

**PHASE II**

**LOCAL**

**CONSOLIDATED**

**APPLICATION**

**August 2002**

# LOCAL CONSOLIDATED APPLICATION INSTRUCTIONS

## Introduction

The Virginia Board of Education, the Superintendent of Public Instruction, and the Virginia Department of Education support the use of the local consolidated application as a vehicle to increase student achievement. When the requirements for developing a local consolidated application are implemented effectively, the process will improve teaching and learning through--

- focused and directed cross-program coordination, planning, and service delivery;
- targeted support of strategies that increase student achievement based on flexible use of funds that minimize duplication of services; and
- enhanced integration of programs in the consolidated application with other federal, state, and locally-funded programs based on common purposes and consolidated use of funds.

## Timeline for Phase II Submission of the Local Consolidated Application

Phase II of the local consolidated application for the 2002-2003 school year should be submitted according to the following:

Due Date:	September 30, 2002 (Must be <u>received</u> at the Virginia Department of Education by 5 pm)
Contents:	Local Consolidated Application and Budget Forms Local Consolidated Application Program Specific Forms Local Consolidated Application General Assurances and Program Specific Assurances Local Consolidated Application Authorized Uses of Funds

Deliver the local consolidated application to: Virginia Department of Education  
Office of Compensatory Programs  
101 N. 14<sup>th</sup> Street, 23<sup>rd</sup> Floor  
Richmond, Virginia 23219

## Guidance for Determining Allocations to Eligible Schools

Schools are determined eligible for Title I funding based on the percent of poverty. Schools in Virginia that receive the highest priority for Title I funding are those with high poverty and low achievement. School divisions may adjust the level of funding for individual eligible schools according to the following prioritized needs:

1. the school's relationship to the state's starting point (established by the Virginia Board of Education) for \*adequate yearly progress (AYP), and
2. the school's identified needs based on the results of its most recent needs assessment.

\*The adequate yearly progress (AYP) starting point may not be available for the development of the Phase II application for the 2002-2003 school year. For the Title I Individual Application or the Local Consolidated Application for the 2002-2003 school year, use division level SOL pass rates in English and mathematics at the appropriate grade level as a basis for comparing the achievement level for all students and for each of the subgroups required by the *No Child Left Behind Act* of 2001.

Thus, funding can be strategically allocated to schools by adjusting the reallocation amounts in Column 14 on the Allocation to Eligible Schools page in the Program Specific Forms packet (pages 7 or 8). Variations in funding must be carefully justified and documented in terms of carrying out the program services/activities that are identified as priorities in the division's consolidated application. For example, based on the results of the needs assessments of individual schools, a division's consolidated application may indicate educational services and/or professional development activities that are common among schools or specific to individual schools. Funding may be reallocated based on school division priorities and the school's needs.

### **New Schoolwide Programs Plans**

New Schoolwide Program plans must be submitted in advance of this application. Contact your Title I regional specialist for due date and additional information.

### **Evaluation**

The five performance goals of the Elementary and Secondary Education Act (P.L. 107-110, *No Child Left Behind* Act of 2001) establish the basis on which the federal programs in the local consolidated application will be evaluated. The plan developed in the application will be evaluated on (1) the effectiveness of program services/activities to increase student achievement and (2) the progress of schools and school divisions toward meeting the state's adequate yearly progress (AYP) targets. The following will be measured:

- the achievement levels of all students in English (reading/language arts) and mathematics as compared to the state's starting point and future AYP targets;
- the achievement levels of students who are economically disadvantaged, from major racial/ethnic groups, with disabilities, classified as limited English proficient, and other subgroups such as migratory students and gender as compared to the state's starting point and future AYP targets;
- the degree to which teacher quality and paraprofessional quality meet the state's standards; and
- the degree to which the following components contribute to meeting the established AYP targets:
  - Professional Development
  - Program Services/Activities
  - Parental Involvement
  - Programs for Limited English Proficient (LEP) Students
  - Technology
  - Safe and Drug Free Schools
  - Rural Education Initiative
  - Programs for Students Who Are Neglected, Delinquent, or At Risk
  - Programs for Migratory Children

### **Completing the Local Consolidated Application**

#### Cover Page (page 1)

1. Place a check in the box next to each program that is included in this consolidated application. Enter the funding amounts for each program in the "Grant Award Allocation" column.
2. Enter the total of the allocations in the "bold" box.
3. Complete the school division and school board information requested in the lower half of the page.

Federal Program Contacts (pages 2 and 3)

4. Provide contact information for all programs listed.

Needs Assessment (pages 4-7)

5. Complete the needs assessment, using data from the school division and eligible Title I schools. List the assessment instruments and other data sources; summarize the analysis of the data; and list the conclusions that will form the basis for the measurable objectives.

Measurable Objectives and Benchmarks (page 8)

6. Establish the priorities of the school division and eligible schools based on the implications in the needs assessment. Develop and list in priority order the measurable objectives and benchmarks.

Adequate yearly progress (AYP) future targets are the “benchmarks” for the “measurable objectives.” The development of benchmarks is contingent upon the establishment of the state’s AYP starting point and AYP future targets. Since the AYP starting point and AYP future targets are not yet available, it will not be possible to include benchmarks (AYP future targets) in the measurable objectives in the 2002-2003 Title I Individual Application or the local Consolidated Application.

Program Services/Activities To Be Provided Through Authorized Uses of Funds (page 9)

7. Duplicate and complete a program services/activities page for each measurable objective that is a priority for the school division and schools.
8. Identify the specific services/activities for each measurable objective in the “Program Services/Activities” section. The program services/activities chosen must be selected from scientifically based programs, models, instructional methods and techniques, and curricular materials that will promote student achievement.
9. Justify the program services/activities selected by providing evidence of their effectiveness in increasing student achievement.
10. Identify the cost of the services/activities and the sources of funding.

Student Eligibility Criteria for Targeted Assistance Schools and Coordination of Services (page 10)

11. Provide a description of the eligibility criteria for students in Targeted Assistance Schools and the program services/activities that will be coordinated among federal programs in this application and other federal, state, and local programs.

School Improvement and Homeless Programs (page 11)

12. Provide a description of services as requested for these two areas.

Budget Forms (pages 12-17)

13. Complete and attach all budget forms, including the “Budget Summary,” “Breakdown of Staff Positions – Object Code 1000,” “Budget Breakdown – Object Codes 2000-9000,” and Justifications for: Supportive Services – Object Code 3000, Travel Costs – Object Code 5000, and Capital Outlay – Object Code 8000.”

Program Specific Forms (Refer to Local Consolidated Application Program Specific Forms Packet pages 1-28)

14. Select, complete, and attach forms that are required by each federal program included in this consolidated application. If there are questions regarding what is required, please contact your Virginia Department of Education specialist for that program.

Assurances (Refer to Local Consolidated Application General Assurances and Program Specific Assurances pages 2-16)

15. Have the superintendent of schools and the chairman of the school board sign pages 4, 5, 8, 9, 10, 11, 12, 13, 14, 15, and 16

**Authorized Uses of Funds**

These uses of funds are provided as a guide in the completion of this consolidated application.

**Qualifications for Teachers and Paraprofessionals**

These qualifications define teacher and paraprofessional quality in Virginia. They should be used as the basis for completing Item 2 in the needs assessment.

**PHASE II**

**LOCAL**

**CONSOLIDATED**

**APPLICATION**

**AND**

**BUDGET FORMS**

**August 2002**

**PHASE II**  
**CONSOLIDATED LOCAL APPLICATION**  
**P. L. 107-110, *No Child Left Behind* (NCLB) Act of 2001**

**PLACE A CHECK IN THE BOX NEXT TO THE ELIGIBLE PROGRAMS  
INCLUDED IN THIS CONSOLIDATED APPLICATION.**

	ELIGIBLE PROGRAMS	GRANT AWARD ALLOCATION	STATE USE ONLY PROJECT CODE
	TITLE I, Part A (Improving Basic Programs)		
	TITLE I, Part C (Migrant Education)		
	TITLE I, Part D, Subpart 2 (Neglected or Delinquent)		
	TITLE II, Part A (Teacher and Principal Training)		
	TITLE II, Part D (Technology)		
	TITLE III, Part A (Limited English Proficiency)		
	a. LEP Subgrant		
	b. Immigrant and Youth Subgrant		
	TITLE IV, Part A (Safe and Drug-Free Schools)		
	TITLE V, Part A (Innovative Programs)		
	TITLE VI, Part B, Subpart 2 (Rural Education)		
<b>TOTAL</b>		<b>\$</b>	

Division and Central Office Address:	Name of Consolidated Application Contact:
	Title:
Fiscal Year:	Telephone Number:
Mailing Address (if different from Central Office):	E-Mail Address:
	Fax Number:
	Date of Board Approval:
Division Superintendent (Signature):	Board Chairman (Signature):
Division Superintendent (Typed Name):	Board Chairman (Typed Name):

**Title I, Part A (Improving Basic Programs)**

Name of Contact:		Title:
Mailing Address:		
Telephone No.:	Fax No.:	E-Mail:

**Title I, Part C (Migrant Education)**

Name of Contact:		Title:
Mailing Address:		
Telephone No.:	Fax No.:	E-Mail:

**Title I, Part D, Subpart 2 (Neglected or Delinquent)**

Name of Contact:		Title:
Mailing Address:		
Telephone No.:	Fax No.:	E-Mail:

**Title II, Part A (Teacher and Principal Training)**

Name of Contact:		Title:
Mailing Address:		
Telephone No.:	Fax No.:	E-Mail:

**Title II, Part D (Technology)**

Name of Contact:		Title:
Mailing Address:		
Telephone No.:	Fax No.:	E-Mail:



**Title III, Part A (Limited English Proficiency)**

Name of Contact:		Title:
Mailing Address:		
Telephone No.:	Fax No.:	E-Mail:

**Title IV, Part A (Safe and Drug-Free Schools)**

Name of Contact:		Title:
Mailing Address:		
Telephone No.:	Fax No.:	E-Mail:

**Title V, Part A (Innovative Programs)**

Name of Contact:		Title:
Mailing Address:		
Telephone No.:	Fax No.:	E-Mail:

**Title VI, Part B, Subpart 2 (Rural and Low-Income Schools)**

Name of Contact:		Title:
Mailing Address:		
Telephone No.:	Fax No.:	E-Mail:

## LOCAL CONSOLIDATED APPLICATION NARRATIVE

The development of the consolidated application should demonstrate how the federal programs included in the application will support the *No Child Left Behind* (NCLB) Act performance goals.

### NCLB Performance Goals

- Goal 1: All students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics by 2013-2014.
- Goal 2: 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.
- Goal 3: By 2005-2006, all students will be taught by highly qualified teachers.
- Goal 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning.
- Goal 5: All students will graduate from high school.

