to the presence in the school district of immigrant children and youth, including payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such basic instructional services;
6. Other introduction services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the United States, such as programs of introduction to the educational system and civics education; and
7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services.

**Title III Consortium Agreement**

According to Title III, Part A, Sections 3111 and 3114, a state educational agency shall not award an EL formula subgrant if the amount of the subgrant is less than $10,000. However, the law permits school divisions to apply in consortium with one or more other school divisions to reach the $10,000 threshold. The Department will consider consortium memberships finalized by July 1. Requests to join or exit a consortium

will not be accepted after July 1.

1. **Title IV, Part A – Student Support and Academic Enrichment Grant Tab (Title IV, Part A, Tab)**
2. **Program Overview (Title IV, Part A, Tab, Pages 91-94)**

In narrative format:

* **Box 1a.** Local education agencies must conduct a needs assessment.

The description of the needs assessment should include:

* when the needs assessment was conducted;
* who participated in the assessment process and determining the division’s priorities;
* what data was collected and analyzed; and
* how the identified schools receiving services were identified as meeting one of the following criteria listed under section 4106(e)(2)(A) provided on the Program Specific Assurances tab.

For local education agencies receiving allocations of $30,000 or greater, conduct and provide a description of a comprehensive needs assessment (once every three years) that was conducted to examine needs for improvement in the areas of—access to, and opportunities for, a well-rounded education for all students:

* access to, and opportunities for, a well-rounded education for all students;
* school conditions for student learning to create a healthy and safe school environment; and
* access to personalized learning experiences supported by technology and professional development for the effective use of data and technology.

LEA's transferring funds to another federal program must complete a needs assessment for the three Title IV, Part A, categories and describe why funds are of greater need in the identified federal program funds will be transferred to. If the activities are allowable under Title IV, Part A, describe the local education agency's rationale for transferring the funds to another program.

* **Box 1b.** In accordance with ESEASection 4106(e) (2) and (f), each school division/grantee or consortium of school divisions receiving Title IV, Part A, funds will prioritize the distribution of funds to schools served based on one or more of the following criteria—
  + - Are among the schools with the greatest needs;
    - Have the highest percentages or numbers of children counted under Section 1124(c) (i.e., children counted for purposes of basic grants to LEAs under Title I, Part A of the ESEA);
    - Are identified for comprehensive support and improvement under Section 1111(c)(4)(D)(i) (i.e., are among the lowest-achieving schools);
    - Are implementing targeted support and improvement plans as described in Section 1111(d)(2) (i.e., have consistently underperforming student subgroups); or
    - Are identified as a persistently dangerous public elementary school or secondary school under Section 8532. (ESEASection 4106(e)(2)(A));

Describe, if applicable, how funds the distribution of funds to schools served was prioritized.

* **Box 2.** Describe, if applicable, how funds will be used for activities related to supporting well-rounded education, including the use of evidence-based practices.
* **Box 3.** Describe, if applicable, how funds will be used for activities related to supporting safe and healthy students.
* **Box 4.** Describe, if applicable, how funds will be used for activities related to supporting the effective use of technology.
* **Box 5.** Describe how the local education agency, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.
* **Box 6. 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.) Examples of professional development activities may include items from any object code, such as mentors, professional development/instructional coaches, contracted services, conferences, professional learning communities (PLC); leadership development and associated costs.

1. **Progress Toward Meeting Measurable Objectives (Title IV, Part A, Tab, Pages 95-96)**

Section 4104(a)(2) of ESSA requires that States report the degree to which divisions have made progress toward meeting the objectives and outcomes in their approved applications.

Describe the division's progress towards meeting the measurable objectives. Evidence toward meeting the objective must be reported even if the objective is still in progress or the division was unable to collect all data needed to determine the outcome. Address each measurable objective for which activities were implemented in the previous year. Indicate the application year (ex: 2022-2023 or 2023-2024) for the measurable objective and include relevant data.

