

No Child Left Behind Act of 2001
(NCLB)
P. L. 107-110

Local Consolidated Application

Guidelines ♦ Instructions ♦ Assurances

Application Submission Date:
July 1, 2008

Grant Award Period:
July 1, 2008 – September 30, 2009

Virginia Department of Education
Division of Instruction
Office of Program Administration and Accountability
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 the five No Child Left Behind (NCLB) goals, which are:

- All students will reach high standards, at a minimum, attaining proficiency or better in reading/language arts and mathematics by 2013-2014.
- All limited English proficient students will become proficient in English and reach high academic standards, at a minimum, attaining proficiency or better in reading/language arts and mathematics.
- By 2005-2006, all students will be taught by highly qualified teachers. (If this goal has not been achieved, please address the plan for attainment of this goal.)
- All students will be educated in learning environments that are safe, drug free, and conducive to learning.
- All students will graduate from high school.

Application Submission and Approval Deadline

- The application submission date is July 1, 2008.
- A school division that submits an approvable application by July 1, 2008, will have the appropriate 2008-2009 funds available on a reimbursement basis as of July 1, 2008. A school division that submits an approvable application after July 1, 2008, will have the appropriate 2008-2009 funds available on a reimbursement basis as of the date the application is received at the Department.

Submission to the Department of Education

- Applications will be submitted using the Web-based Online Management of Education Grant Awards (OMEGA) system. See instructions for the electronic application completion and submission process on page 3.
- The signed application cover page **should not be submitted** to the Virginia Department of Education. 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 RETAINED AT THE LOCAL LEVEL AND THE ONLINE CERTIFICATION BY THE SUPERINTENDENT WILL INDICATE COMPLIANCE WITH APPLICATION ASSURANCES.** See additional information on assurances in the “General Assurances and Program Specific Assurances” section on page 3.

Revisions and Amendments to Applications

- Revisions are edits that are necessary to the program, application, or budget *before* approval can be granted. Revisions to the application can be made after the original submission and prior to the receipt of the official grant award notification.
- Amendments are changes that are made to the program, application or budget *after* the receipt of the official grant award notification. Amendments can be made during the entire grant award period. An electronic amendment form must accompany all amendments.
- All changes, whether revisions or amendments, should be made to the original or most current version of the application Microsoft Excel file. The file should then be re-submitted using OMEGA in a similar manner as was used for the original submission of the application file. Additional information on amendment submission is available in the online technical assistance document located at: <http://www.doe.virginia.gov/VDOE/Instruction/OCP/nclb-applications.html>.

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. For some programs, funds are released in two parts from the United States Department of Education. The full grant award period is July 1, 2008, through September 30, 2009.
- If the 2008-2009 allocation amounts are not available to school divisions by the application submission date, the 2007-2008 allocation may be used as the tentative budget amount. When the school division's final 2008-2009 federal allocations have been received, applicants should follow the electronic amendment process outlined in the online technical assistance document located at <http://www.doe.virginia.gov/VDOE/Instruction/OCP/nclb-applications.html>.

Appendix A: 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 located at the end of this document and must be retained at the division level.
- **THE SUPERINTENDENT/DESIGNEE'S AND BOARD CHAIRPERSON'S SIGNATURES ON THE APPLICATION COVER PAGE CERTIFY THAT THE LOCAL EDUCATIONAL AGENCY WILL IMPLEMENT THE GENERAL AND PROGRAM SPECIFIC ASSURANCES. THE SIGNED ORIGINAL OF THE APPLICATION COVER PAGE MUST BE RETAINED AT THE DIVISION LEVEL.**

Instructions for Electronic Completion and Submission of Application

- The application has been created in a Microsoft Excel format. Users can enter information only in areas of the application in which a white box appears. Use the "Tab" key to move from box to box. **Do not** use the "Enter" key to advance to the next box.
- The completed application must be saved as an Excel document with the following name: "XXXConsApp08-09.xls" (The "XXX" should be replaced by the three-digit LEA/Payee Code for your particular division). For example, Accomack County's Local Consolidated Application should be saved as "001ConsApp08-09.xls" in the electronic files for the school division.
- 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).
- OMEGA can be accessed through the Virginia Department of Education (VDOE) 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.
- Additional information and guidance regarding the submission of the application using OMEGA can be found in the technical assistance document at: <http://www.doe.virginia.gov/VDOE/Instruction/OCP/nclb-applications.html>. If additional technical support is needed, please e-mail 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. Do not mail print copies of the application to the Virginia Department of Education.

Specific Title Uses of Funds

- A. Title I, Part A, Improving Basic Programs – Funds are 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 program 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.
- B. Title I, Part C, Migrant Education – Funds are to be used to develop instructional programs and projects that:
- Support high quality and comprehensive educational programs for migratory children to help reduce the educational disruptions and other problems that result from repeated moves;
 - 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 state academic content and student academic achievement standards;
 - Ensure that migratory children are provided with appropriate educational services (including supportive services) that address their special needs in a coordinated and efficient manner;
 - Ensure that migratory children receive full and appropriate opportunities to meet the same challenging state academic content and student academic achievement standards that all children are expected to meet;
 - Design programs to 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 do well in school, and to prepare such children to make a successful transition to post-secondary education or employment; and
 - Ensure that migratory children benefit from state and local systemic reforms.
- C. Title I, Part D, Neglected, Delinquent, or At-Risk – Funds are to be used to develop instructional programs that:
- Improve educational services for children and youth in state institutions for neglected or delinquent children and youth so that such children and youth have the opportunity to meet the same challenging state academic content standards that all children in the state are expected to meet;
 - Provide these children and youth with the services needed to make a successful transition from institutionalization to further schooling or employment;
 - Prevent at-risk youth from dropping out of school; and
 - Provide dropouts and children and youth returning from correctional facilities or institutions for neglected or delinquent children and youth with a support system to ensure their continued education.
- D. Title II, Part A, Teacher Quality – Funds are to be used to develop instructional programs that:
- Increase student academic achievement through strategies such as improving teacher and principal quality;
 - Increase or retain the number of highly qualified teachers in the classroom, including special education, through high quality professional development; class size reduction, particularly in the primary grades; teacher mentoring programs; recruitment programs; scholarships; signing bonuses; and providing other financial incentives such as differential pay or moving expenses, for teachers to teach academic subjects in which there exists a shortage of highly qualified teachers within a school or within the local educational agency;
 - Improve the quality of principals and superintendents, including the development and support of talented, aspiring, or current principals and superintendents to become outstanding managers and educational leaders;
 - Increase the number of highly qualified paraprofessionals through high quality professional development; and assistance in efforts to achieve high quality status;
 - Improve the quality of the teaching force, through programs and activities;
 - Hold local education agencies and schools accountable for improvements in student achievement;
 - Target program funds to schools that have the lowest proportion of highly qualified teachers,