### Needs Assessment

Using data collected by individual schools and school divisions, conduct a comprehensive needs assessment and examine those areas in particular that are below a standard established by the Virginia Board of Education as well as any standard established by the local board of education. The needs assessment should lend itself (1) to setting priorities for the school division and the schools and (2) to making decisions related to allocation of resources. List the assessment instruments and other data sources; summarize the analysis of the data; and list the conclusions that will form the basis for the measurable objectives. Do not submit raw data with this application. Responses should be thorough, but stated as precisely and succinctly as possible. This information will be used to develop the measurable objectives and benchmarks in the application.

### Student Achievement

1. Based on the most recent needs assessment in English (reading/language arts) and mathematics, using Standards of Learning, Stanford 9, Phonological Awareness Literacy Screening test data, and any additional assessment data on which the progress of students and schools is measured, describe the following:
  - a. achievement levels of all students in English (reading/language arts) and mathematics and related implications for adequate yearly progress;
  - b. achievement levels of students who are economically disadvantaged, from major racial/ethnic groups, with disabilities, classified as limited English proficient, and other subgroups such as migratory students and gender based on disaggregated data. (Make comparisons between the achievement of subgroups and the starting point and future AYP targets set by the Virginia Board of Education.);
  - c. weaknesses in any Standards of Learning reporting category/Stanford 9 subtest;
  - d. effectiveness of early childhood (Pre-K) intervention programs; and

- e. any relevant student and staff data (e.g., attendance patterns and discipline records).

**Student Achievement:**

- List the assessment instruments and other data sources.
- Summarize the analysis of the data.
- List the conclusions that will form the basis for the measurable objectives.

**Teacher, Principal, Paraprofessional Training and Recruitment**

2. Describe the findings of the school division’s review of teacher quality and paraprofessional quality based on the criteria established by the Virginia Department of Education. (See Phase II Local Consolidated Application – Qualifications for Teachers and Paraprofessionals.)

**Teacher, Principal, Paraprofessional Training and Recruitment:**

- List the assessment instruments and other data sources.
- Summarize the analysis of the data.
- List the conclusions that will form the basis for the measurable objectives.

**Curriculum and Instruction**

3. Describe the findings of the school division’s review of programs, curricula materials, and instructional methods to determine:
- a. whether or not they are supported by scientifically based research,
  - b. whether or not there are gaps in the essential components required for effective instructional delivery,
  - c. amount and use of instructional time,
  - d. time devoted to instruction and the instructional schedule,
  - e. teaching assignments,
  - f. instructional materials used by teachers,
  - g. instructional approaches used in the classroom, and
  - h. technology use for instructional purposes.

**Curriculum and Instruction:**

- List the assessment instruments and other data sources.
- Summarize the analysis of the data.
- List the conclusions that will form the basis for the measurable objectives.

4. Describe the findings of the school division’s review of strategies that are in place to ensure the teaching of curriculum that is aligned with the Standards of Learning.

**Curriculum and Instruction Alignment:**

- List the assessment instruments and other data sources.
- Summarize the analysis of the data.
- List the conclusions that will form the basis for the measurable objectives.

## Professional Development

5. Describe the findings of the school division's review of ongoing professional development for teachers, principals, and administrators. Include information on access to training and updated research in teaching and learning through electronic means.

### Professional Development:

- List the assessment instruments and other data sources.
- Summarize the analysis of the data.
- List the conclusions that will form the basis for the measurable objectives.

## Technology

Conduct a needs assessment of (a) student technology literacy by the end of the eighth grade, (b) effective integration, and (c) professional development. Describe the findings of the following:

6. The system in place for implementing and supporting the effective use of technology in elementary and secondary schools to improve student academic achievement.
7. The initiatives or partnerships that have been established to increase access to technology, particularly in schools with the highest numbers or percentages of children from families with incomes below the poverty line.
8. The acquisition, development, interconnection, implementation, improvement, and maintenance of an effective educational technology infrastructure that expands access of technology to students (particularly disadvantaged students) and teachers.
9. The local initiatives that enable school personnel and administrators to integrate technology effectively into curriculum and instruction that are aligned with state standards, through such means as high-quality professional development programs.
10. The development and use of electronic networks and other innovative methods, such as distance learning, to provide specialized or rigorous courses or curricula to students who would not otherwise have access to such information, particularly those in geographically isolated regions.
11. The ongoing professional development for teachers, principals, and administrators that provides constant access to training and updated research in teaching and learning through electronic means.
12. The local efforts to use technology to promote parent and family involvement in education and to enhance communication among students, parents, teachers, principals, and administrators.
13. The impact of technology on student academic achievement and the efforts to make the results widely accessible through electronic means.

### Technology:

- List the assessment instruments and other data sources.
- Summarize the analysis of the data.
- List the conclusions that will form the basis for the measurable objectives.

## Safe and Drug-Free Schools

14. Describe the findings of the school division's review of violence and illegal drug use in elementary schools, secondary schools, and school communities to be served, including an objective analysis of the current conditions and consequences regarding violence and illegal drug use, delinquency, and serious discipline problems among students who attend such schools (include private school students who participate in drug and violence prevention programs).

### Safe and Drug-Free Schools:

- List the assessment instruments and other data sources.
- Summarize the analysis of the data.
- List the conclusions that will form the basis for the measurable objectives.

15. Describe the findings of the school division's review of data for the prevalence of risk factors, including high or increasing rates of reported cases of child abuse and domestic violence; protective factors, buffers, or assets; other variables in schools and communities in the Commonwealth of Virginia that have been identified through scientifically based research.

### Safe and Drug-Free Schools:

- List the assessment instruments and other data sources.
- Summarize the analysis of the data.
- List the conclusions that will form the basis for the measurable objectives.

## Parental Involvement

16. Describe the findings of the annual parent evaluation and other data generated from parental involvement activities.

### Parental Involvement:

- List the assessment instruments and other data sources.
- Summarize the analysis of the data.
- List the conclusions that will form the basis for the measurable objectives.

## Measurable Objectives and \*Benchmarks

If the school division uses federal funds to increase student achievement, measurable objectives and benchmarks should be written to address the areas below, as appropriate. Based on the priorities of the school division and eligible schools from the needs assessment, develop and list in priority order the measurable objectives and benchmarks.

- Student achievement by students who are economically disadvantaged, from major racial/ethnic groups, with disabilities, classified as limited English proficient, and other subgroups (migratory students).
- Teacher, Principal, Paraprofessional Training and Recruitment
- Professional Development
- High school graduation rate
- Programs, curriculum materials, and instructional methods
- Technology
- Safe and Drug Free Schools
- Absenteeism for elementary schools
- Parental Involvement
- Other areas

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 2003, 85 percent of the 5<sup>th</sup> grade students taking the SOL writing test will score 400 or more.
2. By the end of the 2002-2003 school year, all students in grade 2 will demonstrate an ability to comprehend on-grade-level reading materials as measured by the S.T.A.R. Diagnostic Test.

\* Adequate yearly progress (AYP) future targets are the “benchmarks” for the “measurable objectives.” The development of benchmarks is contingent upon the establishment of the state’s AYP starting point and AYP future targets. Since the AYP starting point and AYP future targets are not yet available, it will not be possible to include benchmarks (AYP future targets) in the measurable objectives in the 2002-2003 Title I Individual Application or the local Consolidated Application.

**Program Services/Activities To Be Provided Through Authorized Uses of Funds**

**Measurable Objective # \_\_\_\_\_:**

(Complete a Program Services/Activities page for each measurable objective that is a priority for the school division and the schools.)

**1. Program Services/Activities:**

**2. Justification of Program Services/Activities:**

**3. Amounts**

Title I Part A	\$ _____	Title II, Part A	\$ _____	Title IV, Part A	\$ _____
Title I, Part C	\$ _____	Title II, Part D	\$ _____	Title V, Part A	\$ _____
Title I, Part D, Subpart 2	\$ _____	Title III, Part A		Title VI, Part B, Subpart 2	\$ _____
		LEP	\$ _____		
		Immigrant/Youth	\$ _____		
Program Services/Activities Total				\$ _____	

**This page may be duplicated as necessary.**

### **Student Eligibility Criteria for Targeted Assistance Schools**

Describe the eligibility criteria that will be used to select students for participation in the Title I program in Targeted Assistance Schools. In order to have the options available to a Targeted Assistance School to measure the adequate yearly progress of the school on both all students in the school or on the performance of Title I students only, the school must establish an eligibility list that identifies and serves the lowest performing students consistent with section 1115 of Title I and Part 200.30 of the Proposed Code of Federal Regulations.

#### PART 200.30:

If adequate yearly progress in the Targeted Assistance School will be measurable based on Title I students only, the eligibility criteria must reflect that students with the greatest need for academic assistance (the lowest performing students) will be selected for Title I services. (NCLB, Section 1115; Proposed Code of Federal Regulations, Part 200, Section 200.30: Title I, Improving the Academic Achievement of the Disadvantaged) (School divisions will be notified of any changes in the proposed regulations.)

### **Coordination of Services**

Describe the program services/activities that will be coordinated among federal programs in this application and other federal, state, and local programs as reflected in the budget section on page 9. This description should include prioritized initiatives that will be funded from multiple federal, state, and local sources. Include plans for transitional services, where applicable. Consideration should be given at least to transition from preschool programs to local elementary school programs and later from middle school to secondary education.

In your response include pertinent information from any of the following that may be applicable:

1. plans for assisting preschool children in the transition from early childhood programs such as Title I preschool programs, Head Start, Even Start, Early Reading First, or state-funded pre-school program;
2. coordination and integration of federal, state, and local services and programs, including programs supported under *No Child Left Behind*, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and job training;
3. plans for coordinating and integrating federal program funds in this application used in conjunction with other federal, state, and local funds to support services to students, especially students in the targeted subgroups, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program; and
4. provisions for the arranged transition of students classified as limited English proficient, disabled students, disadvantaged (educationally and economically), migratory students, homeless children and youth, neglected or delinquent youth, and youth who are at-risk of dropping out of school.



**School Improvement (if applicable)**

Describe the actions your school division will take to implement public school choice Section 1116(b)(1)(E) at the beginning of the 2002-03 school year. According to the Virginia Board of Education policy, include the school division's plan for offering/implementing public school choice as an option for students served/eligible in a Targeted Assistance School and for all students in a Schoolwide Program School. At a minimum, the following should be addressed in the response:

- a. the selection criteria giving priority to lowest-achieving students from low-income families if the receiver school demonstrates insufficient capacity;
- b. use of set-aside funds for transportation;
- c. documentation of parent requests;
- d. any extenuating circumstances, with superintendent's signature, that causes a non-School Improvement school to be excluded as a receiver school; and
- e. an agreement between the school division and a neighboring school division, if needed, and according to guidelines established by the Virginia Board of Education.