1. **Private School Participation Worksheet (Title IV, Part A, Tab, Pages 97-99)**

* 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 IV, Part A, equitable services.
* **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:** Enter the school division’s projected K-12 enrollment for 2024-2025.
* **Step 4:** The amount of the set-aside for private school services will be calculated automatically by subtracting administrative expenses from the overall Title IV, Part A, budget.
* **Step 5:** The additional set-asides as a result of transferability will be calculated automatically by subtracting the administrative expenses from the overall transferability budget amount.
* **Step 6:**
  + - * + In Column A, 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.
        + Column D will automatically calculate the value of services for the 2024-2025 award year.
        + In Column E, indicate the method of notification for each private school.
* Once the funding source 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 Value of Services amount on the Consolidated Budget Summary tab in the budget summary as “Private School Set-Aside” in the appropriate object codes.  In the budget detail, list as “Private School Set-Aside” under the appropriate object codes.
* **Step 8:** Enter the Value of Additional services amount on the Consolidated Transferability tab in the appropriate object codes.  In the budget detail section on the same tab, list as “Private School Set-Aside” under the appropriate object codes.
* Public school division personnel should coordinate with private schools to determine the manner in which equitable services will be provided.
* **Step 9:** Provide a description of how Title IV, Part A, funds will be used to support services, activities, and other expenditures for the private schools, if applicable.

For an LEA or consortium that receives $30,000 or more, use—

* Not less than 20 percent of funds to support one or more of the activities authorized under section 4107 pertaining to well-rounded educational opportunities;
* Not less than 20 percent of funds to support one or more activities authorized under section 4108 pertaining to safe and healthy students; and
* A portion of funds to support one or more activities authorized under section 4109(a) pertaining to the effective use of technology, including an assurance that it will not use more than 15 percent of the remaining portion for purchasing technology infrastructure as described in section 4109(b)

**Special Rule**

No more than 15 percent of funds for activities to support the effective use of technology may be used "for purchasing technology infrastructure as described in subsection (a)(2)(B), which includes technology infrastructure purchased for the activities under subsection (a)(4)(A)." To clarify, LEAs or consortiums of LEAs may not spend more than 15 percent of funding in this content area on devices, equipment, software applications, platforms, digital instructional resources and/or other one-time IT purchases. (ESEA section 4109(b)).

**Administrative Cost**

The administrative set-aside is limited to 2 percent or less of the allocation amount including indirect costs after transferability, if any funds were transferred.

Indirect costs claims are subject to the availability of funds and statutory or administrative restrictions. Because the administrative cap applies to the combined claims for indirect costs and direct administrative costs, divisions may not be able to claim the entirety of their indirect costs. The amount unrecovered may not be shifted to another federal award.

1. **Title V, Part B, Subpart 2 – Rural and Low-Income Schools Program (Title V, Part B, Subpart 2 Tab)**
   1. **Use of Funds (Title V, Part B, Subpart 2 Tab, Page 100)**

Funds may be used for one or more of the categories listed below. Please indicate the areas by placing an “X” in the corresponding box. These categories must align with the

measurable objectives indicated in the application and must support the goals of the ESEA, as amended by the *Every Student Succeeds Act of 2015* (ESSA)*.*

* Activities authorized under Title I, Part A, Improving Basic Programs Operated by Local Educational Agencies
* Activities authorized under Title II, Part A, Supporting Effective Instruction
* Activities authorized under Title III, Language Instruction for English Learners and Immigrant Students
* Activities authorized under Title IV, Part A, Student Support and Academic Enrichment Grants
* Parental involvement activities
  1. **Enhanced Student Achievement or Division Improvement Activities Being Implemented (Title V, Part B, Subpart 2 Tab, Page 100)**

Describe how funds under this subpart will be used in conjunction with other federal funds to enhance student achievement or school improvement efforts.

Expenditure Account Descriptions (Pages 101-103)

Provides definitions for the object codes. Please review carefully.

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

**GENERAL ASSURANCES**

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

# **Title I, Part A – Improving Basic Programs**

The school division/grantee will:

1. Ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part;
2. Provide services to eligible children attending private elementary schools and secondary schools in accordance with Section 1117, and timely and meaningful consultation with private school officials regarding such services;
3. Participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under Section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C.9622(b)(3));
4. Coordinate and integrate services provided under this part with other educational services at the local educational agency or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program;
5. Collaborate with the State or local child welfare agency to—
   1. Designate a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency; and
   2. Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care, which procedures shall—
      1. Ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with Section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A)); and
      2. Ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if—
         1. The local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation;
         2. The local educational agency agrees to pay for the cost of such transportation; or
         3. The local educational agency and the local child welfare agency agree to share the cost of such transportation;
6. Ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification;
7. In the case of a local educational agency that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under Section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a));
8. Develop agreements and carry out the following coordination activities with Head Start and, if feasible, other early childhood programs;
9. developing and implementing a systematic procedure for receiving records regarding such children, transferred with parental consent from a Head Start program or, where applicable, another early childhood education program;
10. establishing channels of communication between school staff and their counterparts (including teachers, social workers, and health staff) in such Head Start agencies or other entities carrying out early childhood education programs, as appropriate, to facilitate coordination of programs;
11. conducting meetings involving parents, kindergarten or elementary school teachers, and Head Start teachers or, if appropriate, teachers from other early childhood education programs, to discuss the developmental and other needs of individual children;
12. organizing and participating in joint transition-related training of school staff, Head Start program staff, and, where appropriate, other early childhood education program staff; and
13. linking the educational services provided by such local educational agency with the services provided by local Head Start agencies.
14. For each local educational agency that uses funds under Title I, Part A, or Title III, Part A, identify all English learners within 30 days of enrollment, and, not later than 30 days after the beginning of the school year (or, for those children who have not been identified as English learners prior to the beginning of the school year but are identified as English learners during the school year, within the first two weeks of the child being placed in a language instruction educational program), the local educational agency shall notify the children’s parents of an English learner identified for participation or participating in such a program, of—
    1. The reasons for the identification of their child as an English learner and in need of placement in a language instruction educational program;
    2. The child’s level of English proficiency, how such level was assessed, and the status of the child’s academic achievement;
    3. The methods of instruction used in the program in which their child is, or will be, participating and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;
    4. How the program in which their child is, or will be, participating will meet the educational strengths and needs of their child;
    5. How such program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;
    6. The specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for English learners, and the expected rate of graduation from high school (including four-year adjusted cohort graduation rates and extended-year adjusted cohort graduation rates for such program) if funds under this part are used for children in high schools;
    7. In the case of a child with a disability, how such program meets the objectives of the individualized education program of the child, as described in Section 614(d) of the Individuals with Disabilities Education Act (20 U.S.C. 1414(d));
    8. Information pertaining to parental rights that includes written guidance—
       1. Detailing the right that parents have to have their child immediately removed from such program upon their request;
       2. Detailing the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and
       3. Assisting parents in selecting among various programs and methods of instruction, if more than 1 program or method is offered by the eligible entity;
15. Use Virginia’s *Foundation Blocks for Early Learning* to align preschool and K-12 curriculum; and
16. Use Pre-K Language and Literacy Screener (if there is a Title I preschool program) and report data to the Virginia Literacy Partnership office at the University of Virginia using the student’s State Testing Identifier (STI).

#### **Title I, Part C – Education of Migratory Children**

The school division/grantee assures:

1. It will use funds received only for programs and projects, including the education of Priority for Services migrant students and the acquisition of equipment, in accordance with Section 1306;
2. It will consult with parent advisory councils for migrant education programs of one school year in duration and that all such programs and projects are carried out in a manner that provides for the same parental involvement as is required for programs and projects under Section 1116 and that the programs and projects are provided in a format and language understandable to the parents;
3. It will make adequate provision for addressing the unmet educational needs of preschool migratory children and migratory children who have dropped out of school;
4. The effectiveness of programs and projects will be determined, where feasible, using the same approaches and standards that will be used to assess the performance of students, schools, and local educational agencies under Title I, Part A;
5. The programs and projects will provide for: (A) advocacy and outreach activities for migratory children and their families, including informing children and parents of, or helping such children and

families gain access to, other education, health, nutrition, and social services; (B) professional development programs, including mentoring, for teacher and other program personnel; (C) family literacy programs; (D) the integration of informational technology into educational and related programs; and (E) programs to facilitate the transition of secondary school students to postsecondary education or employment; and

1. It will assist the state in determining the number of migrant children under Section 1303(a)(1).

#### **Title I, Part D, Subpart 2 – Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent or At-Risk**

The school division/grantee assures:

1. It will give priority to such children and youth who are likely to be released from incarceration within a two-year period;
2. It will carry out the evaluation requirements of Section 1431. Each local educational agency that conducts a program under Subpart 2 will evaluate the program, disaggregating data on participation by gender, race, ethnicity, and age, not less than once every three years, to determine the program's impact on the ability of participants to:
3. maintain and improve educational achievement;
4. accrue school credits that meet state requirements for grade promotion and secondary school graduation;
5. make the transition to a regular program or other education program operated by a local educational agency;
6. complete secondary school (or secondary school equivalency requirements) and obtain employment after leaving the correctional facility or institution for neglected or delinquent children and youth; and
7. participate, as appropriate, in postsecondary education and job training programs.

**Title II, Part A – Supporting Effective Instruction**

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.

