

***Elementary and Secondary
Education Act of 1965 (ESEA),
as Amended by the
Every Student Succeeds Act of 2015 (ESSA)
P. L. 114-95***

Local Consolidated Application

Guidelines ♦ Instructions ♦ Assurances

**Application Submission Date:
July 1, 2017**

**ESEA Grant Award Period:
July 1, 2017 – September 30, 2018**

**Virginia Department of Education
Division of Instruction
Office of Program Administration and Accountability
P. O. Box 2120
Richmond, VA 23218-2120**

Application Guidelines

Purpose of Program and General Use of Funds

The purpose of the Local Consolidated Application is to support student achievement under Virginia's Accountability Plan provisions, including the following:

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

Application Submission and Approval Deadline

- The consolidated or individual application submission date is by Friday, July 1, 2017. The application may be submitted prior to July 1.
- A school division that submits an approvable application by July 1, 2017, will have the 2017-2018 funds available on a reimbursement basis as of July 1, 2017. A school division that submits an approvable application after July 1, 2017, will have the 2017-2018 funds available on a reimbursement basis as of the date the application is received at the Department.
- The division should make every effort to submit program applications by the due date.
- Failure to adhere to the submission deadline may indicate that the division does not have a process in place to ensure that it implements only approved programs and services and that funds are allocated only on approved activities.

Submission to the Virginia Department of Education

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

Revisions and Amendments to Applications

- Revisions are changes that are necessary to the program application or budget *before* approval can be granted. Revisions to the application are made after the original submission only if the application is denied.
- Amendments are changes that are made to the program application or budget *after* the approval of the application. If the amendment involves only programmatic changes, a budget transfer request is not required. If the amendment involves programmatic and budget changes, a budget transfer must also be submitted.
- The division should make every effort to submit revisions and amendments in a timely manner.
- NOTE: Any changes to the program budget should first be reflected in an amended application, followed by a budget transfer within 7 business days of approval of the amended application. Budget transfers are not accepted without an approved amended application reflecting budget changes.
- Revisions and amendments should be identified on the first page of the application in the upper right-hand corner. Indicate whether a revision or an amendment is being submitted and include the date. Next, select the "Explain" link. A section will be displayed where details about the changes to the application should be provided. Please be specific. Provide the number and date of the revision or

amendment.

- All changes, whether submitted in a revision or amendment, should be made to the original or most recently approved version of the application. The file should then be resubmitted using OMEGA in a similar manner as was used for the original submission of the application file. Additional information on revisions or amendments submission is available in the OMEGA modules located at: http://www.doe.virginia.gov/federal_programs/esea/applications/index.shtml.

Release of Federal Funds and Grant Award Period

- At the conclusion of the approval process, funds are released to school divisions on a reimbursement basis. The grant award period is July 1, 2017, through September 30, 2018. Under the Tydings Amendment, school divisions have until September 30, 2019, to encumber 2017-2018 funds.
- Final reimbursements must be submitted to the Department by November 15, 2019. Reimbursements are submitted using the OMEGA system.
- If the 2017-2018 allocation amounts are not available to school divisions by the application submission date, the 2016-2017 ESEA allocation may be used as the estimated amount for budget purposes. When the school division's final 2017-2018 federal allocations have been received, applicants should follow the electronic revision or amendment process as outlined in the OMEGA modules located at: http://www.doe.virginia.gov/federal_programs/esea/applications/index.shtml.

General Assurances and Program Specific Assurances

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

Instructions for Electronic Completion and Submission of Application

- The application has been created in a Microsoft Excel format. Users can enter information in the white cells. Use the "Tab" key to move from cell to cell. **Do not** use the "Enter" key to advance to the next cell.
- The completed application must be saved as an Excel document with the following name: "XXXConsApp17-18.xls" (The "XXX" should be replaced by the three-digit LEA/Payee Code for your particular division). For example, Accomack County's Local Consolidated Application should be saved as "001ConsApp17-18.xls" in the electronic files for the school division. **The file name cannot exceed 50 characters.**
- The completed application should be uploaded to the OMEGA system by selecting the appropriate options to indicate the type of application (individual or consolidated) and then the appropriate federal program(s) in the application(s). Print copies will not be accepted.
- OMEGA can be accessed through the Virginia Department of Education's (VDOE's) Single Sign-on for Web System (SSWS) located at: <https://p1pe.doe.virginia.gov/ssws/login.page.do>.
- A log-in ID and password are necessary to access the system.
- Additional information and guidance regarding the submission of the application using OMEGA can be found in the [technical assistance document](#) and in the OMEGA modules at: http://www.doe.virginia.gov/federal_programs/esea/applications/index.shtml. If additional technical support is needed, please e-mail OMEGA.Support@doe.virginia.gov or call (804) 371-0993.
- All other correspondence should be directed to the applicable program specialist listed on the State Federal Program Contacts sheet included on page 6.