**Homeless (as necessary)**

Describe how your school division will provide services for homeless children, including services provided with funds reserved under Section 1113(c)(3)(A)(Eligible Attendance Areas – Reservation). This description shall include:

- a. revised local policies and procedures to remove potential barriers to the enrollment and educational success of homeless children and youth (e.g., requiring school or medical records or tuberculosis testing prior to enrollment);
- b. immediate enrollment of homeless children and youth;
- c. the option of maintaining enrollment in the school of origin or enrolling in the school where the student is currently residing. (If the school division chooses to send a student to a school other than the school of origin or the school requested by the parent or guardian, the school division must provide written explanation to the parent or guardian, including the right to appeal under the dispute resolution provision developed by the state.);
- d. transportation to the school of origin when such school is determined to be in the student's best interest and fully informing parents or guardians of all transportation services;
- e. immediate admission of the student to the school in which he/she is seeking enrollment, pending resolution of a dispute;
- f. assignment of a school division liaison;
- g. immediate enrollment of unaccompanied youth and referral of such youth to the local liaison to assist in placement/enrollment decision; and
- h. public notice of the educational rights of homeless students where children and youth receive services (such as schools, family shelters, and soup kitchens).

**VIRGINIA DEPARTMENT OF EDUCATION  
BUDGET SUMMARY**

DIVISION NAME:							DIVISION CODE:					
OBJECT CODE	EXPENDITURE	Title I Part A	Title I Part C	Title I Part D	Title II Part A	Title II Part D	Title III, Part A		Title IV Part A	Title V Part A	Title VI Part B	Totals
							LEP	I/Y				
1000	PERSONAL SERVICES											
	Administration											
	Instruction											
	Instructional Assistants											
	Other											
2000	EMPLOYEE BENEFITS											
	Fixed Charges (Administrative and Instructional)											
3000	PURCHASED/CONTRACTED SERVICE											
	Supportive Services (Medical, Dental)											
	Evaluation Services											
	Professional Development											
	Other											
4000	INTERNAL SERVICES											
	Pupil Transportation											
	Food Services											
	Other											
5000	OTHER CHARGES											
	Travel (Staff/Administrative)											
	Maintenance of Plant											
	Operation of Plant											
	Indirect Cost											
6000	MATERIALS AND SUPPLIES											
	Administrative											
	Instructional											
8000	CAPITAL OUTLAY											
	Equipment for Instruction											
	Buildings											
	Remodeling											
9000	All Other Equipment											
	PARENTAL INVOLVEMENT											
	TOTAL BUDGET											

## EXPENDITURE ACCOUNTS DESCRIPTIONS

These accounts are for recording expenditures of the educational agency for activities under its control. The descriptions provided are examples only. Please refer to the appropriate federal act to ensure that funds expended are appropriate. Each expenditure category for a project must be approved by the state Education Agency. The following are definitions of the major categories:

### OBJECT CODES

- 1000 **Personal Services. Administration, Instruction, Instructional Assistants, Other Salaries & Wages.**  
All compensation for the direct labor of persons in employment of the local agency. Salaries and wages paid to employees, including substitute teachers, for full-and part-time work. This category also includes payments for time not worked, including sick leave, vacation, holidays, and other paid absences (jury duty, military pay, etc.) which are earned during the reporting period.
- 2000 **Employee Benefits. Fixed Charges (Administrative and Instructional)**  
Job-related benefits provided employees as part of their total compensation. Fringe benefits include the employer's portion of FICA, pensions, insurance (life, health, disability income, etc.) and employee allowances.
- 3000 **Purchased/Contracted Services. Supportive Services (Medical/Dental/Clothing), Evaluation Services, Professional Development, Other**  
Supportive Services (health, dental, eyeglasses) acquired from outside sources. (A school division must document that other local agencies/entities cannot provide the supportive service(s) before charges are applied to any federal program.) Any professional development services or any evaluation component should be included under this section.
- 4000 **Internal Services. Pupil Transportation, Food Service, Other**  
Charges from the division or local government to programs for services such as data processing, motor pool, central purchasing, print shop, or food service and pupil transportation, if applicable.
- 5000 **Other Charges. Travel (Staff/Administrative), Maintenance of Plant, Operation of Plant, Indirect Cost, Other**  
Utilities, communications, leases/rentals, staff/administrative/consultant travel, or indirect costs.  
Note: Indirect costs cannot be claimed against capital outlay.
- 6000 **Materials and Supplies. Administrative, Instructional**  
Includes articles and commodities which are consumed or materially altered when used and **minor (less than \$500) equipment which is not capital outlay** (i.e. instructional materials, administrative supplies, etc.).
- 8000 **Capital Outlay. Equipment for Instruction, Buildings, Remodeling, and all Other Equipment**  
Expenditures which result in the acquisition of, or additions to, fixed assets except outlays for major capital facilities which are constructed or acquired. (Examples include computers; audio, video, and electronic equipment and all peripheral devices connected with the equipment; classroom furnishings; early childhood equipment; buildings; and remodeling). **Capital outlay expenditures require prior approval by the Virginia Department of Education.**  
  
Note: The use of Title II funds for Capital Outlay is restricted.
- 9000 **Parental Involvement.**  
Salaries and other expenditures for parental involvement activities and programs.



Division Name: \_\_\_\_\_

Division Code: \_\_\_\_\_

### **BUDGET BREAKDOWN**

Include a breakdown of the budget categories for Object Codes 2000-9000.

**JUSTIFICATIONS**

**JUSTIFICATION FOR SUPPORTIVE SERVICES  
OBJECT CODE 3000**

Justify supportive services included in this local consolidated application. Supportive services such as medical, dental, and clothing may be provided **only** to students participating in the Title I program. The school division, however, must **first** seek these services from existing resources in the community. If funds are not reasonably available from other public or private sources to provide such services, then Title I funds may be used as a last resort.

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**JUSTIFICATION FOR TRAVEL COSTS  
OBJECT CODE 5000**

Travel must be justified by demonstrating a relationship between the proposed travel and the needs of the Federal Programs included in this local consolidated application. Indicate the estimated costs.

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**JUSTIFICATION FOR CAPITAL OUTLAY  
OBJECT CODE 8000**

**All capital outlay expenditures must be approved in advance by the Department of  
Education.**

**Required if capital outlay expenditure is over \$500.**

School Division:		
Justification:		
ITEM DESCRIPTION AND PROGRAM TITLE/SOURCE OF FUNDS	QUANTITY	TOTAL COST

**PHASE II**

**LOCAL**

**CONSOLIDATED**

**APPLICATION**

***PROGRAM***

***SPECIFIC***

***FORMS***

**August 2002**



**PRIVATE SCHOOL CERTIFICATION  
(For Local School Division Use Only)**

Check all that apply:

- TITLE II ESEA (State and Local Programs) (Professional Development)
- TITLE IV, Part A (Safe and Drug-Free Schools and Communities)
- TITLE V, Part A (Innovative Education Program Strategies)

**NOTE:** This form shall be kept on file by local superintendents. Duplicate this form as necessary.

The private school applicant assures the local school superintendent that:

1. the services, materials, and equipment provided by federal funds will be used to provide only secular, neutral, and non-ideological instructional services to students and school personnel;
2. a current inventory of equipment and materials which are borrowed from the public school will be maintained and will be returned to the public school should the school discontinue participation in federal programs or move from the attendance area of the administering division;
3. the private school is in compliance with Title VI of the 1964 Civil Rights Act, Title IX of the Education Amendments of 1992, Section 504 of the Rehabilitation Act of 1993 which prohibits discrimination in any activity receiving federal financial assistance, and the Age Discrimination Act;
4. the private school has been consulted by the public school division and is satisfied that the educational services and programs offered will meet the needs of the students;
5. the private school is nonprofit; and
6. the materials and services purchased with federal funds will be used to supplement and not supplant existing materials and services.

Private School Name:
Authorized Signature:
Title:
Date:

**TITLE I, Part A**  
**Program Specific Forms**

## ELIGIBLE ATTENDANCE AREAS

DIVISION:	CODE:
<b>1. SOURCES OF DATA FOR DETERMINING UNDUPLICATED NUMBER OF CHILDREN, AGES 5-17, FROM LOW-INCOME FAMILIES (Indicate ALL Sources with "X")</b>	
<input type="checkbox"/> Free/Reduced Lunch	<input type="checkbox"/> Children Eligible for Medicaid
<input type="checkbox"/> Temporary Assistance for Needy Families	<input type="checkbox"/> Most Recent U. S. Census Bureau Information

<b>2. ELIGIBLE ATTENDANCE AREAS (Indicate Requested Information in Columns)</b>								
Name of Public School (Rank ALL Schools highest to lowest in poverty.)	Grade Span of School	Total Number of Children Residing in Attendance Areas						
		Public School Membership	Private School Membership	Drop Outs	Home School	Total (Col. 3-6)	*From Low-Income Families	Percentage (Col. 8 ÷ Col. 7)
1	2	3	4	5	6	7	8	9
TOTAL								**

**\*The figures in this column should be a total of the children from low income families from the following categories: Column 3 (Public School), Column 4 (Private School), Column 5 (Drop Outs), and Column 6 (Home School).**

**\*\* Compute Districtwide Average. (Total of Column 8 divided by Column 7.)**

# TITLE I, PART A, BASIC PROGRAMS OPERATED BY DIVISIONS

## SET-ASIDES

### I. Division Level

Any administrative expenditures that would be difficult to prorate such as indirect cost, administrative salaries, benefits, and maintenance of plant are to be “set-aside” when determining the amount of funds for distribution to the eligible schools. Other expenditures resulting from division-wide initiatives that should be “set-aside” include funds for teacher quality (Title I, Part A Section 1119); professional development; pre-kindergarten programs; School Improvement; and programs that may require support from Title I funds such as Homeless, Neglected/Delinquent, and Limited English Proficient. Column A, on the Set-Asides form, is for informational purposes only and reflects the specific categories and amounts required by law (not included in Column B). Column B reflects the school division’s set-aside categories and amounts. This total amount is to be entered in Box A on page 7 or page 8 that follow in this forms packet.

#### A) School Improvement [Sec. 1116 (b)(10)(A)(i-iii)]

##### **Public School Choice and Supplemental Educational Programs**

Unless a lesser amount is needed to comply with transportation and to satisfy all requirements for supplemental educational services, a school division shall spend an amount equal to 20 percent of its **Title I, Part A** allocation for **Public School Choice** transportation and **Supplemental Educational Services**. If funds other than Title I are used to generate the 20 percent, list only Title I funds in Column B on Page 11. (The provision of Supplemental Educational Services will not be a requirement until school year 2003-2004 for schools in Title I School Improvement.)

The required percentages follow:

5%	Transportation
5%	supplemental educational services
10%	additional transportation or additional supplemental educational services or both, as needed.