- have the largest average class size, or are identified for school improvement under Title I, section 1116 (b); and
 - Ensure equitable services for private schools.
- E. Title II, Part D, Technology – Funds are to be used to:
- Improve student academic achievement through the use of technology in elementary schools and secondary schools;
 - Assist every student in crossing the digital divide by ensuring that every student is technologically literate by the time the student finishes the eighth grade, regardless of the student’s race, ethnicity, gender, family income, geographic location, or disability; and
 - Encourage the effective integration of technology resources and systems with teacher training and curriculum development to establish research-based instructional methods that can be widely implemented as best practices by state educational agencies and local educational agencies.
- F. Title III, Part A, Limited English Proficient (LEP) – Funds are to be used to develop instructional programs that:
- Increase the English proficiency of LEP students by providing high quality language instructional programs that are based on scientifically-based research and demonstrate effectiveness in
 - increasing English language proficiency; and
 - improving student academic achievement in core content subject areas.
 - Provide 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:
 - designed to improve the instruction and assessment of LEP children;
 - based on scientifically-based research; and
 - of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in the classroom.
 - Provide parent and/or guardian outreach programs that assist in the attainment of English language proficiency and core academic content skills for their children.
- G. Title IV, Part A, The Safe and Drug-Free Schools and Communities Act (SDFSCA) – Funds are to be used to establish, operate, and improve programs of school drug and violence prevention and early intervention. Funds support programs that:
- Prevent violence in and around schools;
 - Prevent the illegal use of alcohol, tobacco, and drugs;
 - Involve parents and communities;
 - Have demonstrated effectiveness with scientifically-based research; and
 - Coordinate with related federal, state, school, and community efforts and resources to foster safe and drug-free learning environments that support student academic achievement.
- H. Title VI, Part B, Subpart 2, Rural and Low-Income School Programs – Funds are to be used for rural school divisions that serve concentrations of children from low-income families. Funds may be used to support a broad array of local activities to enhance student achievement through one or more of the following seven categories:
- Recruitment and retention of teachers, including the use of signing bonuses and other incentives;
 - Professional development for teachers, including programs that train teachers to utilize technology to improve teaching and to train teachers of students with special needs;
 - Educational technology authorized under Title II, Part D, Enhancing Education Through Technology;
 - Parental involvement activities;
 - Activities authorized under Title IV, Part A, Safe and Drug-Free Schools and Communities;
 - Activities authorized under Title I, Part A, Improving Basic Programs; and
 - Activities authorized under Title III, Part A, Language Instruction for LEP and Immigrant Youth.

VIRGINIA DEPARTMENT OF EDUCATION FEDERAL PROGRAM CONTACTS

PROGRAMS	CONTACT	E-MAIL	TELEPHONE
Title I, Part A – Improving Basic Programs Operated by the Local Educational Agencies	Regions 1 and 2 Shady Clark	Shady.Clark@doe.virginia.gov	(804) 225-2901
	Region 4 Ann Sheehan	Ann.Sheehan@doe.virginia.gov	(804) 371-2932
	Regions 3 and 7 Gabie Frazier	Gabie.Frazier@doe.virginia.gov	(804) 225-2907
	Regions 5 and 6 Dr. Philip Iovino	Philip.Iovino@doe.virginia.gov	(804) 371-2934
	Region 8 Veronica Tate	Veronica.Tate@doe.virginia.gov	(804) 225-2904
Title I, Part A – Homeless Children And Youth	Dr. Patricia Popp	homlss@wm.edu	(757) 221-4002
Title I, Part A – Preschool Program	Cheryl Strobel	Cheryl.Strobel@doe.virginia.gov	(804) 371-7578
Title I, Part C – Education of Migratory Children	Megan Moore	Megan.Moore@doe.virginia.gov	(804) 786-9935
Title I, Part D – Neglected, Delinquent, or At-Risk	Dr. Anthony Dursa	Anthony.Dursa@doe.virginia.gov	(804) 786-9935
Title II, Part A – Teacher Quality	Carol Sylvester	Carol.Sylvester@doe.virginia.gov	(804) 371-0908
	Dr. Lolethia Kibble	Lolethia.Kibble@doe.virginia.gov	(804) 786-9952
Title II, Part D – Enhancing Education Through Technology	Mark Saunders	Mark.Saunders@doe.virginia.gov	(804) 786-0307
Title III, Part A – Language Instruction for Limited English Proficient and Immigrant Students	Regions I, III, and VIII Megan Moore	Megan.Moore@doe.virginia.gov	(804) 786-3395
	Regions II, VI, and VII Stacy Freeman	Stacy.Freeman@doe.virginia.gov	(804) 371-0078
	Regions IV and V Judy Radford	Judy.Radford@doe.virginia.gov	(804) 786-1692
Title IV, Part A – Safe and Drug-Free Schools and Communities	Dr. Susan FitzPatrick	Susan.FitzPatrick@doe.virginia.gov	(804)225-2897
Title VI, Part B – Rural and Low-Income School Program	Gabie Frazier	Gabie.Frazier@doe.virginia.gov	(804) 225-2907
Mechanics of Excel Applications	Becky Marable	Rebecca.Marable@doe.virginia.gov	(804) 371-0044
Online Management of Education Grant Awards (OMEGA)	OMEGA Support	OMEGA.Support@doe.virginia.gov	(804) 371-0993

Instructions for Completing the Application

A. Cover Page (Coordinated Consolidated Information Tab Pages 1-2)

1. The applicant will complete the school division information section. Click the drop down box that appears at the end of the Applicant (Legal Name of Agency) and locate your school division name. Click on your school division name. This feature will automatically insert your school division name and number throughout the application.
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. Once you have clicked on your school division name on page 2, the 2007-2008 funding allocations will appear in the boxes in the column labeled 2007-2008 Allocation. A “yes” or “no” will also appear in the column marked 2007-2008 Consolidated Application.
5. In the column to the right labeled, 2008-2009 Allocation Total, enter your school division’s allocations by titles to be included in the 2008-2009 Consolidated Application(s). If you do not have your 2008-2009 allocation, use the 2007-2008 amount. Once you enter the allocation in the column labeled 2008-2009 Allocation Total, the column labeled 2008-2009 Consolidated will automatically change to “yes” or “no”.
6. Include the total amount of funds being requested for each program.

B. Local Contact By Program Area (Coordinated Consolidated Information Tab Pages 3-4)

The applicant will list the division contact(s) by program area(s).