Specific Title Uses of Funds

- A. **Title I, Part A – Improving Basic Programs Operated by Local Educational Agencies** – Funds are to be used to develop, implement, and evaluate instructional programs that ensure students identified to receive services in Title I Targeted Assistance programs and all children in Title I Schoolwide programs have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and assessments.
- B. **Title I, Part C – Education of Migratory Children** – Funds are to be used to develop instructional programs and projects that:
- Support high-quality and comprehensive educational programs and services during the school year and, as applicable, during summer or intersession periods, that address the unique educational needs of migratory children;
 - Ensure that migratory children who move among the States are not penalized in any manner by disparities among the States in curriculum, graduation requirements, and challenging state academic standards;
 - Ensure that migratory children receive full and appropriate opportunities to meet the same challenging state academic standards that all children are expected to meet;
 - Help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to succeed in school; and
 - Help migratory children benefit from State and local systemic reforms.
- C. **Title I, Part D – Neglected, Delinquent, or At-Risk** – Funds are to be used to develop the following:
- Programs that serve children and youth returning to local schools from correctional facilities;
 - Dropout prevention programs, including pregnant teens, migrant and immigrant youth, limited English proficient students, and gang members;
 - Health and social services, including day care, drug and alcohol counseling, and mental health services that will help individuals complete their education;
 - Vocation and technical education, special education, career counseling, curriculum-based youth entrepreneurship education, and assistance in securing student loans or grants for post-secondary education; and/or
 - Programs providing mentoring and peer mediation.
- D. **Title II, Part A – Supporting Effective Instruction** – Funds are to be used to develop instructional programs that:
- Increase student academic achievement consistent with challenging state academic standards;
 - Improve the quality and effectiveness of teachers, principals, and other school leaders;
 - Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and
 - Provide low-income and minority students greater access to effective teachers, principals, and other school leaders.
- E. **Title III, Part A – Language Instruction for English Learners and Immigrant Students** – Funds are to be used to develop instructional programs:
- To help ensure that ELs, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English;
 - To assist all ELs, including immigrant children and youth, to achieve at high levels in academic subjects so that all ELs can meet the same challenging State academic standards that all children are expected to meet;

- To assist teachers (including preschool teachers), principals and other school leaders, state educational agencies, local educational agencies, and schools in establishing, implementing, and sustaining effective language instruction educational programs designed to assist in teaching ELs, including immigrant children and youth;
- To assist teachers (including preschool teachers), principals and other school leaders, state educational agencies, and local educational agencies to develop and enhance their capacity to provide effective instructional programs designed to prepare ELs, including immigrant children and youth, to enter all-English instructional settings; and
- To promote parental, family, and community participation in language instruction educational programs for the parents, families, and communities of ELs.

F. **Title V, Part B – Rural and Low-Income School Program** – Funds are to be used for rural school divisions that serve concentrations of children from low-income families. These funds may be used to support a broad array of local activities to enhance student achievement through one or more of the following categories:

- Activities authorized under Title I, Part A, Improving Basic Programs Operated by Local Educational Agencies;
- Activities authorized under Title II, Part A, Supporting Effective Instruction;
- Activities authorized under Title III, Language Instruction for English Learners and Immigrant Students;
- Activities authorized under Title IV, Part A, Student Support and Academic Enrichment Grants; and
- Parental involvement activities.