**NOTE:** 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 and Supplemental Educational Services**.

#### B) Parental Involvement [Sec. 1118 (a)(3)(C)]

Each school division shall reserve not less than one percent of the **Title I, Part A** allocation to support Parental Involvement activities such as family literacy, parenting skills, etc., for school divisions with Title I allocations of \$500,000 or more. Ninety-five percent of this one percent must be distributed among schools that are served by Title I.

**Example:** A school division that receives \$500,000 from Title I, Part A must reserve one percent or \$5,000 of that amount for Parental Involvement activities. Ninety-five percent of this one percent which is \$4,750 must be distributed to schools served by Title I.

This reserve fund requirement **does not** apply to school divisions receiving LESS than \$500,000. However, Parental Involvement remains a required program component under Section 1118.

II. School Level

A) Title I School Improvement [Sec. 1116 (b)(3)(A)(iii)]

**Professional Development**

The school shall spend not less than **10 percent** of its Title I allocation for Professional Development for each fiscal year it is in school improvement. These funds are to provide high quality professional development to teachers, principals, and other relevant personnel for the purpose of addressing the academic achievement areas that placed the schools in School Improvement.

**NOTE:** This School Improvement amount is a school level set-aside and should not be included in the division level set-aside total. Enter 10 percent of the total school allocation from Column 15 to Column 16 for each school that is in School Improvement.

**Title I, Part A, Basic Programs Operated by Division  
SET-ASIDES**

<b>I. DIVISION LEVEL</b>	<b>A</b>	<b>B</b>
(1000) Administrative Personnel		\$ _____
(2000) Employee Benefits (Fixed Charges)		\$ _____
(5000) Administrative Travel		\$ _____
(5000) Indirect Cost		\$ _____
(5000) Maintenance of Plant		\$ _____
(5000) Operation of Plant		\$ _____
(5000) Other		\$ _____
(6000) Administrative Materials/Supplies		\$ _____
(8000) Buildings (Capital Outlay)		\$ _____
(8000) Remodeling (Capital Outlay)		\$ _____
(8000) All Other Expenses (Capital Outlay)		\$ _____
<b>Division-wide Initiatives</b>		
• Teacher Quality (5 to 10% - Title I, Part A, Section 1119) (as necessary)		\$ _____
• Professional Development		\$ _____
• Title I Pre Kindergarten Program		\$ _____
<b>Parental Involvement</b>		
<b>Amount of school division allocation:</b>	\$ _____	
1% of allocation (Indicate this amount if school division receives \$500,000 or more from Title I.)	\$ _____	
95% of 1% goes to Schools (Indicate this amount)	\$ _____	
5% of 1% is set-aside by the school division		\$ _____
<b>School Improvement</b> Public School Choice Transportation and Educational Support Services (Set-Aside is <b>an amount equal to</b> 20% of Title I, allocation unless a lesser amount is needed. Breakdown = maximum of 5% Transportation; 5% Supplemental Educational Services; and 10% either as needed.)		
Indicate amount by percentage set-aside for:		
_____ % Public School Choice Transportation	\$ _____	
_____ % Supplemental Education Services	\$ _____	
_____ % Additional for Public School Choice Transportation	\$ _____	
_____ % Additional for Supplemental Educational Services	\$ _____	
_____ % Total (an amount equal to 20% or less of Title I allocation)	\$ _____	
Enter the amount of the 20% (or less) School Improvement Set-Aside to be taken from Title I funds. (Reminder: A school division shall not reduce an eligible school's Title I allocation to be used in support of Public School Choice and Supplemental Educational Services by more than 15%)		\$ _____ (amount from Title I)
<b>Homeless (as necessary)</b>		\$ _____
<b>Neglected/Delinquent (as necessary)</b>		\$ _____
<b>Limited English Proficient (LEP) (as necessary)</b>		\$ _____
<b>School Division Set-Asides TOTAL (Enter here and in Box A on page 7 or 8.)</b>		\$ _____
<b>II. SCHOOL LEVEL</b>		
<b>School Improvement</b>	\$ _____*	

\*Indicate the figure representing the total amount to be spent for all the schools in School Improvement. This amount must be the same amount indicated for the division total in the School Improvement 10% Set-Aside Column 16 on the Allocation to Eligible School page(s) in the application. This total is local school level Set-Aside and should not be included in the division level's Set-Asides total.

ALLOCATION TO ELIGIBLE SCHOOLS

Low-Income Factor BELOW 35%  
**PPE X at least 125%**

<p>A.</p> <p>Division's Title I Allocation                      \$ _____</p> <p>Set-Asides (if applicable)                      (—)      \$ _____</p> <p>Amount for Distribution to Schools (Place in Box 13.)                                      \$ _____</p>	<p>B.</p> <p>Use a separate form (page 7) each time the minimum 125% is increased to calculate the adjusted PPE.</p> <p><b>PER PUPIL EXPENDITURE CALCULATION</b></p> <p>\$ _____ ÷ _____ = \$ _____                  Division Total Allocation                      Low-Income Pupils in ALL Schools                      Per Pupil Expenditure PPE</p> <p>\$ _____ x _____ = \$ _____                  PPE    At least 125%    Adjusted PPE</p>
--	--

C.	(1) Eligible Schools (List from highest poverty to lowest.)	(2) Schools Served (Mark with X)	(3) Grades Served in Title I	(4) Targeted Assistance School	(5) Schoolwide School	(6) Comprehen- sive School Reform Grant	(7) School Improvement	(8) No. FTE Teachers	(9) No. FTE Teacher Assistants	(10) No. of Low- Income Pupils (Col. 8, Pg. 3)	(11) % Low- Income (From Col. 9, Pg. 3)	(12) Min. School Allocation (Col. 10 X Adjusted PPE)	(13) Distribution Balance \$ _____ (from Box A)	*(14) School Reallocation Amount	(15) School Allocation Total (Cols. 12 and 14)	(16) School Improvement 10% Set- Aside	
TOTALS FOR DIVISION																	

\*Funds remaining after determining the minimum allocations may be distributed according to served schools' needs or distributed equitably among served schools.

ALLOCATION TO ELIGIBLE SCHOOLS

<p>Low-Income Factor <b>35% and Above</b></p>
---

<p>A.</p> <p>Division's Title I Allocation                      \$ _____</p> <p>Set-Asides (if applicable)                      (—)      \$ _____</p> <p>Amount for Distribution to Schools (Place in Box 13.)                      \$ _____</p>	<p>B.</p> <p>Use a separate form (page 8) each time the percentage is increased or decreased to calculate the adjusted PPE.</p> <p><b>*PER PUPIL EXPENDITURE CALCULATION</b></p> <p>\$ _____ ÷ _____ = \$ _____          Division Total Allocation                      Low-Income Pupils in Eligible Schools                      Per Pupil Expenditure PPE</p> <p>\$ _____ x _____ = \$ _____          PPE                      Percentage                      Adjusted PPE</p> <p style="text-align: center;">*Use the second step <b>ONLY</b> if you reduce or increase the PPE.</p>
--	---

C.	(1) Eligible Schools (List from highest poverty to lowest.)	(2) Schools Served (Mark with X)	(3) Grades Served in Title I	(4) Targeted Assistance School	(5) Schoolwide School	(6) Comprehensive School Reform Grant	(7) School Improvement	(8) No. FTE Teachers	(9) No. FTE Teacher Assistants	(10) No. of Low - Income Pupils (Col. 8 & Pg. 3) % Low-	(11) Income (From Col. 9, Pg. 3)	(12) Min. School Allocation (Col. 9 x Adjusted PPE)	(13) Distribution Balance \$ _____ (from Box A)	**(14) School Reallocation Amount	(15) School Allocation Total (Cols. 12 and 14)	(16) School Improvement 10% Set-Aside	
TOTALS FOR DIVISION																	

\*\*Funds remaining after determining the minimum allocations may be distributed according to served schools' needs or distributed equitably among served schools.



## TITLE I PRESCHOOL PROGRAM (if applicable)

School Year:
--------------

School Division:	School Division Code:	Superintendent's Region:
Number of Participating Students		
Number of Eligible Students on Waiting List		
Number of Participating Schools or Centers		
Number of Teachers		
Number of Instructional Assistants		
Average Number of Pupils Per Class/Average Class Size		
Number of Classrooms		
Total Preschool Budget (Personnel and Program)		
School Year Title I Preschool First Established	FY	
Length of the Program Day	<input type="checkbox"/> Half Day	<input type="checkbox"/> Full Day
Curriculum	<input type="checkbox"/> High/Scope	<input type="checkbox"/> Creative Curriculum
	<input type="checkbox"/> Locally Developed	<input type="checkbox"/> Other (specify) _____
Test/Evaluation Design	<input type="checkbox"/> Brigance	<input type="checkbox"/> Bracken
	<input type="checkbox"/> Boehm	<input type="checkbox"/> Child Observation Record
	<input type="checkbox"/> Dial R	<input type="checkbox"/> Work Sampling System
	<input type="checkbox"/> Denver II	<input type="checkbox"/> PALS
	<input type="checkbox"/> Locally Developed	<input type="checkbox"/> Other (specify) _____
Title I is collaborating with other preschool programs:	<input type="checkbox"/> Virginia Preschool Initiative	<input type="checkbox"/> Head Start
	<input type="checkbox"/> Early Childhood Special Education	<input type="checkbox"/> Even Start Family Literacy
	<input type="checkbox"/> Others (specify) _____	
Students must be	_____ Age                      by                      Date	

Please provide a list of all schools in the school district that house preschool programs. Indicate if any of the preschool classes are housed in a separate preschool center. In addition, include a listing of all preschool teachers who are housed in each of the schools.

<b>List Schools and Early Childhood Centers with Title I Preschool Programs</b>			
<b>Schools</b>	<b>Early Childhood Centers</b>	<b>Principal Name and Address</b>	<b>List all Preschool Teachers by School</b>

**TITLE I, Part C**  
**Program Specific Forms**

**Table A**

**DIVISION STAFF POSITIONS AND FUNDING SOURCE**

Position	Migrant Program Funds		Title I Administrative Funds		Total %Time in the MEP*
	Salary	% Time	Salary	% Time	
1	2	3	4	5	6
Totals					

\*The percentage of time reported in Column 3 plus the percentage of time reported in Column 5 must equal the percentage of time reported in Column 6.

## Table B

### DIVISION BUDGET SUMMARY (Migrant Education Program Funds Only)

<b>Instructional Services, Support Services, and Subgrantee Administration</b>	
A. Instructional Services	\$
B. Support Services	
1. Health	\$
2. Guidance	\$
3. Nutrition	\$
4. Parental Activities*	\$
5. Other (Clothing, Transportation)	\$
C. Administration (Subgrantee)	\$
Total	\$

\*Parental Activities include costs associated with the Parent Advisory Committee.