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

**Title III, Part A – Instruction for English Learners and Immigrant Children and Youth**

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

**Section 3115**

(g) SUPPLEMENT, NOT SUPPLANT - Federal funds made available under this subpart shall be used so as to supplement the level of federal, state, and local public funds that, in the absence of such availability, would have been expended for programs for English learners and immigrant children and youth and in no case to supplant such Federal, State, and local public funds.

The school division/grantee assures:

1. It will include in the plan under ESEA Section 3114 a certification that all teachers in any LIEP are, or will be, funded under this part are fluent in English and any other language used for instruction, including having written and oral communications skills;
2. All ELs will be identified within 30 days of enrollment
3. It will comply with the parental notification requirements as described below:
   1. Each eligible entity using funds provided under this title to provide a LIEP shall, not later than 30 days after the beginning of the school year, inform a parent or the parents of ELs identified for participation in, or participating in, such program of —
      1. the reasons for the identification of their child as an EL and in need of placement in a LIEP;
      2. the child’s level of English proficiency, how such level was assessed, and the status of the child’s academic achievement;
      3. the method of instruction used in the program in which their child is, or will be, participating, and the methods of instruction used in other available programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction;
      4. how the program in which their child is, or will be participating, will meet the educational strengths and needs of the child;
      5. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;
      6. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for ELs, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools;
      7. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; and
      8. information pertaining to parental rights that includes written guidance —
         1. detailing —
            1. the right that parents have to have their child immediately removed from such program upon their request; and
            2. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and
         2. assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the eligible entity.
   2. RECEIPT OF INFORMATION- The information required to be provided under subsection (a) to a parent shall be provided in an understandable and uniform format and, to the extent practicable, in a language that the parent can understand.
4. It will comply with the Parents Right-to-Know requirements in ESEA Section 1112(e);
5. It will annually assess the English proficiency of all ELs participating in programs funded under this part;
6. It will base its proposed plan on effective research on teaching ELs;
7. It will ensure that the programs will enable children to speak, read, write, and comprehend the English language and meet challenging state academic content and student academic achievement standards;
8. It will not violate any state law, including state constitutional law, regarding the education of ELs, consistent with ESEA Sections 3125 and 3126;
9. It consulted with teachers, researchers, school administrators and other school personnel, parents and family members, community members, public or private entities, institutions of higher education, and other stakeholders in developing the Title III local plan described in the program overview section;
10. It will, if applicable, coordinate activities and share relevant data under the plan with local Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers; and

##### Immigrant children and youth (IY) funds will be specifically targeted to eligible immigrant students and their families.

**Title IV, Part A – Student Support and Academic Enrichment Grants**

In accordance with ESEASection 4106(e) (2) and (f), each school division/grantee or consortium of school divisions receiving Title IV, Part A, funds will:

* Prioritize the distribution of funds to schools served based on one or more of the following criteria—
  1. Are among the schools with the greatest needs;
  2. Have the highest percentages or numbers of children counted under Section 1124(c) (i.e., children counted for purposes of basic grants to LEAs under Title I, Part A of the ESEA);
  3. Are identified for comprehensive support and improvement under Section 1111(c)(4)(D)(i) (i.e., are among the lowest-achieving schools);
  4. Are implementing targeted support and improvement plans as described in Section 1111(d)(2) (i.e., have consistently underperforming student subgroups); or
  5. Are identified as a persistently dangerous public elementary school or secondary school under Section 8532. (ESEASection 4106(e)(2)(A));
* Divisions or consortia that receives $30,000 or more will use—
  1. Not less than 20 percent of funds to support one or more of the activities authorized under Section 4107 pertaining to well-rounded educational opportunities;
  2. Not less than 20 percent of funds to support one or more activities authorized under Section 4108 pertaining to safe and healthy students; and
  3. A portion of funds to support one or more activities authorized under Section 4109(a) pertaining to the effective use of technology, including an assurance that it will not use more than 15 percent of the remaining portion for purchasing technology infrastructure as described in Section 4109(b).(ESEASection 4106(e)(2)(C)-(E));
* Reserve not more than 2 percent for the direct administrative costs of carrying out the division’s responsibilities (ESEA Section 4105(c));
* Comply with Section 8501-8504, regarding equitable participation of private school children and

teachers (ESEASection 4106(e)(2)(B)); and

* Complete an annual State report regarding how funds for the SSAE program are being used

(ESEASection 4106(e)(2)(F)).