C. Program Overview (Coordinated Consolidated Information Tab Pages 5-7)

1. Describe the instructional programs or program services to be developed with the requested federal funds.
2. Include the targeted population(s). (Examples: NCLB subgroups of students; homeless and migrant students, instructional and administrative staff, paraprofessionals, parents, etc.)
3. Discuss how the division’s programs will contribute to the achievement of the NCLB goals.

D. Coordination Of Services (Coordinated Consolidated Information Tab Pages 8-9)

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

E. Measurable Objectives (Coordinated Consolidated Information Tab Pages 10-14)

1. In the tables on pages 10-14, as needed, state the measurable objectives that will guide the development of the programs to be funded with the requested federal funds. Measurable objectives may be continued/revised from the previous school year with an adjusted time period. Indicate the federal programs that are covered within each measurable objective. Each federal program included on the application must be incorporated into the measurable objectives at least once.
2. Describe the scientifically-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 on the next page.

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
4. Time period for performance or assessment.

Examples:

1. In the spring of 2009, 85 percent of the fifth-grade students taking the Standards of Learning writing test will score 400 or higher.
2. By the end of the 2008-2009 school year, 65 percent of the limited English proficient students will demonstrate progress in acquiring English language proficiency as demonstrated by moving from one English language proficiency level to the next.

Note 1: It is anticipated that 2007-2008 *student-level* Standards of Learning (SOL) test results will arrive in the school divisions prior to the application deadline. Though unofficial, schools and school divisions should examine these data for student progress toward the attainment of the adequate yearly progress (AYP) annual measurable objectives in reading (English/language arts) and mathematics.

School divisions that have not received the data in sufficient time to complete certain measurable objectives by the application deadline should still consider submitting the application on time. Upon receipt and analysis of the student-level data, divisions may submit revisions to the application.

Note 2: Measurable objectives related to teacher and paraprofessional quality should be guided by data from the [Instructional Personnel Report, Superintendent's Memorandum Number 45, October 5, 2007](#). The report will give the division data regarding the highly qualified status of teachers and paraprofessionals. These data should be used to determine needed activities to meet the requirements for highly qualified status.

F. Detail Budget Breakdown (Coordinated Consolidated Information Tab Pages 15-22)

1. The program budget must reflect resources needed to achieve the measurable objectives.
2. The applicable detail budget breakdown sheets must also be completed.
3. The “Expenditure Accounts Description” provides definitions for the object codes. Please review carefully.

G. Local Education Budget Summary (Consolidated Budget Summary Tab Page 23)

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

H. Program Specific Guidelines And Instructions

1. Title I, Part A – Improving Basic Programs

a. Student Eligibility For Title I Targeted Assistance Schools (Title I, Part A, Tab Page 24)

Describe the eligibility criteria that will be used to select students 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. (Section 1115)

- b. Staff Information for Title I, Part A, Targeted Assistance Program (Title I, Part A, Tab Page 25)
Provide the number of full-time equivalent (FTE) staff funded through Title I, Part A, participating in targeted assistance programs during the 2008-2009 school year by job category. For administrators and supervisors who serve both targeted assistance and schoolwide programs, report the FTE attributable to the targeted assistance duties only. 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 parental involvement 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?

Paraprofessionals who do not provide instructional support, for example, paraprofessionals who are translators or who work with parental involvement or computer assistance.

Who is a qualified paraprofessional?

A paraprofessional who has (1) completed 2 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) (Section 1119(c) and (d).) For more information on qualified paraprofessionals, please refer to the Title I paraprofessionals Guidance, available at:

<http://www.ed.gov/policy/elsec/guid/paraguidance.doc>

- c. New Title I Schoolwide School Programs (Title I, Part A, Tab Page 26)
If applicable, indicate in the space provided the school or schools in your division that have completed one year of planning and will be implementing a new Schoolwide Program during school year 2008-2009. Please contact your state Title I specialist for instructions on how to submit a new plan(s).
- d. Title I School Improvement (Title I, Part A, Tab Page 27)
Read the requirements on page 27, and indicate school division compliance with the NCLB requirements. Divisions with schools in School Improvement for the 2007-2008 school year will list the school names and indicate if the school will comply with the next step in the School Improvement requirements, as referenced in NCLB Section 1116 (e), if necessary, based on the outcome of performance measured by adequate yearly progress in reading and mathematics.
- e. Maintenance Of Effort (Title I, Part A, Tab Page 28)
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 in blanks A and B the dollar amounts that represent the per pupil expenditure from non-federal funds for the past two fiscal years. (Example: Applications for 2008-2009 school year should show Maintenance of Effort per pupil expenditure for the 2005-2006 and 2006-2007 school

f. Eligible Attendance Areas (Title I, Part A, Tab Page 28-29)

Indicate the source of data for reporting unduplicated count of low-income children.

- Free/Reduced Lunch
- Temporary Assistance for Needy Families (TANF)
- Children Eligible for Medicaid
- Most Recent U. S. Census Bureau Information

Indicate option used to select schools to be served:

- Grade Span
- Rank Order
- Division Average

Complete the Eligible Attendance Areas data as required.

- Click the **Import School Data** yellow button on the left 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.
- Complete required information with appropriate counts. Totals and Percentages will be automatically calculated.
- After completing data input, click the yellow **Sort by Highest Poverty Percentage** button at the top right of the page.
- Totals, Division Average, and Grade Span Averages will be automatically calculated.

At the bottom of the Grade Span Averages, click the appropriate button to indicate whether you are **Calculating 35 percent and Above Low-Income** or **Calculating Below 35 percent Low-Income**. This will direct you to the “Set Asides Page.” If you chose the incorrect format to calculate PPE at this time, you will have an option to change at the end of the Set Aside Page. When you click the appropriate button at the bottom of the page it will unhide a tab **35 percent and Above Low-Income** or **Below 35 percent Low-Income**. Note the page numbers are the same under each tab.

g. Optional And Required Set-Asides For Divisions Operating Title I, Part A, Basic Programs (Page 30)

There are two classifications of set-aside funds, Required and Optional. The set-aside funds are either at the division level or at the school level.

Division Level Set-Asides:

A. **Required Set-Asides** (under NCLB, if applicable):

1. School Improvement – for school divisions with Title I schools in School Improvement (Section 1116). A school division shall set aside an amount equal to 20 percent of the Title I allocation, unless a lesser amount is needed, for the provision of public school choice (PSC) and supplemental educational services (SES) (5% PSC, 5% SES, 10% either, as needed). A school division shall not reduce an eligible school’s Title I allocation by more than 15 percent to be used in support of public school choice transportation and supplemental educational services;
2. Division Improvement – for school divisions in divisions improvement, 10 percent of the Title I, Part A, allocation must be reserved for professional development; and
3. Parental Involvement – for school divisions receiving \$500,000 or more from Title I, Part A, 1 percent must be set aside. (Section 1118);

B. **Optional Set-Asides:** Optional set-asides are any administrative expenditure difficult to prorate among the eligible schools receiving Title I, Part A, funds.