**Table C (1)**

**CHILDREN EXPECTED TO RESIDE IN THE STATE AND CHILDREN EXPECTED TO BE SERVED**

<b>AGRICULTURE</b>							
<b>Migrant Status</b>	<b>Ages</b>		<b>Grade Levels</b>			<b>Ungraded</b>	<b>Totals</b>
	<b>Below 3</b>	<b>3 thru 4</b>	<b>Elementary Grades <u>K</u> to <u>8</u></b>	<b>Secondary Grades <u>9</u> to <u>12</u></b>	<b>Out of School Youth</b>		
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>Interstate</b> Reside							
<b>Intrastate</b> Reside							
<b>Total</b> Reside							

“Served” means to receive academic and support services provided in whole or in part with MEP funds.

<b>FISHING</b>							
<b>Migrant Status</b>	<b>Ages</b>		<b>Grade Levels</b>			<b>Ungraded</b>	<b>Totals</b>
	<b>Below 3</b>	<b>3 thru 4</b>	<b>Elementary Grades <u>K</u> to <u>8</u></b>	<b>Secondary Grades <u>9</u> to <u>12</u></b>	<b>Out of School Youth</b>		
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>Interstate</b> Reside							
<b>Intrastate</b> Reside							
<b>Total</b> Reside							

“Served” means to receive academic and support services provided in whole or in part with MEP funds.

**Table C (2)**

**CHILDREN EXPECTED TO RESIDE IN THE STATE AND CHILDREN EXPECTED TO BE SERVED\***

<b>REGULAR SCHOOL</b>						
<b>Migrant Status</b>	<b>Ages</b>	<b>Grade Levels</b>			<b>Ungraded</b>	<b>Totals</b>
	<b>3 thru 4</b>	<b>Elementary Grades <u>K</u> to <u>8</u></b>	<b>Secondary Grades <u>9</u> to <u>12</u></b>	<b>Out of School Youth</b>		
<b>1</b>	<b>2</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>Interstate</b>						
Reside						
Serve						
<b>Intrastate</b>						
Reside						
Serve						
<b>Total</b>						
Reside						
Serve						

\*“Served” means to receive academic and support services provided in whole or in part with MEP funds.

**PRIORITY FOR SERVICES**

\_\_\_\_\_ Estimated number of eligible migratory children between the ages of 3-21 who have moved most recently (within 1 year) and who are failing, or most at risk of failing to meet the state standards, or are out of school. Other risk factors include:

- performance below grade level;
- Limited English Proficient (Non-English speaking and Limited English Speaking);
- absenteeism;
- non-age appropriate placement; and
- appropriate verified credit and credit accrual.

\_\_\_\_\_ Estimated number of eligible migratory children between the ages of 3-21 who have moved infrequently (within 2-3 years) or who are secondary Continuation of Service (COS) students and who are failing, or most at risk of failing to meet the state standards, or are out of school.

\_\_\_\_\_ Estimated number of eligible migratory children between the ages of 3-21 enrolled in school or are out of school.

\_\_\_\_\_ Estimated number of migratory children from birth to age two or elementary Continuation of Service (COS) students.

**Table C (3)**

**CHILDREN EXPECTED TO RESIDE IN THE STATE AND CHILDREN EXPECTED TO BE SERVED\***

<b>SUMMER SCHOOL/INTERSESSION</b>						
<b>Migrant Status</b>	<b>Ages</b>	<b>Grade Levels</b>			<b>Ungraded</b>	<b>Totals</b>
	<b>3 thru 4</b>	<b>Elementary Grades <u>K</u> to <u>8</u></b>	<b>Secondary Grades <u>9</u> to <u>12</u></b>	<b>Out of School Youth</b>		
<b>1</b>	<b>2</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>Interstate</b>						
Reside						
Serve						
<b>Intrastate</b>						
Reside						
Serve						
<b>Total</b>						
Reside						
Serve						

\*“Served” means to receive academic and support services provided in whole or in part with MEP funds.

**PRIORITY FOR SERVICES**

\_\_\_\_\_ Estimated number of eligible migratory children between the ages of 3-21 who have moved most recently (within 1 year) and who are failing, or most at risk of failing to meet the state standards, or are out of school. Other risk factors include:

- performance below grade level;
- limited English proficient (non-English speaking and limited English speaking);
- absenteeism;
- non-age appropriate placement; and
- appropriate verified credit and credit accrual.

\_\_\_\_\_ Estimated number of eligible migratory children between the ages of 3-21 who have moved infrequently (within 2-3 years) or who are secondary Continuation of Service (COS) students and who are failing, or most at risk of failing to meet the state standards, or are out of school.

\_\_\_\_\_ Estimated number of eligible migratory children between the ages of 3-21 enrolled in school or are out of school.

\_\_\_\_\_ Estimated number of migratory children from birth to age two or elementary Continuation of Service (COS) students.



**Table D**

**MIGRANT EDUCATION SUMMER SCHOOL PROGRAMS**

<b>Site</b>	<b>Time School Day Begins</b>	<b>Time School Day Ends</b>	<b>Total Hrs./Mins. of Instruction</b>

**TITLE II, Part D**  
**Program Specific Forms**

**VIRGINIA DEPARTMENT OF EDUCATION  
INITIAL BUDGET STATEMENT**

***No Child Left Behind: Ed Tech Grant 2003-2004***

DIVISION:	DIVISION NO:
-----------	--------------

<i>No Child Left Behind</i> ; Ed. Tech Formula Fund Grant Amount	\$
25% Required for Professional Development	\$
Maximum amount that could be transferred	\$

Categories	Required 25%	Amount from Balance	Total
Amount to be transferred			\$
3000 Purchased Services	\$	\$	\$
4000 Internal Services	\$	\$	\$
5000 Other Charges	\$	\$	\$
6000 Materials and Supplies	\$	\$	\$
6500 Software	\$	\$	\$
8000 Capital Outlay	XXXXXXXXXXXXXX	\$	\$
Computers, hardware	XXXXXXXXXXXXXX	\$	\$
9000 Parental Involvement	\$	\$	\$
<b>Total</b>		\$	\$

School Divisions must spend grant funds using the following guidelines: At least 25% of subgrant must be spent for professional development (3000, 4000, 5000, 6000, 6500); Up to 50% of the remaining 75% of subgrant may be Transferred to other NCLB programs, as indicated below.

Part A of Title I	\$		
Part A of Title II, Teacher Quality	\$		
Title III, LEP and Immigrant	\$		
Part A of Title IV, Safe and Drug-Free Schools	\$		
Part B of Title IV, 21 <sup>st</sup> Century CLC (competitive grant program)	\$		
Part A of Title V, Innovative Programs	\$		
<b>Total to be Transferred</b>	\$		

Please E-Mail to: [rschley@mail.vak12ed.edu](mailto:rschley@mail.vak12ed.edu)

**TITLE V, Part A**  
**Program Specific Forms**

## **INSTRUCTIONS FOR COMPLETING THE TITLE V, PART A PARTICIPATION AND PLANNED ALLOCATION OF FUNDS FORMS**

- Indicate the amount allocated for each program in an innovative assistance program area for public and private schools.
- Indicate, if applicable, amounts allocated for administration of the Title V, Part A program and indirect costs. The indirect cost rate used must be the current approved restricted indirect cost rate for the school division.
- Record the total amounts allocated to the public and private schools. The sum of these totals should match the total allocation of Title V, Part A funds.
- Indicate the proposed number of student participants for each program to which funds were allocated. Where possible, include only the number of participants who will benefit directly from the program.
- Indicate the proposed number of staff participants in professional development activities for which Title V, Part A funds were used.

## **INSTRUCTIONS FOR COMPLETING THE TITLE V, PART A PRIVATE SCHOOL PARTICIPATION NARRATIVE FORM**

The Title V, Part A statute requires that data from a needs assessment be used to determine how program funds will be targeted. Because the Title V, Part A program encompasses a variety of allowable uses of funds, the data collected to complete the program narrative may possibly come from several sources. While Title V, Part A is flexible and includes numerous ways that funds can be used, careful consideration should be given to the needs of the students, particularly low-performing students.

The *No Child Left Behind* Act stresses the importance of selecting instructional approaches that have a proven track record of effectiveness. Title V, Part A programs are required to use scientifically based research in selecting educational programs and activities and in designing high-quality professional development. Provide documentation that the educational programs and professional development plans described in the Private School Participation Narrative form are based on scientific research.

Complete a Private School Participation Narrative form for each innovative assistance program area for which funds are allocated. Duplicate this page as needed. A separate program narrative must be submitted for each private school.

Based on current needs assessment data, complete the Private School Participation Narrative to reflect the items listed below.

1. List the name of the private school, total enrollment of the school, and number of students who will participate in the program. Indicate the innovative assistance program area that will be funded as in indicated in the Participation and Planned Allocation of Funds section. If funds are used for professional development, the activities must be high quality, sustained, intensive, and classroom focused. The activities must be expected to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom, and are not one-day or short-term workshops or conferences.

If funds are targeted in areas that provide direct instruction to students, the evaluation (number 5 of the Private School Participation Narrative form) must include student achievement data based on the State's standards and assessments, and other data as appropriate.

2. Describe why the innovative assistance program area was selected and how it will contribute to improving student academic achievement or improving the quality of education. Include specific data from the needs assessment that support the selection of the indicated innovative assistance program area. Provide documentation that the educational programs and professional development plans described are based on scientific research.
3. List the measurable objectives of the program. What should happen as a result of the program? What are the anticipated outcomes?
4. Describe the activities that will be implemented to accomplish the objectives of the program.
5. Describe how the program will be evaluated. Explain what will be done to determine whether the program has been successful. Include the sources of information that will be used to determine whether, and to what extent, objectives were met and activities effectively implemented.
6. Check the ESEA performance goal(s) that is directly or indirectly addressed in the innovative assistance program area described.