VIRGINIA DEPARTMENT OF EDUCATION FEDERAL PROGRAM CONTACTS

PROGRAMS	CONTACT	E-MAIL	TELEPHONE
Title I, Part A – Improving Basic Programs Operated by Local Educational Agencies	Regions II, IV, and VIII Tiffany Frierson	Tiffany.Frierson@doe.virginia.gov	(804) 371-2682
	Regions III, VI, and VII Shyla Vesitis	Shyla.Vesitis@doe.virginia.gov	(804) 225-3711
	Regions I and V Louise Sutton	Louise.Sutton@doe.virginia.gov	(804) 225-2901
Title I, Part A – Homeless Children And Youth	Dr. Patricia Popp	homlss@wm.edu	(757) 221-4002
Title I, Part A – Preschool Program	Cheryl Strobel	Cheryl.Strobel@doe.virginia.gov	(804) 371-7578
Title I, Part C – Education of Migratory Children	Shyla Vesitis	Shyla.Vesitis@doe.virginia.gov	(804) 225-3711
Title I, Part D – Neglected, Delinquent, or At-Risk	Tiffany Frierson	Tiffany.Frierson@doe.virginia.gov	(804) 371-2682
Title II, Part A – Supporting Effective Instruction	Carol Sylvester	Carol.Sylvester@doe.virginia.gov	(804) 371-0908
	Michael Courtney	Michael.Courtney@doe.virginia.gov	(804) 371-2934
Title III, Part A – Language Instruction for English Learners and Immigrant Students	Regions II, IV, VI and VII Stacy Freeman	Stacy.Freeman@doe.virginia.gov	(804) 371-0778
	Regions I, III, V, and VIII Louise Sutton	Louise.Sutton@doe.virginia.gov	(804) 225-2901
Title V, Part B – Rural and Low-Income School Program	Lynn Sodat	Lynn.Sodat@doe.virginia.gov	(804) 225-2869
Mechanics of Excel Applications	Dawn Dill	Dawn.Dill@doe.virginia.gov	(804) 786-9935
Online Management of Education Grant Awards (OMEGA)	OMEGA Support	OMEGA.Support@doe.virginia.gov	(804) 371-0993

Instructions for Completing the Application

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

1. Complete the school division information section. Select the drop down cell that appears in the Applicant (Legal Name of Agency) cell and locate your school division name. Select your school division name. This feature will automatically insert your school division name and number throughout the application.
2. The local school board must review and approve the application prior to submission to the Virginia Department of Education.
3. The designated division representative should complete the Local Educational Agency Certification by securing all appropriate signatures and by indicating the date of the school board meeting.
4. The 2016-2017 funding allocations will appear in the column labeled 2016-2017 Allocation. Please indicate whether or not you submitted a consolidated application for 2016-2017 by selecting “yes” or “no” from the drop down list in the column marked 2016-2017 Consolidated Application.
5. After completing step 1 above, in the far right column labeled 2017-2018 Allocation Total, enter your school division’s allocations by titles to be included in the 2017-2018 Consolidated Application. If you do not know the 2017-2018 allocation, you may use the 2016-2017 amount. Once you enter the allocation in the column labeled 2017-2018 Allocation Total, the column labeled 2017-2018 Consolidated will automatically change to “yes” or “no”. **Note:** *For Title I, Part C, Education of Migratory Children, enter your allocation in the Division Allocation cell if you are applying for the funds for your division. If you are applying as the lead for a regional program, enter the sum of the allocations for all divisions in the Regional Program cell.*
6. If funds will be transferred from Title II, Part A into other programs, include the amount that will be transferred under “Title II Transferability Funds.” Otherwise, leave “Transferability” blank. If funds will be transferred into any program, you will need to complete the Transferability Tab of the application. Please note that prior approval is required to transfer funds. The transfer request form is provided at http://www.doe.virginia.gov/federal_programs/esea/forms/lea_funds_transfer_request.docx.

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

1. List the division contact(s) by program area(s).
2. Revisions are changes that are necessary to the program application, or budget before approval can be granted. Revisions to the application are made after the original submission only if the application is denied.
3. Amendments are changes that are made to the program application or budget after the approval of the application. If the amendment involves only programmatic changes, a budget transfer request is not required. If the amendment involves programmatic and budget changes, a budget transfer must also be submitted.
4. NOTE: Any changes to the program budget should first be reflected in an amended application, followed by a budget transfer within 7 business days of approval of the amended application. Budget transfers are no longer accepted without an approved amended application reflecting budget changes.

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

For the 2017-2018 year, divisions are not required to complete this section if there are no substantive changes from the 2016-2017 application. In the space designated, indicate “No Changes” or describe changes from the 2016-2017 application.

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

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

For the 2017-2018 year, divisions are not required to complete this section if there are no substantive changes from the 2016-2017 application. In the space designated, indicate “No Changes” or describe changes from the 2016-2017 application.