- These expenditures are set aside when determining the amount of funds for distribution to eligible schools.
- These set-asides are considered optional because many school divisions do not charge these expenditures to Title I, Part A.
- Other optional set-asides:
 - teacher quality;
 - Title I preschool program initiatives; and/or
 - Homeless, Neglected/Delinquent, and Limited English Proficient (LEP) Populations – for school divisions that need additional funds from Title I, Part A, (as necessary) to serve these populations.

School Level Set-Asides:

- A. **Required Set-Asides** (under NCLB, if applicable): These set-asides are for Title I schools in School Improvement. [Section 1116 (b)(3)(A)(iii)] Ten (10) percent of the Title I annual allocation to each Title I school must be expended for professional development each fiscal year if the school is in Title I School Improvement. Funds reserved for school level professional development under Section 1116 (b)(3)(A)(iii) may be included as part of the 10 percent Division level set-asides.

Note: Funds reserved for school level professional development under Section 1116 (b)(3)(A)(iii) may be included as part of the 10 percent Division level set-asides. However, funds reserved for professional development under Section 1119 may not be included as part of the 10 percent Division level set-asides. This amount automatically calculates.

Instructions for completing Set-Aside (Page 30):

- Indicate the percentage of Title I funds your division is reserving for Public School Choice and Supplemental Education Services in the white boxes to the left of the appropriate category. This amount of funds will automatically calculate and appear in Column A. You may also enter any local funds that you are going to use for Public School Choice and Supplemental Education Services. Only Title I, Part A, funds will automatically show in Column B and will be included as part of the total division set-aside.
- Enter “Yes” in the appropriate white box **IF** your division is in Division Improvement. This will automatically calculate the required set-aside amount and it will appear in Column B. *Note: School Improvement funds **DO NOT** appear on this page.*
- Under Division Level (Optional) enter the amount your division is reserving for the identified items in the white boxes on column B.
- Under Initiatives enter amounts, if applicable, in the white box in column B.
- If your Title I, Part A, allocation is greater than \$500,000, you are required to set aside 1 percent of the allocation for parental involvement. This is automatically calculated and will show the 95 percent of the 1 percent that must be used at the school level and 5 percent of the 1 percent that may be used at the division level. Additional parental involvement funds may be set-aside under the Optional Set-Asides and must be clearly shown in the Summary and Detailed Budget pages.
- Enter additional optional set-aside as applicable in Column B.

INSTRUCTIONS FOR ALLOCATIONS TO ELIGIBLE SCHOOLS:

Low-Income Factor 35 Percent Above (Page 31)

Below 35 Percent Low-Income Factor (Page 31)

To compute the allocations for eligible schools, first determine whether all of the schools to be served have a low-income factor of **35 percent and above** or whether the low-income factor is **below 35 percent**. There are two conditions by which the low-income factor could be 35 percent or above:

- The division average could be 35 percent or above, or
- The division could elect to serve all schools 35 percent and above regardless of the division average.

Instructions for completing Low-Income Factor: Thirty-five Percent and Above (Page 31)

Box A:

- The division's total allocation 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 (containing 16 columns of data):

- All cells in blue automatically calculate.
- Complete all columns in white (Columns 4-6) with "Yes" or "No."
Note: This indication is necessary to populate the columns to the right shaded blue.
- **IMPORTANT:** Indicate with "Yes" or "No" those schools in School Improvement (Column 6).
- Complete all columns in white (Columns 7-8) with numerical figures.
- Complete Column 13 (School Reallocation Amount) on this page **ONLY** if your division does **NOT** have schools in School Improvement and you want to reallocate funds. Remember that when you reallocate funds, schools with the highest poverty must have the highest PPE.

*Note: If the division is in Division Improvement and has a school(s) in School Improvement, you will be forwarded to a second School Allocation (Page 33) on which you **may** reallocate funds.*

After data are imported to allocation to eligible schools page 31 and all boxes are filled in, click the yellow button at the top right corner of page labeled, "**Click here if your division is in Improvement and any "Yes" selections in Column 6.**" Refer to Column 6 ("School Improvement? Yes or No") to determine if applicable. If your division is in Division Improvement and has schools in school improvement, you will be directed to a second Required and Optional Set-Asides page for Divisions Operating Title I, Part A, Basic Programs (page 32). On this page make no entries; the 10 percent School Improvement required set-aside identified on page 30 for Schools in Improvement is automatically transferred. You then have a new Title I, Part A, Allocation to Eligible Schools Page. It has now been adjusted for any schools in improvement (page 31). Page 33 shows your final amount to distribute to schools and your final PPE. Be sure you are looking at page 32 when making your final reallocations if applicable.

*Note: If funds are reallocated, a higher poverty school **must** have a higher PPE than a lower poverty school. This can be seen in Column 15 and you will be alerted if this is not the case.*

Instructions for completing: Below 35 Percent Low-Income Factor (Page 31)

If your division serves **ANY** school with a poverty income factor below 35 percent, this page **MUST** be used. (Page 31)

Box A:

- The division's total allocation 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.
- You may increase this percentage to an amount greater than 125 percent.

Box C:

- Follow the same steps for serving schools 35 percent and Above.

Note:

1. *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.*
2. *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 remaining unfunded eligible schools with the remaining funds.*

h. Homeless Children And Youth (Title I, Part A, Homeless Tab Page 34)

Each school division has designated an individual in the central office as the Homeless Education Liaison. Indicate the individual's name on this page. Obtain information from this individual to complete this form. Additional guidance and Web resources can be obtained from Project Hope-VA, the state's homeless education office. Contact information for Project Hope-VA is listed on page 7.

i. Title I Preschool Program (Title I, Part A, Preschool Tab Pages 35-36)

Complete this form, as needed.

2. **Title I, Part C – Migrant Education (Title I, Part C, Tab Pages 37-38)**

a. Regional Program Applicants

- 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.

b. Check the type of Migrant Education Program (MEP) the division or Regional Program offers. The definitions are as follows:

- **Regular School Year – School Day Only projects:** Projects where all MEP services are provided during the school day during the regular school year.
- **Regular School Year – School Day/Extended Day projects:** Projects where some or all MEP services are provided during an extended day or week during the regular school year (e.g., some services are provided during the school day and some outside of the school day; e.g., all services are provided outside of the school day).