**PARTICIPATION AND PLANNED ALLOCATION OF FUNDS**

Innovative Assistance Program Areas	PUBLIC SCHOOLS						PRIVATE SCHOOLS					
	Amount Budgeted	Number of Students				Professional Development	Amount Budgeted	Number of Students				Professional Development
		Pre-K	Elem.	Middle	High Sch.	No. Staff		Pre-K	Elem.	Middle	High Sch.	No. Staff
1. Recruiting, training, and hiring highly qualified teachers to reduce class size												
2. Technology activities, including professional development												
3. Development or acquisition and use of:												
a. computer software and hardware												
b. instructional/reference materials and academic assessments												
c. Library/media services and materials												
4. Educational reform projects, including magnet schools												
5. Programs to improve the academic achievement of educationally disadvantaged elementary and secondary students, including dropout prevention												
6. Programs to improve the literacy skills of adults, including adult education and family literacy programs												
7. Programs for gifted and talented children												
8. Planning, design, and initial implementation of charter schools under Title V, Part B												
9. School improvement programs or activities under Sections 1116 and 1117 of Title I												
10. Community service programs												
11. Consumer, economic, and personal finance education.												
12. Public school choice												
13. Programs to hire and support school nurses												
14. School-based mental health services												
15. Alternative educational programs												
16. Prekindergarten programs												
17. Academic intervention programs jointly operated with community-based organizations												

**PARTICIPATION AND PLANNED ALLOCATION OF FUNDS**

Innovative Assistance Program Areas	PUBLIC SCHOOLS						PRIVATE SCHOOLS					
	Amount Budgeted	Number of Students				Professional Development	Amount Budgeted	Number of Students				Professional Development
		Pre-K	Elem.	Middle	High Sch.	No. Staff		Pre-K	Elem.	Middle	High Sch.	No. Staff
18. CPR training												
19. Smaller learning communities												
20. Activities to advance student academic achievement throughout the LEA area												
21. Parental and community involvement												
22. Best-practice models												
23. Same-gender schools and classrooms**												
24. Service learning activities												
25. School safety programs												
26. Programs that use research-based cognitive and perceptual development approaches												
27. Supplemental educational services as defined in section 1116(e) of Title I												
Program Administration												
Indirect Costs (not to exceed approved rate)												
TOTAL												

Grand Total (Public and Private Entitlement)    \$\_\_\_\_\_

\*Middle and Junior High

\*\*Refer to NCLB, section 5133(b)(9)



**Title V, Part A - Innovative Programs  
PRIVATE SCHOOL PARTICIPATION NARRATIVE**

**(To be completed by private schools participating in the Title V, Part A program as part of the consolidated local application.)**

1. Name of School \_\_\_\_\_ School Official/Administrator \_\_\_\_\_  
Total Enrollment \_\_\_\_\_ Number of Students to Participate in Program \_\_\_\_\_  
Innovative Assistance Area to be Funded \_\_\_\_\_  
\_\_\_\_\_

2. Describe why the innovative assistance program area was selected and how it will contribute to improving student achievement or improving the quality of education. Include specific data from the school's local needs assessment that support the selection of the innovative assistance program area. Provide documentation that the educational programs and professional development plans described in the application are based on scientific research.

3. List the measurable objectives.

4. Describe the activities that will be implemented to accomplish the objectives of the program.

5. Describe how the program will be evaluated.

6. Check the performance goal(s) below that are directly or indirectly addressed in your response for the innovative assistance program area described on this page.

**NCLB PERFORMANCE GOALS**

- 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.
- All students will be educated in learning environments that are safe, drug free, and conducive to learning.
- All students will graduate from high school.

**Title V, Part A - Innovative Programs  
Allocation Of High-Cost Factor Funds**

Check which of the following high-cost factor options the school division used to allocate high-cost factor funds.

**Option 1 - Enrollment based**  
To provide equitable services to children in both public and private nonprofit schools without regard to whether those children generated the additional funds; or

**Option 2 - Proportionate to high-cost number served**  
To provide services only in schools in which children counted in the high-cost adjustment are enrolled. If Option 2 is used, the school division must use the high-cost factor funds in each school in which the children who generated the funds are served in exact proportion to the number of high-cost children in those schools.

**TITLE VI, Part B, Subpart 2**  
**Program Specific Forms**

**Title VI Flexibility and Accountability**  
**Part B – Rural Education Initiative**  
**Subpart 2 – Rural and Low-Income School Program**

**Use of Funds:**

The Rural and Low-Income School program grant allows for expenditures of funds in seven areas. These expenditures are to be used to achieve the indicated measurable objectives and benchmarks presented in this application and to support the five *No Child Left Behind* Performance Goals indicated on page nine of the application.

- F1. Teacher recruitment and retention, including the use of signing bonuses and other financial incentives;
- F2. Teacher professional development, including programs that train teachers to utilize technology to improve teaching and to train special needs teachers;
- F3. Educational technology, including software and hardware, as described in Title II, Part D;
- F4. Parental involvement activities;
- F5. Activities authorized under the Safe and Drug-Free Schools program, Title IV, Part A;
- F6. Activities authorized under Title I, Part A, Basic Program Requirements; and
- F7. Activities authorized under Title III, Language Instruction for Limited English Proficient and Immigrant Students.

**Please check the expenditure areas for which these funds will be used.**

_____ F1	_____ F4
_____ F2	_____ F6
_____ F3	_____ F6
_____ F3	_____ F7

**PHASE II  
LOCAL  
CONSOLIDATED  
APPLICATION**

***GENERAL ASSURANCES  
AND  
PROGRAM SPECIFIC  
ASSURANCES***

**August 2002**

## 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 V, Part A	– Innovative Programs
Title VI, Part B, Subpart 2	– Rural and Low-Income School Program

In this consolidated application, the division assures:

1. That each program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;
2. That 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. That 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;
4. That 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; and
  - b. the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation;
5. That it will maintain fiscal effort in support of free public education;
6. That 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;
7. That the majority of the resources in the school division are derived from non-federal funds;
8. That it will comply with the requirements regarding school prayer as specified in P. L. 107-110, Title IX, Section 9524;
9. That it will comply with the audit requirements for each program;
10. That federal funds are used to supplement, not supplant regular non-federal funds;
11. That 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;

12. That 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;
13. That it will submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary 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;
14. That it will maintain such records, 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;
15. That it consulted with teachers, school administrators, parents, members of the community, nonprofit organizations and other interested parties in the development of this plan;
16. That it afforded a reasonable opportunity for public comment on the plan or application and considered such comment before the application was submitted;
17. That it will comply with the requirement regarding equal access to public school facilities as specified in P. L. 107-110, Title IX, Section 9525;
18. That it will comply with the other application requirements outlined under Title IX - General Provisions as follows:

Section 9501. Private School Children,  
Section 9502. Bypass, and  
Section 9521. Maintenance of Effort

19. That it is in compliance with the following statutes and regulations:
  - a. Title VI of the Civil Rights Act of 1964, as amended, 42 U.S.C. 2000d et. seq., which prohibits discrimination on the basis of race, color, or national origin in programs and activities receiving federal financial assistance;
  - b. Section 504 of the Rehabilitation Act of 1993, as amended, 29 U.S.C. 794, which prohibits discrimination on the basis of handicap in programs and activities receiving federal financial assistance;
  - c. Title IX of the Education Amendments of 1992, as amended, 20 U.S.C. 1681 et. seq., which prohibits discrimination on the basis of sex in education programs and activities receiving federal financial assistance;
  - d. The Age Discrimination Act of 1995, as amended, 42 U.S.C. 6101 et. seq., which prohibits discrimination on the basis of age in programs or activities receiving federal financial assistance;

- e. all provisions of General Education Provisions Act (GEPA) as amended under Public Law 103-382; and
- f. all regulations, guidelines, and standards lawfully adopted under the above statutes by the U. S. Department of Education.

The applicant agrees that compliance with these assurances constitutes a condition of continued receipt of federal financial assistance, and that it is binding upon the applicant, its successors, transferees, and assignees for the period during which such assistance is provided. The applicant further assures that all contractors, subcontractors, subgrantees, or others with whom it arranges to provide services or benefits to its students or employees in connection with its education programs or activities are not discriminating in violation of the above statutes, regulations, guidelines, and standards against those students or employees. In the event of failure to comply, the applicant understands that assistance can be terminated and the applicant denied the right to receive further assistance. The applicant also understands that the U. S. Department of Education may, at its discretion, seek a court order requiring compliance with the terms of the assurances or seek other appropriate judicial relief.

Division:	
Division Superintendent (Signature):	Board Chairman (Signature):
Division Superintendent (Typed Name):	Board Chairman (Typed Name):
Date:	Date:



## Gun Free Schools Act

The division is in compliance with Section 22.1-277.01, Virginia Code which requires the expulsion for one year of any student determined to have brought a weapon 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 weapon 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.

Division:	
Division Superintendent (Signature):	Board Chairman (Signature):
Division Superintendent (Typed Name):	Board Chairman (Typed Name):
Date:	Date:

## **Program Specific Assurances in the *No Child Left Behind* Act of 2001**

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

Each local educational agency plan shall provide assurances that the local educational agency will —

1. inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources;
2. provide technical assistance and support to schoolwide programs;
3. 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's student academic achievement standards;
4. fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b);
5. provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services;
6. 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;
7. ensure that services (to provide early childhood development services to low-income children below the age of compulsory school attendance) comply with the performance standards established under section 641A(a) of the Head Start Act;
8. work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119;
9. comply with the requirements of section 1119 regarding the qualifications of teachers and paraprofessionals and professional development;
10. inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under title IX and, if the State is an Ed-Flex Partnership State, to obtain waivers under the Education Flexibility Partnership Act of 1999;
11. 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, 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;

12. 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;
13. use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, 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;
14. 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;
15. 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);
16. 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;
17. 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. 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; and
  - d. whether the child is provided services by paraprofessionals and, if so, their qualifications.
18. provide to each individual parent—
  - a. information on the level of achievement of the parent's child in each of the State academic assessments as required under this part;
  - b. timely notice that the parent's child has been assigned, or has been taught for four or more consecutive weeks by, a teacher who is not highly qualified; and
  - c. this information in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

19. collect and disseminate information collected under section 1111 in a manner that protects the privacy of individuals;
20. provide all students enrolled in a school identified for school improvement, not later than the first day of the school year following such identification, with the option to transfer to another public school served by the local educational agency, which may include a public charter school, that has not been identified for school improvement, unless such option is prohibited by State law;
21. give priority to the lowest achieving children from low-income families in providing these students the option to transfer to another public school; and
22. shall enroll students, who use the option to transfer, in classes and other activities in the same manner as all other children in the school.

Division:	
Division Superintendent (Signature):	Board Chairman (Signature):
Division Superintendent (Typed Name):	Board Chairman (Typed Name):
Date:	Date:

**Program Specific Assurances in the *No Child Left Behind* Act of 2001**

**Title I, Part C – Migrant**

Each local educational agency plan shall provide assurances that the local educational agency will —

1. use funds received only for programs and projects, including the acquisition of equipment, in accordance with section 1306;
2. consult with parent advisory councils for programs of one school year in duration; and
3. make adequate provision for addressing the unmet education needs of preschool migratory children.

Division:	
Division Superintendent (Signature):	Board Chairman (Signature):
Division Superintendent (Typed Name):	Board Chairman (Typed Name):
Date:	Date:

**Program Specific Assurances in the *No Child Left Behind Act of 2001***

**Title II, Part A, Preparing, Training and Recruiting High Quality Teachers and Principals**

Each local educational agency plan shall provide assurances that the local educational agency will:

1. operate in accordance with the Elementary and Secondary Education Act (ESEA)—(Public Law 106-110—*No Child Left Behind Act of 2001*) and all applicable Virginia Public School Laws;
2. submit descriptive and statistical reports containing complete, accurate, and reliable data that measure the progress of student academic achievement and teacher quality as required by the Elementary and Secondary Education Act — (Public Law 107-110— *No Child Left Behind Act of 2001*);
3. ensure that funds made available under this Act will supplement and shall not supplant, non-federal funds;
4. report all information required by the Department of Education;
5. submit requests for reimbursement within the dates and timelines established;
6. ensure that documentation will be maintained in the school division for five years;
7. comply with certification regarding debarment, suspension, ineligibility, and voluntary exclusion— lower tier covered transactions; and
8. ensure that funds will be expended in accordance to 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 Budget Amendment form provided by the Department of Education. The application must be amended before funds can be expended for activities not approved in the original application.