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

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

For the 2017-2018 year, divisions are not required to complete this section if there are no substantive changes from the 2016-2017 application. In the space designated, indicate “No Changes” or describe changes from the 2016-2017 application.

1. In the tables on pages 10-14, as needed, state the measurable objectives that will guide the development of the programs to be funded. Measurable objectives may be continued from the previous school year with an adjusted time period. Indicate the federal programs funding each measurable objective. Each federal program included on the application must be incorporated into the measurable objectives at least once.
2. Describe the evidence-based research services and activities (programs, models, instructional methods, and techniques) that will be implemented to achieve each objective and that will be supported by the requested funds.
3. A definition and examples of measurable objectives are listed below.

What is a Measurable Objective?

A measurable objective has four components:

1. Subject (Who is the target or focus?);
2. Behavior (What will be changed/improved?);
3. Specific criteria for assessing improvement, readiness, or achievement; and
4. Time period for performance or assessment.

Example:

1. In the spring of 2018, students with disabilities will demonstrate a five percent increase in the subgroup’s mathematics performance on the Standards of Learning assessment.

It is anticipated that 2016-2017 *student-level* Standards of Learning (SOL) test results will arrive in the school divisions prior to the application deadline. Though unofficial, schools and school divisions should examine these data for student progress trends that *may* be used to determine needed activities to improve student achievement.

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

Measurable objectives related to teacher and paraprofessional quality may be guided by data from the Instructional Personnel and Licensure Report (IPAL), as outlined in [Superintendent's Memorandum Number 268-16, October 21, 2016](#). The report will give the division data regarding the highly qualified status of teachers and paraprofessionals from the 2016-2017 school year to inform plans for the 2017-2018 school year. These data *may* be used to determine needed activities to improve teacher quality efforts.

F. Detail Budget Breakdown (Coordinated Consolidated Information Tab Pages 15-23)

1. The program budget must reflect resources needed to achieve the measurable objectives.

2. The applicable detail budget breakdown sheets must also be completed.
3. The “Expenditure Accounts Description” on page 23 of the application provides definitions for the object codes. Please review these definitions carefully.

Note: Divisions with priority or focus schools should provide and label the detailed breakdown of anticipated cost of implementing required interventions in these schools, as determined by the Office of School Improvement, in the appropriate lines.

G. Local Education Budget Summary (Consolidated Budget Summary Tab Page 24)

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

Note: Divisions with priority or focus schools should provide the anticipated cost of implementing required interventions in these schools, as determined by the Office of School Improvement, in the appropriate lines.

Divisions who have entered into agreements to provide materials or services to private schools, should provide the anticipated costs on the appropriate lines.

H. Transferability Tab (Page 25)

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

Under ESSA, divisions may transfer funds from Title II, Part A, or Title IV, Part A, into: Title I, Part A; Title I, Part C; Title I, Part D; Title II, Part A; Title III, Part A; Title IV, Part A; or Title V, Part B. There is no limit to the amount of funding that can be transferred from Title II, Part A, or Title IV, Part A. Please note that prior approval is required to transfer funds. The transfer request form is provided at http://www.doe.virginia.gov/federal_programs/esea/forms/lea_funds_transfer_request.docx.

Excluding Title I, Part D, and Title V, Part B, each program covered by the transferability is subject to the equitable services requirements under Title I or VIII, which may not be waived. Before a division may transfer funds from a program subject to equitable services requirements, it must engage in timely and meaningful consultation with appropriate private school officials. With respect to the transferred funds, the division must provide private school students and teachers equitable services under the program(s) to which, and from which, the funds are transferred, based on the total amount of funds available to each program after the transfer.

To complete the transferability tab, enter the amount being transferred into the applicable program on line 12. Enter the amount budgeted in each object code on lines 15 through 91. A red “Yes” will appear on line 94, “Does Budget Match Amount Transferred to Program?” if entered correctly. Provide an explanation of the uses of transferability funds in the program narrative.

I. General Education Provisions Act (GEPA) Section 427 (GEPA Tab Page 26)

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

of how the applicant plans to address those barriers that are applicable to their circumstances.