- **Summer/Intersession Only projects:** Projects where all MEP services are provided during the summer/intersession term.
 - **Year-Round projects:** Projects where all MEP services are provided during the regular school year and summer/intersession term.
- c. Provide the headcount and FTE by job classification of the staff funded by Migrant Program. The definitions are as follows:
- **Teacher:** A classroom instructor who is licensed and meets any other teaching requirements in the state.
 - **Counselor:** A professional staff member who guides individuals, families, groups, and communities by assisting them in problem-solving, decision-making, discovering meaning, and articulating goals related to personal, educational, and career development.
 - **Paraprofessional:** An individual who: (1) provides one-on-one tutoring if such tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher; (2) assists with classroom management, such as organizing instructional and other materials; (3) provides instructional assistance in a computer laboratory; (4) conducts parental involvement activities; (5) provides support in a library or media center; (6) acts as a translator; or (7) provides instructional support services under the direct supervision of a teacher (Title I, Section 1119(g)(2)). Because a paraprofessional provides instructional support, he/she should not be providing planned direct instruction or introducing to students new skills, concepts, or academic content. Individuals who work in food services, cafeteria or playground supervision, personal care services, non-instructional computer assistance, and similar positions are not considered paraprofessionals under Title I.
 - **Recruiter:** A staff person responsible for identifying and recruiting children as eligible for the MEP and documenting their eligibility on the Certificate of Eligibility.
 - **Record transfer staffer:** An individual who is responsible for entering, retrieving, or sending student records from or to another school or student records system.
 - **Qualified paraprofessional:** A qualified paraprofessional must have a secondary school diploma or its recognized equivalent and have (1) completed 2 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 be 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) (Section 1119(c) and (d) of ESEA).
3. **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 39-48)**
Those applying for funds under Title I, Part D, Subpart 2, will need to complete the following information:
- Section 1. Section 1423 of the federal legislation outlines 13 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.
Local Education Agencies must respond to this section.
 - Section 2. Section 1425 of the federal legislation outlines 11 requirements that must be included in the application for each correctional facility entering into an agreement with a

school division under section 1423(2) to provide services. *This section need only be addressed if the correctional facility enters into an agreement with a school division to provide services to Title I, Part D, students. Complete information for each correctional facility agreement with the school division.*

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.

4. **Title II, Part A -Teacher Quality (Title II, Part A, Tab Pages 49-51)**

a. Highly Qualified Teachers:

- **Part 1: Progress Toward Meeting the Goal of 100 Percent Highly Qualified Teachers and Paraprofessionals:** The school division must complete this section related to the highly qualified status of teachers and paraprofessionals. These data may be obtained from the latest Instructional Personnel Report (IPAL), as outlined in Superintendent’s Memorandum Number 4, February 2, 2007. If a division has any instructional personnel who are not highly qualified, then the application must outline specific strategies and target a portion of available funds to assist these teachers in obtaining highly qualified status.
- **Part 2: Needs Analysis:** The school division should fill out this section by indicating current and future areas of need related to highly qualified teachers.
- **Part 3: Strategies for Meeting the Goal of 100 Percent Highly Qualified Teachers:** The school division should outline specific strategies designed to maintain or increase the percentage of highly qualified teachers. Indicate funding source(s) for each identified strategy by clicking the appropriate boxes.

b. Private School Participation Worksheet:

- 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, *Highly Qualified Teachers: Improving Teacher Quality State Grants- ESEA Title II, Part A* or *Title IX, Part E Uniform Provisions Subpart 1-Private Schools*.
- If a private school declines to participate in Title II, Part A, activities, list the name of the school in the first column of the chart at the bottom of the page. Select “No” in the “Participation Status” column, and indicate the method of contact.
- If a private school elects to participate in the Title II, Part A, program, then an equitable amount must be set aside in the budget. This amount will be calculated automatically as

enrollment and participation information is entered on the page. In the chart, first list the name of the school, then select “Yes” in the “Participation Status” column for each school indicating an interest in participating. Next, enter the K-12 enrollment for the private school in the Private School table and the school division’s K-12 enrollment in Line 3. Calculations will be made on a per-pupil basis. The amount to be used to begin calculating this set-aside for private school use will be calculated automatically by using the larger of the proposed professional development budget for Title II, Part A, or the division’s professional development allocation from the 2001-2002 Eisenhower Professional Development Program. The amount will be shown in Line 4, Part C.

- Once the funding source and the enrollment figures for the public and private schools have been entered, the Estimated Allocation Amounts will be calculated automatically.
- Enter the total Estimated Allocation Amount under the appropriate Object Code(s) on the Budget Summary page under *Other* in each applicable Object Code. On the Budget Breakdown pages, list as “Private School Set-Aside.”
- Public school division personnel should coordinate with private schools to determine the manner in which equitable services will be provided.

5. **Title II, Part D – Enhancing Education Through Technology (Title II, Part D, Tab Pages 52-56)**

Each table is identified with one of the three goals of the Educational Technology Program. A sample is provided on page 42 of the application. Provide the following information in each of the three tables.

- For each of the goals of the Educational Technology Program, indicate the project objectives.
- For each objective, specify activities/strategies that will be employed to meet the objectives.
- For each strategy indicate the methods that will be used to show evidence of follow-up in the classroom.
- Show the expenditure for each strategy/activity, broken down by object code.

Professional Development Waiver

A school division seeking a waiver of the 25 percent expenditure requirement for professional development must include evidence that the technology professional development program:

- Establishes clear performance goals relevant to the Technology Standards for Instructional Personnel;
- Promotes continuous growth;
- Is locally supported with substantial resources;
- Reflects collaborative planning;
- Reflects best available research and practice;
- Serves all teachers in the core academic subjects, library media specialists, and principals; and
- Focuses on integration and the use of advanced and emerging technologies in instruction.

6. **Title III, Part A – Language Instruction for Limited English Proficient and Immigrant Students (Title III, Part A, Tab Pages 57-60)**

a. Consortium Applicants

- School divisions that receive a LEP subgrant of less than \$10,000 must join in a consortium with one or more other school divisions to meet the \$10,000 threshold required by Section 3114 (b).
- A lead school division must be identified and one application must be submitted by the lead school division for all consortium members. All consortium members must be listed on the application. The allocation should be the total for all divisions in the consortium.
- Participating consortium members must submit the participating school division consortium member certification to the lead school division.