Division:	
Division Superintendent (Signature):	Board Chairman (Signature):
Division Superintendent (Typed Name):	Board Chairman (Typed Name):
Date:	Date:

**Program Specific Assurances in the *No Child Left Behind* Act of 2001**

**Title II, Part D – Enhancing Education Through Technology (Ed Tech) Program**

The school division hereby assures that it has a long-range technology plan that is consistent with the objectives of the Six-Year Educational Technology Plan for Virginia.

<http://www.pen.k12.va.us/VDOE/Technology/6yrtech.html>

Division:	
Division Superintendent (Signature):	Board Chairman (Signature):
Division Superintendent (Typed Name):	Board Chairman (Typed Name):
Date:	Date:

**Program Specific Assurances in the *No Child Left Behind* Act of 2001**

**Title II, Part D – Enhancing Education Through Technology (Ed Tech) Program**

The school division hereby assures that financial assistance provided under this subpart will supplement, and not supplant, state and local funds.

Division:	
Division Superintendent (Signature):	Board Chairman (Signature):
Division Superintendent (Typed Name):	Board Chairman (Typed Name):
Date:	Date:

**Program Specific Assurances in the *No Child Left Behind* Act of 2001**

**Title II, Part D – Enhancing Education Through Technology (Ed Tech) Program**

DIVISION:	CODE:
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**Children’s Internet Protection Act (CIPA) CERTIFICATION FORM**

CIPA, enacted December 21, 2000, requires recipients of E-Rate and federal technology funds to:

1. use a technology protection measure that blocks or filters Internet access, and
2. adopt an Internet safety policy that includes the operation of a technology protection measure.

The school division hereby certifies that the following condition exists. (Check one)

- 3. The school division receives E-Rate funding and is thereby already CIPA compliant.
- 4. The school division does not receive E-Rate funding but does meet the criteria outlined above and is therefore CIPA compliant.
- 5. The school division does not receive E-Rate funding but does meet the criteria outlined above and is therefore CIPA compliant.
- 6. The school division does not receive E-Rate funding, does not meet the criteria outlined above (not CIPA compliant), but does meet the following qualifications:
- 7. No computers that will be used to access the Internet will be purchased with Ed Tech funds.
- 8. Ed Tech funds will not be used to pay the direct costs associated with accessing the Internet.

Division:	
Division Superintendent (Signature):	Board Chairman (Signature):
Division Superintendent (Typed Name):	Board Chairman (Typed Name):
Date:	Date:



**Program Specific Assurances in the *No Child Left Behind* Act of 2001**

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

Each local educational agency plan shall provide assurances that the local educational agency —

1. has included 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;
2. will comply with section 3302 prior to, and throughout, each school year;
3. will annually assess the English proficiency of all children with limited English proficiency participating in programs funded under this part;
4. will base its proposed plan on scientifically based research on teaching limited English proficient children;
5. 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
6. is not in violation of any State law, including State constitutional law, regarding the education of limited English proficient children, consistent with sections 3126 and 3127.

Division:	
Division Superintendent (Signature):	Board Chairman (Signature):
Division Superintendent (Typed Name):	Board Chairman (Typed Name):
Date:	Date:

**Program Specific Assurances in the *No Child Left Behind* Act of 2001**

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

Each local educational agency plan shall provide assurances that the local educational agency —

1. 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;
2. 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;
3. has, or the schools to be served have, a division-/school-level plan for keeping schools safe and drug-free;
4. will make the application and any waiver request under section 4115(a)(3) available for public review after submission of the application; and
5. 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.

Division:	
Division Superintendent (Signature):	Board Chairman (Signature):
Division Superintendent (Typed Name):	Board Chairman (Typed Name):
Date:	Date:

**Program Specific Assurances in the *No Child Left Behind* Act of 2001**

**Title V, Part A – Innovative Programs**

Each school division’s plan shall provide assurances that the school division will –

1. provide an annual evaluation of the program;
2. use the annual evaluation to make decisions about appropriate changes in programs for the subsequent year;
3. include in the annual evaluation a description of how assistance under this program affected student achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served;
4. submit the annual evaluation to the Virginia Department of Education;
5. implement same-gender programs (if applicable) under section 5131(a)(23) in compliance with federal requirements as indicated in 5131(c); and
6. comply with section 5142 concerning the participation of children enrolled in private nonprofit schools.

Division:	
Division Superintendent (Signature):	Board Chairman (Signature):
Division Superintendent (Typed Name):	Board Chairman (Typed Name):
Date:	Date:

**Program Specific Assurances in the *No Child Left Behind* Act of 2001**

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

The applicant hereby assures the Chief State School Officer that:

1. To more effectively address local academic needs, the Rural and Low-Income School Program grant shall be used in one or more of the seven identified categories.
2. The Rural and Low-Income School Program grant will be used to supplement and not supplant other state and local education funds.
3. The total amount of funding used for the benefit of private school children and teachers has not been affected.
4. The school division will specify the ESEA Goals, its local measurable goals, and benchmarks supported by these funds.
5. The school division will annually assess the academic achievement of students in schools receiving services from the Rural and Low-Income School Program. Students' achievement results will be determined by Virginia's statewide assessment process.
6. Funds will be spent only for activities specified in the approved application.

Division:	
Division Superintendent (Signature):	Board Chairman (Signature):
Division Superintendent (Typed Name):	Board Chairman (Typed Name):
Date:	Date:

**PHASE II**  
**LOCAL**  
**CONSOLIDATED**  
**APPLICATION**

***AUTHORIZED***  
***USES OF FUNDS***

**August 2002**

## **AUTHORIZED USES OF FUNDS**

Following are authorized uses of funds for all programs under *No Child Left Behind Act*, P.L. 107-110.

### **Curriculum and Organizing for Instruction**

- A. Provide an enriched and accelerated curriculum, including applied learning, for all students who are members of target populations of any federal program included in this consolidated local application. (Titles: I, III, IV, V, VI)
- B. Provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement by using effective restructuring plans that are scientifically based to increase the amount and quality of learning time (e.g., providing an extended school year, before- and after-school, and summer programs and opportunities). (Titles: I, III, V)
- C. Meet the educational needs of historically underserved populations:
  - 1. economically disadvantaged students,
  - 2. students from major racial and ethnic groups,
  - 3. students with disabilities, and
  - 4. students with limited English proficiency. (Titles: I, III, V, VI)
- D. Address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state student academic achievement standards, who are members of target populations of any federal program that is included in this consolidated local application. (Titles: I, III, V)
- E. Minimize removing children from the regular classroom during regular school hours for instruction provided by Title I. (Title I)
- F. Provide programs for the development or acquisition in use of instructional and educational materials, including library services and materials, academic assessments, reference materials, computer software and hardware for instructional use, and other curricula materials tied to high academic standards. (Titles: I, V)
- G. Provide educational reform projects, including magnet school programs. (Titles: I, V)
- H. Provide programs to improve the academic achievement of educationally disadvantaged elementary school and secondary school students, including activities to prevent students from dropping out of school. (Titles: I, V)
- I. Provide programs for the educational needs of gifted and talented students. (Title V)

- J. Provide support for the planning, design, and initial implementation of charter schools eligible for Title I, Part A and Title V, Part B (Public Charter Schools). (Titles: I, V)
- K. Support school improvement programs or activities under section 1116 (Academic Assessment and School Division and School Improvement) and section 1117 (School Support and Recognition). (Titles: I, V)
- L. Support activities to promote, implement, or expand public school choice. (Titles: I,V)
- M. Support for alternative educational programs for students who have been expelled or suspended from their regular educational setting, including programs to assist students to re-enter the regular educational setting. (Titles IV, V)
- N. Support programs to establish or enhance Pre-Kindergarten programs. (Titles: I,V)
- O. Support academic intervention programs operated jointly with community-based organizations and that support academic enrichment, and counseling programs conducted during the school day (including during extended school day or extended school year) for students most at risk of not meeting state standards or not completing secondary school. (Titles: I, V)
- P. Support programs for cardiopulmonary resuscitation (CPR) training in schools to establish smaller learning communities. (Title V)
- Q. Support activities that encourage and expand improvements throughout the area served by the local educational agency that are designed to advance student academic achievement. (Titles: I, V)
- R. Support for programs to provide same-gender schools and classrooms (consistent with applicable law). (Title V)
- S. Support for service learning activities. (Titles: IV, V)
- T. Support for supplemental educational services as defined in section 1116(e) of Title I (School Improvement). (Titles: I, V)

**Diagnosis and Teaching Low-Achieving Children**

- U. Support for the use of effective instructional methods and practices that are scientifically based to strengthen the core academic program in the school. (Titles: I, III, V)
- V. Assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving children served by Title I to meet state student achievement academic standards and do well in the academic curriculum. (Titles: I, III, V)
- W. Identify students who may be at risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom-based instructional reading assessments. (Titles: I, V)

- X. Support activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance, which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance. (Titles: I, III, V)
- Y. Support programs and activities that expand learning opportunities through best-practice models. (Titles: I, V)
- Z. Support programs that employ research-based cognitive and perceptual development approaches and rely on a diagnostic-prescriptive model to improve students' learning. (Titles: I, V)
- AA. Increase the English proficiency of limited English proficient students by providing high-quality language instruction programs that are based on scientifically based research that demonstrate the effectiveness of the programs in increasing English proficiency and student academic achievement in the core academic subjects. (Title III)

### **Parental and Community Involvement**

- BB. Increase parental involvement programs and activities (e.g., such as family literacy services) with a focus on student achievement. [See Section 1118 – Parental Involvement.] (Titles: I, V, VI)
- CC. Provide high quality curriculum and instruction in a supportive and effective environment which will enable parents to assist in their children's homework. (Titles: I, III, V)
- DD. Increase communication between the home, school, and community in order to build capacity for engaged involvement and partnership. (Titles: I, III, V)
- EE. Adopt scientifically based research model approaches to improve parental involvement. (Titles I, III, IV, V, VI)
- FF. Provide training for parents to enhance the involvement of other parents. (Titles I, III, IV, V, VI)
- GG. Coordinate and integrate parental involvement programs and activities with other federal programs (e.g., Head Start, Reading First, etc.) to increase student achievement and community involvement. (Titles I, III, IV, V, VI)
- HH. Provide programs to improve the literacy skills of adults, including adult education and family programs. (Titles I, III, V, VI)
- II. Provide initiatives to generate, maintain, and strengthen parental, family, and community involvement. (Titles I, III, IV, V, VI)