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

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

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

J. Program Specific Guidelines And Instructions

1. Title I, Part A – Improving Basic Programs

a. Student Eligibility Criteria for Title I Targeted Assistance Schools (Title I, Part A, Tab Page 27)

For the 2017-2018 year, divisions are not required to complete this section if there are no substantive changes from the 2016-2017 application. In the space designated, indicate “No Changes” or describe changes from the 2016-2017 application.

Describe the eligibility criteria by subject that will be used to select students for participation in the Title I, Part A, program in Targeted Assistance schools. Eligible children are children identified by the school as failing, or most at risk of failing, to meet the state’s challenging student academic achievement standards on the basis of multiple, educationally related, objective criteria established by the school division with input from the schools. Children from preschool through grade 2 shall be selected solely on the basis of such criteria as teacher judgment, interviews with parents, and developmentally appropriate measures.

b. New Schoolwide School Programs (Title I, Part A, Tab Page 28)

If applicable, indicate in the space provided the school or schools in your division that have completed one year of planning and will be implementing a new Schoolwide Program during school year 2017-2018. Please contact your state Title I specialist for instructions on how to submit new schoolwide plans for review.

c. Staffing Information for Title I, Part A, (Title I, Part A, Tab Page 29)

During the 2017-2018 transition to ESSA, this section is not required.

d. Improvement Plan Requirements (Program Requirements Tab Page 29)

Check the box in the application to certify the school division is aware of the requirement to use an improvement planning tool for priority and focus schools as determined by the Office of School Improvement.

e. Maintenance of Effort (Title I, Part A, Tab Page 30)

The school division must provide Maintenance of Effort information for the two years that precede the school year in which the program outlined in this application will be implemented. Enter the dollar amounts that represent the per pupil expenditure from non-federal funds for the past two fiscal years in cells (A) and (B). (Example: Applications for 2017-2018 school year should show Maintenance of Effort per pupil expenditure for the 2015-2016 and 2016-2017 school years.)

f. Eligible Attendance Areas (Title I, Part A, Tab Page 30-36)

Indicate the sources of data used to report an unduplicated count of low-income children:

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

Indicate the option used to select schools to be served:

- Grade Span Ranking
- Rank Order
- Division Average

Indicate if the division is part of the Title I private school bypass, or maintains documented efforts to obtain private school figures, including the signed affirmation of consultation with private school officials.

Complete the Eligible Attendance Areas data as required below:

- Select the **Import School Data** yellow button to populate Name of Public School and Grade Span of the school. If necessary, correct by adding, deleting, or changing names to schools listed or grade span.
- Complete required information with appropriate counts. Totals and percentages will calculate automatically.
- Divisions with NO schools participating in CEP should leave columns J and K blank, or select “No” for each school.
- Divisions with some or all schools participating in CEP should complete columns J and K for each school.
 - In column J, select “Yes” if the school participated in the Community Eligibility Provision (CEP) during the 2016-2017 school year, or select “No” if the school did not participate.
 - In column K, divisions in which one or more schools participated in CEP during the 2016-2017 school year should apply the CEP multiplier to rank schools for Title I eligibility purposes as follows:
 - If low-income data for non-CEP schools include household meal applications, the multiplier should be applied to ALL CEP schools; or
 - If low-income data for non-CEP schools do not include household meal applications, the multiplier should be applied to ALL schools or NO schools; or
 - If all schools in the division are CEP schools, the multiplier should be applied to ALL schools or NO schools.
- After completing data input, click the yellow **Sort by Highest Poverty Percentage** button.
- Totals, Division Average, and Grade Span Averages on pages 31 and 33 will calculate automatically.

At the bottom of the Grade Span Averages, select the appropriate button to indicate whether you are **Calculating 35 percent and Above Low-Income** or **Calculating Below 35 percent Low-Income**. If you are serving any school with a poverty percentage below 35 percent as indicated in column M of the Eligible Attendance Area section, you must select the Calculating Below 35 percent Low-Income tab. If

all the schools being served are above 35 percent, you must select the Calculating 35 percent and Above Low-Income tab. Based on your choice, an additional tab will appear on the application. Proceed with completing the additional tab.

The option to change the Low-Income Factor is available at the top of page 28. When you select the appropriate button at the top of the page, the corresponding Low-Income Factor tabs will appear.

g. Allowable and Required Set-Asides for Divisions Operating Title I, Part A, Basic Programs (35 Percent and Above Low-Income or Below 35 Percent Low Income Tab, (Page 37-42)

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

Division Level: Improvement Activities:

- Priority or Focus Schools– School divisions with Title I Priority or Focus Schools may set aside an amount up to 20 percent of the Title I, Part A allocation.