- b. **Title III Program Detail**
- Types of Languages - Please indicate which language program(s) your school division uses by typing in an "X" in the appropriate box. Some school divisions may have multiple programs. If multiple programs are used, please report each program. For program definitions, please go to the following link: <http://www.ncela.gwu.edu/expert/glossary.html>
 - Professional Development Activities - Please indicate the professional development activities your division plans to conduct with Title III funds and/or Immigrant and Youth funds by typing in an "X" in the corresponding box.
 - Participant Information - Please indicate the estimated number of teachers, administrators, and other personnel who will participate in each type of professional development activity by putting the total number of participants in the corresponding box.
 - Activities for Immigrant and Youth - Only complete this section if you are applying for Immigrant and Youth funds. Please indicate which activities will be conducted with Immigrant and Youth funds by typing an "X" in the corresponding box. Multiple boxes may be checked.
- c. **Title III Improvement Plan**
- Under Section 3122 (b)(2) of the *No Child Left Behind Act of 2001*, school divisions who have not met their Annual Measurable Achievement Objectives (AMAOs) for two consecutive years or more must develop an improvement plan. The plan must address the AMAOS that are not being met. Please answer the questions to determine if an improvement plan is necessary.
 - If the answer to any of the questions was no, please outline the measures that will be taken to address the AMAOs not being met. In the response, please describe: 1) the goals for improvement in the specified categories; 2) how the goals will be implemented; 3) a timeline for implementation; and 4) how the implementation will be monitored.
7. **Title IV, Part A – Safe and Drug-Free Schools and Communities Act (SDFSCA) (Title IV, Part A, Tab Page 61) –**
(For detailed guidance, please consult the Safe and Drug-Free Schools and Communities Toolkit, http://www.soe.vcu.edu/csc/sadfsva/sadfs_toolkit.htm.)
- a. **Needs Assessment** - Needs assessments are required to gain an understanding of the issues facing schools and to assist in targeting programs and resources. Describe the needs assessment completed for your school division by addressing the following:
- What data were examined as a part of the needs assessment;
 - Give a brief description of the needs assessment findings;
 - What targeted population(s) were identified in the needs assessment; and
 - Briefly highlight data from the needs assessment to justify which program(s) will be used and why.
- b. **Parental Involvement**
Describe how the school division plans to engage and actively involve parents in addressing substance abuse and violence prevention issues in the schools and community.
- c. **Parent/Community Notification**
Briefly describe how the school division has notified parents and the community of its application for the Title IV, Part A, funds.

Review Of Applications

In accordance with Title IV, Part A, Section 4114(e), the SDFSCA will use a peer review process to review applications. In determining whether to approve the application of a local school division, key consideration will be the quality of the program overview and the extent to which the application meets the principles of effectiveness described in Title IV, Part A, Section 4115(a). Specific criteria

include the following:

- Needs assessment meets SDFSCA statutory requirements;
- Measurable performance standards established are aimed at ensuring that schools and communities served have a safe, orderly and drug-free learning environment;
- Programs and activities are authorized under SDFSCA and have demonstrated effectiveness through scientifically-based research;
- Consultation with parents meets SDFSCA statutory requirements; and
- Plans for program evaluation and for reporting meet SDFSCA statutory requirements.

SDFSCA Principles Of Effectiveness

SDFSCA Section 4115(a)

(1) IN GENERAL. For a program or activity developed pursuant to this subpart to meet the principles of effectiveness, such program or activity shall be:

- (A) Based on an assessment of objective data regarding the incidence of violence and illegal drug use in the elementary schools and secondary schools and communities to be served. This assessment must include an objective analysis of the current conditions and consequences regarding violence and illegal drug use, including delinquency and serious discipline problems, among students who attend such schools (including private school students who participate in the drug and violence prevention program) that is based on ongoing local assessment or evaluation activities;
- (B) Based on an established set of performance measures aimed at ensuring that the elementary schools and secondary schools and communities to be served by the program have a safe, orderly, and drug-free learning environment;
- (C) Based on scientifically-based research that provides evidence that the program to be used will reduce violence and illegal drug use;
- (D) Based on an analysis of the data reasonably available at the time of the prevalence of risk factors, including high or increasing rates of reported cases of child abuse and domestic violence; protective factors, buffers, assets; or other variables identified through scientifically-based research; and
- (E) Inclusive of meaningful and ongoing consultation with and input from parents in the development of the application and administration of the program or activity.

(2) Periodic Evaluation

- (A) Requirement. The program or activity shall undergo a periodic evaluation to assess its progress toward reducing violence and illegal drug use in schools to be served based on performance measures described in Section 4114(d)(2)(B).
- (B) Use of Results. The results shall be used to refine, improve, and strengthen the program, and to refine the performance measures, and shall also be made available to the public upon request with public notice of such availability provided.

Authorized Uses of SDFSCA Funds

Authorized Uses of Safe and Drug-Free Schools and Communities Act Funds

[Sect. 4115(b) – Local Educational Agency Activities]

Local school divisions are required to use funds to develop, implement, and evaluate comprehensive programs and activities, which are coordinated with other school and community-based services and programs. These programs and activities **must**:

1. Foster a safe and drug-free learning environment that supports academic achievement;
2. Be consistent with the principles of effectiveness and be designed to:
 - Prevent or reduce violence; the use, possession, and distribution of illegal drugs; and delinquency; and
 - Create a well disciplined environment conducive to learning, which includes consultation between teachers, principals, and other school personnel to identify early warning signs of drug use and violence and to provide behavioral interventions as part of classroom management efforts; and

3. Include activities to:

- Promote the involvement of parents in the activity or program;
- Promote coordination with community groups, coalitions, and government agencies; and
- Distribute information about the local educational agency's needs, goals, and programs under SDFSCA.

Budget

Please note the following in completing the Title IV, Part A budget:

1. These federal funds may NOT be used to supplant state mandated programs and activities. They MAY be used to supplement substance abuse and violence prevention programming.
2. There is a two percent cap on administrative costs.
3. There is a one percent cap on food costs.
4. There is a one percent cap on promotional expenses such as T-shirts, pencils, Red Ribbon Week items, etc.
5. A maximum of 20 percent of the funds may be used to purchase security equipment. A maximum of 40 percent may be used to support a school resource officer position. Another option is for a school division to use 20 percent to support a school resource officer position and 20 percent to purchase security equipment; in no case can the combined total exceed 40 percent.

Permissible Activities:

Note: All activities must comply with SDFSCA Principles of Effectiveness.