- JJ. Provide professional development in the integration of advanced technologies (including emerging technologies) into curricula and instruction to create new learning environments:
1. to access data and resources to develop curricula and instructional materials; (Titles I, II, III, IV, V, VI)
  2. to enable teachers (1) to use the Internet and other technology to communicate with parents, other teachers, principals, and administrators; and (2) to retrieve Internet-based learning resources; (Titles I, II, III, IV, V, VI) and
  3. to lead improvement in classroom instruction in core academic subjects that effectively prepare students to meet challenging state academic content standards, including increasing student technology literacy, and student academic achievement standards. (Titles I, II, III, V, VI)
- KK. Provide high-quality professional development (based on scientifically based research) for teachers, principals, and administrators, and other school personnel, to enhance knowledge and use of curricula materials, assessment measures, and instructional strategies effective with students who: are economically disadvantaged, from major racial/ethnic groups, have disabilities, are classified as limited English proficient, migratory, neglected or delinquent, and homeless. (Titles: I, II, III, V)

### **Principals, Teachers, Paraprofessionals Training and Recruitment**

- LL. Provide funds for targeted schools that have the lowest percentage of highly qualified teachers; have the highest average class size; or are identified for school improvement under Title I.
1. Provide professional development activities that improve the knowledge of teachers, principals, and paraprofessionals. (Titles: I, II, III, V, VI)
  2. Carry out the professional development activities to improve the quality of instruction to increase student achievement and development of English proficiency for limited English proficient students. (Titles: I, II, III, V)
  3. Carry out programs and activities to improve the quality of instructional leadership. (Titles: I, II, V)
  4. Develop and implement initiatives to assist schools in effectively recruiting and retaining highly qualified teachers, principals, and paraprofessionals. (Titles: I, II, V)
  5. Hire highly qualified teachers including teachers who become highly qualified through state and local alternative routes to certification, and special education teachers, in order to reduce class size, particularly, in the early grades. (Titles: I, II, V)
  6. Develop and implement initiatives to promote retention of highly qualified teachers, principals, and paraprofessionals, particularly within elementary and secondary schools with a high percentage of low-achieving students. (Titles: I, II, V)
  7. Carry out teacher advancement initiatives that promote professional growth and emphasize multiple career paths, such as paths to become a career teacher, mentor teacher, or an exemplary teacher. (Titles: I, II)
  8. Carry out programs and activities related to exemplary teachers. (Titles: I, II)
  9. Carry out 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. (Title: IV)

## **Technology**

- MM. Provide technology activities related to the implementation of school based reform efforts. (Titles: I, II, V, VI)
- NN. Provide educational technology, including software and hardware, as described in Part D of Title II (Enhancing Education Through Technology). (Titles: II, V)

## **Safe and Drug-Free**

- OO. Develop, implement, and evaluate comprehensive programs and activities that are coordinated with other school and community-based services and programs to --
  - 1. Foster a safe and drug-free learning environment that supports academic achievement. (Title IV)
  - 2. Be consistent with the principles of effectiveness and be designed to--
    - a. prevent or reduce violence; the use, possession and distribution of illegal drugs; and delinquency; (Title IV) and
    - b. create a well-disciplined environment, conducive to learning, that 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 effort. (Title IV)
  - 3. Include activities to --
    - a. promote the involvement of parents in the activity or program; (Title IV)
    - b. promote coordination with community groups and coalitions, and government agencies; (Title IV) and
    - c. distribute information about the school division's needs, goals, and programs. (Title IV)
- PP. Provide programs to expand or improve school-based mental health services, including early identification of drug use and violence, assessment, and direct individual or group counseling services provided to students, parents, and school personnel by qualified school-based mental health services personnel. (Title IV)
  - 1. Promote the involvement of parents in the substance abuse and violence prevention activities and programs. [See Section 4115 Safe and Drug-Free.] (Title IV)
  - 2. Promote coordination of the substance abuse and violence prevention program with community groups, coalitions, and government agencies. [See Section 4115 Safe and Drug-Free.] (Title IV)

## **Limited English Proficiency**

- QQ. Provide a high-quality language instruction program(s) that are based on scientifically based research that demonstrate the effectiveness of increasing English proficiency and student academic achievement in the core academic subjects. (Title III)

## **Neglected, Delinquent, or At-risk**

- RR. Provide programs that serve children and youth returning to local schools from correctional facilities, to assist in the transition of such children and youth to the school environment, and to help them remain in school in order to complete their education. (Title I)

- SS. Provide dropout prevention programs which serve at-risk children and youth, including pregnant and parenting teens, children and youth who have come in contact with the juvenile justice system, children and youth at least one year behind their expected grade level, migrant youth, immigrant youth, students classified as limited English proficient, and gang members. (Title I)
- TT. Coordinate health and social services for such individuals if there is a likelihood that the provision of such services, including day care, drug and alcohol counseling, and mental health services, will improve the likelihood such individuals will complete their education. (Title I)
- UU. Provide special program to meet the unique academic needs of participating children and youth, including career and technical education, special education, career counseling, curriculum-based youth entrepreneurship education, and assistance in securing student loans or grants for postsecondary education. (Title I)
- VV. Establish programs that provide mentoring and peer mediation. (Title I)

**Additional Services**

- WW. Provide community service programs that use qualified school personnel to train and mobilize young people to measurably strengthen their communities through nonviolence, responsibility, compassion, respect, and moral courage. (Titles: IV, V)
- XX. Provide activities to promote consumer, economic, and personal finance education. (Title V)
- YY. Provide programs to hire and support school nurses and programs for CPR training in schools. (Title V)
- ZZ. Provide advocacy and outreach activities for migratory children and their families, including other education, health, nutrition, and social services. (Title I)

**PHASE II**  
**LOCAL**  
**CONSOLIDATED**  
**APPLICATION**  
  
*QUALIFICATIONS*  
  
*FOR*  
  
*TEACHERS*  
  
*AND*  
  
*PARAPROFESSIONALS*

**August 2002**

## QUALIFICATIONS OF TEACHERS

### Title I, Part A, Subpart 1, Section 1119

#### **Mandates of the Act:**

1. New teachers hired after the first day of the 2002-03 school year in programs supported by Title I, Part A, must be “highly qualified.” All teachers of core academic subjects (including English, reading or language arts, mathematics, science, foreign language, civics and government, economics, arts, history and geography) must be “highly qualified” by the end of the 2005-06 school year.

**a. What does “highly qualified” mean in Virginia?**

Based on the *No Child Left Behind* legislation and the nonregulatory draft guidance document titled, *Improving Teacher Quality, State Grants*, Title II, Part A, June 6, 2002, the term “highly qualified” used in reference to any public elementary, middle, or secondary school teacher in the core academic subjects means the teacher: (1) holds full state licensure as a teacher, including licensure through alternate routes; and (2) teaches only in the area or areas of endorsement.

In addition, a teacher who is entering the profession through an alternate route program may meet the definition of a highly qualified teacher if the participant in the program: (1) is permitted by the state to assume functions as a regular classroom teacher; (2) has a bachelor’s degree; (3) has demonstrated subject matter competence by passing the state professional teacher assessments; and (4) is making satisfactory progress toward full licensure, as prescribed by the Board of Education.

**b. What teachers are affected by the *No Child Left Behind* legislation?**

New teachers hired after the first day of the 2002-03 school year in programs supported by Title I, Part A, funds must be “highly qualified.” This includes all teachers of core academic subjects hired after the first day of the 2002-03 school year in a Title I “Schoolwide Program” or a Title I teacher employed in a “Targeted Assistance” school. “Highly qualified” applies to all teachers working in core academic subjects by the end of the 2005-2006 school year. **The legislation defines the following areas as core academic subjects: English, reading or language arts, mathematics, science, foreign language, civics and government, economics, arts, history, and geography** [Section 9101(11)].

**c. How does the *No Child Left Behind* legislation affect non-degreed career and technical teachers in Title I middle and high schools?**

The federal legislation does not include career and technical education courses as core academic subjects. As such, the Board of Education’s regulations will continue to provide the “Technical Professional License” to teachers of these courses.

**QUALIFICATIONS OF PARAPROFESSIONALS**  
**Title I, Part A, Subpart 1, Section 1119**

**Mandates of the Act:**

2. As of this date of enactment, new paraprofessionals must be “highly qualified” and existing paraprofessionals must be “highly qualified” no later than four years after the date of enactment (January 2006).

All paraprofessionals hired after the date of enactment (January 8, 2002) of the *No Child Left Behind* legislation and working in a program supported with funds under Title I, Part A, must meet the federal definition of a “highly qualified” paraprofessional. Paraprofessionals hired before January 8, 2002, and working in a program supported with funds under Title I, Part A, must meet these requirements in four years. All paraprofessionals, regardless of the hiring date, must have earned a secondary school diploma or its recognized equivalent (GED). These requirements apply to paraprofessionals with instructional duties.

a. **What is the federal definition of a “highly qualified” paraprofessional?**

Highly qualified paraprofessionals are defined in the *No Child Left Behind* legislation as individuals who have completed **one** of the following requirements:

- at least two years of study at an institution of higher education; or
- an associate degree or higher degree; or
- have met a rigorous standard of quality and can demonstrate, through a local or formal state 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)(1)(A)(B)(C)(i)(ii)].

b. **What paraprofessionals are affected by the NCLB legislation?**

Paraprofessionals hired before January 8, 2002, and working in a program supported with Title I funds must meet one of the requirements above in four years [Section 1119(d)]. The federal policy on paraprofessionals outlined in an April 30, 2002, letter to the State Superintendent of Public Instruction offered the following guidance on paraprofessionals:

- 1) Requirements apply to paraprofessionals with instructional duties in any program supported by Title I funds. For Title I schoolwide schools, this means all paraprofessionals with instructional duties without regard to the source of funding of the positions.
- 2) Requirements do not apply to paraprofessionals working as translators or those whose duties consist solely of conducting parental involvement activities consistent with Section 119(e)(1)(2). Individuals who work solely in non-instructional roles, such as food service, cafeteria or playground supervision, personal care services, and non-instructional computer assistance are not considered to be paraprofessionals for Title I purposes.

- 3) *All* paraprofessionals (regardless of their hiring date) in a program supported with Title I funds must have a secondary school diploma or equivalent. This is a change from the previous statute that permitted the hiring of paraprofessionals without high school diplomas, or the recognized equivalent, to work as translators.
- 4) Finally, Title I and Title II funds may be used for ongoing training and professional development to help paraprofessionals meet the requirements of the *No Child Left Behind Act*.