Division-Level: Program Administration

- Parental Involvement – School divisions receiving \$500,000 or more from Title I, Part A, must set aside 1 percent for parental involvement. (Section 1116).
- Required, as necessary, for school divisions that will use funds from Title I, Part A, to serve these populations:
 - Homeless - who do not attend participating schools, including providing educationally related services to children in shelters and other locations where children may live; and
 - Neglected/Delinquent – children in local institutions for neglected or delinquent children, and neglected or delinquent children in community day school programs.
- Other Allowable Division-level set-asides:
 - Title I preschool program initiatives
 - Private School Services (as necessary - not applicable for bypass divisions)

Instructions for completing Set-Asides (Page 37):

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

Instructions for allocations to eligible schools:

Low-Income Factor: 35 Percent and Above (Page 37)

Box A:

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

Box B:

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

Box C:

- All cells in blue automatically calculate.
- Complete all columns in white (Columns 2 and 4) with "Yes" or "No."
Note: *Column 2 must be completed to populate column 12, shaded blue.*
- Indicate with "Yes" or "No" those schools identified as Priority or Focus (Column 6-7).
- Complete all columns in white (Columns 8-11) with numerical figures.
- Complete Column 16 (School Reallocation Amount) on this page if you want to reallocate funds. Remember that when you reallocate funds, schools with the highest poverty must have the highest PPE.

Below 35 Percent Low-Income Factor (Page 37)

Box A:

- The division's total allocation is automatically populated;
- The division's total set-asides are automatically populated; and
- The balance (division Title I allocation minus set-asides), which is the amount available for distribution to schools, is automatically calculated.

Box B:

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

Box C:

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

h. Private School Participation (Page 43-44)

- Indicate if there are private schools in your division or outside your division which students

- residing within the attendance zones of your Title I schools attend.
- Indicate how private schools were notified of the availability of equitable services funded by Title I, Part A.
 - Numbers 3-5 will auto-populate based on the information entered in G and H of the Eligible Attendance Areas table, as well as the information entered in column D of the Allocation to Eligible Schools table. If a school in the Allocation to Eligible Schools table is not being served, then the figures entered in columns G and H of the Eligible Attendance Areas table for that school will not be included in the calculation.
 - Number 6 a.-e. will automatically calculate once the number of eligible low income students attending participating private schools is entered in G and H of the Eligible Attendance Areas table and the public school which those students would attend has been selected as a Title I school in the Allocation to Eligible Schools table.
 - Complete number 7 by:
 - including the names of schools inside or outside your division which students residing within a Title I attendance zone attend;
 - selecting the schools' participation status for 2017-2018;
 - indicating the number of students participating in services (this is the number of students who meet the eligibility criteria established by the private school); and
 - describing the services that will be provided.

i. Priority and Focus Schools (Page 45-46)

Under the authority of the U.S. Department of Education to provide for an orderly transition to the *Every Student Succeeds Act of 2015*, states are required to continue to identify for the 2017-2018 school year: 1) previously identified priority schools that have not met exit requirements; and 2) previously identified focus schools that have not met exit requirements.

School divisions that have set-aside up to 20 percent of the Title I, Part A, allocation in Section i to serve priority schools or focus schools should explain how the set-aside funds will be used to implement appropriate interventions in those schools.

Questions related to interventions for priority or focus schools should be directed to the Office of School Improvement.

j. Skipped School Tab (Page 47)

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

Title I Section 1113(b)(1)(D)(i-iii):

- (i) The school meets the comparability requirements of section 1118(c);
- (ii) The school is receiving supplemental funds from other state or local sources that are spent according to the requirements of section 1114 or 1115; and
- (iii) The funds expended from such other sources equal or exceed the amount that would be provided under this part.

k. Title I, Part A, Neglected Tab (Page 48-49)

School divisions that have facilities that report one or more neglected students in the most recently submitted Title I, Part D, October Count must complete the Neglected tab. The total number of children and youth who are identified as neglected will automatically populate once the name of the

school division is chosen on the Narrative & Detail Budget tab on line 15. School divisions must consult with local neglected facilities, offer services, and work to provide services comparable to the services offered in other Title I schools in the school division.