1. Age appropriate and developmentally-based activities that:
 - Address the consequences of violence and the illegal use of drugs, as appropriate;
 - Promote a sense of individual responsibility;
 - Teach students that most people do not illegally use drugs;
 - Teach students to recognize social and peer pressure to use drugs illegally and the skills for resisting illegal drug use;
 - Teach students about the dangers of emerging drugs;
 - Engage students in the learning process; and
 - Incorporate activities in secondary schools that reinforce prevention activities implemented in elementary schools.
2. Activities that involve families, community sectors (which may include appropriately trained senior citizens), and a variety of drug and violence prevention providers in setting clear expectations against violence and illegal use of drugs and appropriate consequences for violence and illegal use of drugs.
3. Dissemination of drug and violence information to schools and the community.
4. Professional development and training for and involvement of school personnel, pupil services personnel, parents, and interested community members in prevention, education, early identification and intervention, mentoring, or rehabilitation referral, as related to drug and violence prevention..
5. Drug and violence prevention activities that may include the following:
 - Community-wide planning and organizing activities to reduce violence and illegal drug use, which may include gang activity prevention;
 - Acquiring and installing metal detectors, electronic locks, surveillance cameras, or other related equipment and technologies;
 - Reporting criminal offenses on school property;
 - Developing and implementing comprehensive school security plans or obtaining technical assistance concerning such plans;
 - Supporting safe zones of passage activities that ensure that students travel safely to and from the school, which may include bicycle and pedestrian safety programs;
 - The hiring and mandatory training based on scientific research, of school security personnel (including school resource officers).
 - Expanded and improved school-based mental health services related to illegal drug use and violence, including early identification of violence and illegal drug use, assessment, and direct or group counseling services provided to students, parents, families, and school

- personnel by qualified school-based mental health service providers;
 - Conflict resolution programs, including peer mediation programs that educate and train peer mediators and a designated faculty supervisor, and youth anti-crime and anti-drug councils and activities;
 - Alternative education programs or services for violent and drug-abusing students that reduce the need for suspension or expulsion or that serve students who have been suspended or expelled from the regular educational settings;
 - Counseling, mentoring, referral services, and other student assistance practices and programs;
 - Programs that encourage students to seek advice from and to confide in a trusted adult regarding concerns about violence and illegal drug use;
 - Drug and violence prevention activities designed to reduce truancy;
 - Age-appropriate, developmentally-based violence prevention and education programs that address victimization associated with prejudice and intolerance;
 - Consistent with the fourth amendment to the Constitution of the United States, the testing of a student for illegal drug use or the inspecting of a student's locker for weapons or illegal drugs or drug paraphernalia;
 - Emergency intervention services following traumatic crisis events, such as a shooting, major accident, or a drug-related incident that has disrupted the learning environment.
 - Establishing and implementing character education programs;
 - Establishing and maintaining a school safety hotline;
 - Community service, including community service performed by expelled students, and service-learning projects;
 - Conducting a background check of volunteers;
 - Programs to train school personnel to identify warning signs of youth suicide and to create an action plan to help you at risk of suicide; and
 - Programs that respond to the needs of students who are faced with domestic violence or child abuse.
6. The evaluation of any of the activities authorized under this subsection and the collection of objective data used to assess program needs, program implementation, or program success in achieving program goals and objectives.

8. Title VI, Part B, Subpart 2 (Title VI, Part B, Subpart 2 Tab Pages 62-63)

NOTE: Section 6224 (e) Determination Regarding Continuing Participation - After the third year of participation, the school division must make Adequate Yearly Progress (AYP) and meet the eligibility criteria to continue to receive a grant under this subpart. Standards of Learning (SOL) tests administered in the spring of 2008 will be used to determine whether a school division makes AYP.

If after the third year of participation, the division does not make AYP as determined by the spring 2008 SOL test scores, it may continue to receive funds under this subpart on a conditional basis. The condition is that the school division must use all of the Title VI, Part B, Subpart 2, funds for division improvement and/or school improvement as stated in Section 1116, Title I, Part A. A school division not making AYP after the third year of participation no longer has the option of using funds from this subpart in any of the seven categories.

Please check the applicable box. If the school division made AYP based on preliminary data and the box "YES" is checked, complete section b. USE OF FUNDS, and include Title VI in PROGRAM OVERVIEW on pages 5 – 7 under the Coordinated Consolidated Information Tab. If the school division did not make AYP based on preliminary data and the box "NO" is checked, complete Section C. ENHANCED STUDENT ACHIEVEMENT OR DIVISION IMPROVEMENT ACTIVITIES BEING IMPLEMENTED WITH TITLE VI, PART B, SUBPART 2 FUNDS.

Indicate how these funds will be used for division improvement, as stated in Section 1116, Title I,
Part A.

Appendix A

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	– Teacher and Principal Training and Recruiting Fund
Title II, Part D	– Enhancing Education Through Technology
Title III, Part A	– English Language Acquisition, Language Enhancement and Academic Achievement
Title IV, Part A	– Safe and Drug-Free Schools and Communities
Title VI, Part B, Subpart 2	– Rural and Low-Income School Program

The school division assures:

- I. Each program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;
- II. 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;
- III. The public agency, nonprofit private agency, institution, or organization, or Indian tribe, will administer those funds and property to the extent required by the authorizing statutes;
- IV. It will adopt and use proper methods of administering each program, including—
 - A. 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 non-federal funds;
 4. It is in compliance with the requirements regarding school prayer as specified in P. L. 107-110, Title IX, Section 9524;
 5. It will comply with the audit requirements for each program;
 6. The federal funds are used to supplement, not supplant regular non-federal 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 is in compliance with the requirement regarding equal access to public school facilities as specified in P. L. 107-110, Title IX, Section 9525;

14. It will comply with the other application requirements outlined in Section 9501. Private School Children; Section 9502. Bypass; and Section 9521. Maintenance of Effort under Title IX – General Provisions.
 15. It will notify the parents of each student attending any school receiving funds under this part that the parents may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student’s classroom teachers, including, at a minimum, the following:
 - a) whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
 - b) whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived;
 - c) whether the child is provided services by paraprofessionals and, if so, their qualifications; and
 - d) the baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.
 16. 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;
 17. 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. That it will collect and disseminate information collected under Section 1111 in a manner that protects the privacy of individuals.
 - D. That it will abide by the School Improvement provisions of Title I, Section 1116, that include among other requirements, the provisions of public school choice and supplemental educational services, as appropriate, for schools identified for Title I School Improvement.
 - E. That it will abide by the LEA Improvement provisions of Title I, Section 1116, as appropriate, for divisions that are identified for LEA Improvement.
- V. The division shall comply with Section 22.1-277.01, 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 4141 of Title IV. 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;
 - VI. 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 411(b)(2) of the National Education Statistics Act of 1994.

PROGRAM SPECIFIC ASSURANCES

Title I, Part A – Improving Basic Programs

Each school division's plan shall describe how:

- I. It will inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from federal, state, and local sources;
- II. It will provide technical assistance and support to Schoolwide programs;
- III. It will work in consultation with schools as the schools develop the schools' plans pursuant to Section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to Section 1115 so that each school can make adequate yearly progress toward meeting the state student academic achievement standards;
- IV. It will fulfill such agency's school improvement responsibilities under Section 1116, including taking actions under paragraphs (7) and (8) of Section 1116(b);
- V. It will provide services to eligible students attending private elementary schools and secondary schools in accordance with Section 1120, and provide timely and meaningful consultation with private school officials regarding such services;
- VI. It will take into account the experience of model programs for the educationally disadvantaged and the findings of relevant scientifically-based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part;
- VII. It will ensure that services comply with the performance standards established under Section 641A(a) of the Head Start Act;
- VIII. It will work in consultation with schools as the schools develop and implement their plans or activities under Sections 1118 and 1119;
- IX. It will comply with the requirements of Section 1119 regarding the qualifications of teachers and paraprofessionals and professional development;
- X. It will inform eligible schools of the school division's authority to obtain waivers on the schools' behalf under Title IX;
- XI. It will coordinate and collaborate with the state educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement;
- XII. It will implement corrective action, or restructuring under Section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school;
- XIII. It will ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers;
- XIV. It will use the results of the student academic assessments required under Section 1111(b)(3), and other measures or indicators available to the division, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the state's proficient level of achievement on the state academic assessments described in Section 1111(b)(3) within 12 years from the end of the 2001-2002 school year;
- XV. It will ensure that the results from the academic assessments required under Section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand; and
- XVI. It will assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with Section 1111(b)(8)(D).
- XVII. It will use Virginia's Foundation Blocks for Early Learning to align curriculum.

Title I, Part C – Education of Migrant Children

Each school division's plan shall provide that:

- I. 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;
- II. 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 1118;
- III. It will make adequate provision for addressing the unmet educational needs of preschool migratory children; and
- IV. The programs and projects will provide for 1) 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, 2) family literacy programs, including such programs that use the models developed under Even Start, 3) the integration of informational technology into educational and related programs, and 4) programs to facilitate the transition of secondary school students to postsecondary education or employment.

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

Each plan shall provide that:

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

Title II, Part A - Teacher and Principal Training and Recruiting Fund

The school division agrees:

- I. The plan is based on a needs assessment, which is conducted with the involvement of teachers, principals, administrators, paraprofessionals and other school personnel. The needs assessment identifies activities needed to give teacher the subject matter knowledge and teaching skills and to give principals the instructional leadership skills to help teachers provide students with the opportunity to meet state and local student academic achievement standards.
- II. The local education agency will target funds to schools within the jurisdiction of the LEA that:
 - a. Have the lowest proportion of highly qualified teachers;
 - b. Have the largest average class size;
 - c. Are identified for school improvement under section 1116(b).
- III. The funds are expended according to Title II, Part A guidelines for teachers, administrators, and paraprofessional staff only. These guidelines can be found at <http://www.ed.gov/programs/teacherqual/guidance.doc>
- IV. Professional development activities are for teachers, administrators, and paraprofessionals to insure "high quality" instruction and leadership. These activities should be based on scientifically based research and should adhere to the requirements of high quality professional development as outlined

at <http://www.pen.k12.va.us/VDOE/nclb/HQPDcriteria4-04.pdf>

- V. Professional development activities provided through this program are coordinated with professional development activities provided through other federal, state and local programs.
- VI. Only teachers meeting the definition of “highly qualified” will be hired for class-size reduction.

Title II, Part D - Enhancing Education Through Technology

By receiving funds under this grant award, the school division agrees to the following:

- I. Comply with all guidelines, procedures, and requirements for the Title II, Part D. Programs and projects funded in total or in part through this grant will operate in compliance with state and federal laws and regulations. This assurance constitutes a condition for continued reimbursement of applicable federal funds. Failure to fully comply with this assurance can be considered a violation and may result in delay or withholding of federal reimbursements.
- II. Use not less than 25 percent of Educational Technology Funds to provide high-quality professional development as outlined in section 2416 (Appendix A).
- III. Retain title and control of property and equipment purchased under this title.
- IV. Develop a plan that is consistent with the requirements of section 2416 part b (Appendix A).
 - V. Have an approved educational technology plan that is consistent with the current state educational technology plan (<http://www.pen.k12.va.us/VDOE/Technology/6yrtech.html>).
- VI. Use the funds to supplement and not supplant funds from non-federal sources.
- VII. Keep records and provide information to the Virginia Department of Education (VDOE) as may be required for program evaluation and progress reports.
- VIII. Establish and maintain fiscal control and fund accounting procedures as set forth in 34 Code of Federal Regulations (CFR) Parts 76 and 80 and in applicable state law and regulations.
- IX. Obtain prior approval from the VDOE program officer before implementing any programmatic changes with respect to the purpose for which the grant was awarded.
- X. Comply with the requirements in Section 9501 (b)(1) for the equitable participation of non-public school students and personnel in programs funded by this grant.
- XI. Adhere to all copyright laws and restrictions.
- XII. Obtain any licenses or clearances that may be necessary for installing equipment or utilizing software

Title III, Part A – English Language Acquisition, Language Enhancement and Academic Achievement

Each school division’s plan shall ensure:

- I. That it will include in the plan a certification that all teachers in any language instruction educational program for limited English proficient children that is, 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;
- II. That it will comply with the parental notification requirements as described below:
Section 3302
 - (a) IN GENERAL- Each eligible entity using funds provided under this title to provide a language instruction educational program shall, not later than 30 days after the beginning of the school year, inform a parent or the parents of a limited English proficient child identified for participation in, or participating in, such program of —
 - (1) the reasons for the identification of their child as limited English proficient 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 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 limited English proficient children, 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 —
 - (A) detailing —
 - (i) the right that parents have to have their child immediately removed from such program upon their request; and
 - (ii) 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
 - (B) assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the eligible entity.
- (b) SEPARATE NOTIFICATION- In addition to providing the information required to be provided under subsection (a), each eligible entity that is using funds provided under this title to provide a language instruction educational program, and that has failed to make progress on the annual measurable achievement objectives described in section 3122 for any fiscal year for which part A is in effect, shall separately inform a parent or the parents of a child identified for participation in such program, or participating in such program, of such failure not later than 30 days after such failure occurs.
- (c) RECEIPT OF INFORMATION- The information required to be provided under subsections (a) and (b) 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.
- III. That it will annually assess the English proficiency of all children with limited English proficiency participating in programs funded under this part;
 - IV. That it will base its proposed plan on scientifically-based research on teaching limited English proficient children;
 - V. That 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; and
 - VI. That it will not violate any state law, including state constitutional law, regarding the education of limited English proficient children, consistent with Sections 3126 and 3127.

Title IV, Part A – Safe and Drug-Free Schools and Communities

Each school division's plan shall describe how:

- I. It will comply with the principles of effectiveness described in Section 4115(a) and foster a safe and drug-free learning environment that supports academic achievement;
- II. It will support drug and violence prevention programs that convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful;
- III. It will have, or the schools to be served have, a division-/school-level plan for keeping schools safe and drug-free;
- IV. It will make the application and any waiver request under Section 4115(a)(3) available for public review after submission of the application; and
- V. It will provide such other assurances, goals, and objectives identified through scientifically-based research that the state may reasonably require in accordance with the purpose of this part.