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

If after consultation, the local facilities decline services, check cell A11, and the rest of the tab does not need to be completed. If the local facilities request services, describe the services that will be provided.

1. Homeless Children and Youth (Title I, Part A, Homeless Tab Page 50-51)

Each school division has designated an individual, usually in the central office, as the Homeless Education Liaison. Indicate the individual's name on this page. The information on this page, including the reservation of funds for students experiencing homelessness, should be completed in collaboration with the designated Homeless Education Liaison. Additional guidance and Web resources can be obtained from Project Hope-VA, the state's homeless education office. Contact information for Project Hope-VA is listed in the application and on page 6 of this document.

m. Title I Preschool Program (Title I, Part A, Preschool Tab Pages 52-53)

Complete this form as needed if Title I funds are used to support a preschool program.

2. **Title I, Part C – Migrant Education (Title I, Part C, Tab Pages 54-66)**

- a. In the narrative in the Coordinated Consolidated Info. Tab in Section E. Measurable Objectives, please address how the Measurable Objectives below will guide the development of the Migrant education program. Measurable objectives may be continued from the previous school year with an adjusted time period.
 - i. By the end of the 2017-2018 school year and each year thereafter, the percentage of migrant students attaining "Passing" level or above in reading/language arts on the Virginia Standards of Learning assessments will increase by 2 percent annually.
 - ii. By the end of the 2017-2018 school year and each year thereafter, 40 percent of migrant parents who participated in parent activities will report an increased ability to support the reading/language arts achievement of their child.
 - iii. By the end of the 2017-2018 school year and each year thereafter, 75 percent of staff who work with migrant students will report that participation in professional development in reading/language arts has improved their delivery of reading/language arts content instruction.
 - iv. By the end of the 2017-2018 school year and each year thereafter, 35 percent of migrant students participating in summer services will show a gain between pre- and post-tests on the reading consortium assessments.
 - v. By the end of the 2017-2018 school year and each year thereafter, the percentage of migrant students attaining "Passing" level or above in mathematics on the Virginia

Standards of Learning assessments will increase by 2 percent annually.

- vi. By the end of the 2017-2018 school year and each year thereafter, 40 percent of migrant parents who participated in parent activities will report an increased ability to support the mathematics achievement of their child.
- vii. By the end of the 2017-2018 school year and each year thereafter, 75 percent of staff who work with migrant students will report that participation in professional development in mathematics has improved their delivery of mathematics content instruction.
- viii. By the end of the 2017-2018 school year and each year thereafter, the graduation rate for migrant students will increase.
- ix. By the end of the 2017-2018 school year and each year thereafter, 25 percent of parents of migrant secondary students who participated in parent activities will report an increased ability to support the education and graduation goals of their child.
- x. By the end of the 2017-2018 school year and each year there-after, 75 percent of staff who work with migrant secondary students will report that participation in professional development has improved their use of dropout prevention strategies.

b. Regional Program Applicants

- A lead regional program school division must be identified and one application must be submitted by the lead school division for all regional program members. All regional program members must be listed on the application. The allocation should be the total for all divisions in the regional program.
- Participating regional program members must submit the participating school division regional member certification to the lead school division.

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

- ***Migrant Education Project*** – A project is any entity that receives MEP funds either as a subgrantee or from a subgrantee and provides services directly to migrant children in accordance with the State Service Delivery Plan and State approved subgrant applications. A project’s services may be provided in one or more sites.
- ***Regular School Year – School Day Only projects***: Projects where all MEP services are provided during the school day during the regular school year.
- ***Regular School Year – School Day/Extended Day projects***: Projects where some or all MEP services are provided during an extended day or week during the regular school year (e.g., some services are provided during the school day and some outside of the school day; e.g., all services are provided outside of the school day).
- ***Summer/Intersession Only projects***: Projects where all MEP services are provided during the summer/intersession term.
- ***Year Round projects***: Projects where all MEP services are provided during the regular school year and summer/intersession term

d. Provide the headcount and FTE by job classification of the staff funded by Migrant Program. Full-time Equivalent, is defined as the amount of time a person performs federal program duties and is paid by the equivalent (FTE) federal program, as a percentage of a full-time work year for the regular school year, and as a percentage of a full-time summer school or intersession program for the summer or intersession periods. For example, if your division defines a full-time work year as 180 days and a teacher works the full regular term for the federal program, that teacher would be reported as 1.00 FTE for the regular term. (Another teacher who worked only 18 days during the regular term would be reported as 0.10 FTEs.) If that same teacher also taught 30 days during the summer term for the federal program, and 30 days represents a complete summer session in your division, you would report a 1.00 summer-school FTE for that teacher under the summer column. If the teacher taught for 30

days in summer school, but worked only half days, you would report 0.50 FTEs under the summer column. Record all FTE entries to the nearest hundredth, e.g., 1.00, 0.70, 0.50. The definitions are as follows:

- **Teacher:** A classroom instructor who is licensed and meets any other teaching requirements in the state.
- **Counselor:** A professional staff member who guides individuals, families, groups, and communities by assisting them in problem solving, decision making, discovering meaning, and articulating goals related to personal, educational, and career development.
- **Paraprofessional:** An individual who works under the supervision of a licensed staff member to: (1) provide one-on-one tutoring if such tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher; (2) assist with classroom management, such as organizing instructional and other materials; (3) provide instructional assistance in a computer laboratory; (4) conduct parental involvement activities; (5) provide support in a library or media center; (6) act as a translator; or (7) provide instructional support services under the direct supervision of a teacher. Because a paraprofessional provides instructional support, he/she should not be providing planned direct instruction or introducing to students new skills, concepts, or academic content. Individuals who work in food services, cafeteria or playground supervision, personal care services, non-instructional computer assistance, and similar positions are not considered paraprofessionals under Title I.
- **Recruiter:** A staff person responsible for identifying and recruiting children as eligible for the MEP and documenting their eligibility on the Certificate of Eligibility.
- **Record transfer staffer:** An individual who is responsible for entering, retrieving, or sending student records from or to another school or student records system.
- **Qualified paraprofessional:** A qualified paraprofessional must have a secondary school diploma or its recognized equivalent.
- **Administrator:** A professional staff member, including the project director or regional director.

Consortium Incentive Grants Application (Page 54-66)

The Consortium Incentive Grant section is to be completed upon the release of the grant award amounts by the Virginia Department of Education.

3. Title I, Part D, Subpart 2 - Prevention and Intervention Programs for Children Who Are Neglected, Delinquent or At-Risk (Title I, Part D, Tab Pages 67-77)

Those applying for funds under Title I, Part D, Subpart 2, will need to complete the following information:

- Section 1. Section 1423 of the federal legislation outlines 13 requirements that must be included in the application. The school division should address all items for a comprehensive overview of the Title I, Part D, services being offered to students. Please indicate not applicable (N/A) if a particular item does not apply. The goals and objectives reflected in the application should relate to the described program. *Local Education Agencies must respond to this section.*
- Section 2. Section 1425 of the federal legislation outlines 13 requirements that must be included in the application for each correctional facility entering into an agreement with a school division under Section 1423(2) to provide services. *This section need only be addressed if the correctional facility enters into an agreement with a school division to provide services to Title I, Part D, students. Complete information for each correctional facility agreement with the school division.*

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

- **Adult Correctional Institution:** A facility in which persons (including persons under 21

years of age) are confined as a result of a conviction for a criminal offense.

- **At-Risk:** When used with respect to a child, youth, or student, means a school aged individual who is at-risk of academic failure, has a drug or alcohol problem, is pregnant or is a parent, has come into contact with the juvenile justice system in the past, is at least one year behind the expected grade level for the age of the individual, has limited English proficiency, is a gang member, has dropped out of school in the past, or has a high absenteeism rate at school.
- **Community Day Program:** A regular program of instruction provided by a State Agency at a community day school operated specifically for neglected or delinquent children and youth.
- **Institution for Neglected or Delinquent Children and Youth:**
 - A public or private residential facility, other than a foster home, that is operated for the care of children who have been committed to the institution or voluntarily placed in the institution under applicable state law, due to abandonment, neglect, or death of their parents or guardians; **or**
 - A public or private residential facility for the care of children who have been adjudicated to be delinquent or in need of supervision.

4. **Title II, Part A –Supporting Effective Instruction (Title II, Part A, Tab, Pages 78-80)**

a. **Teacher Quality**

- **Part 1: NOTE:** Under USED’s authority to ensure an orderly transition from ESEA to ESSA, states will no longer be required to report highly qualified teacher (HQT) data for the 2016-2017 school year and beyond, nor will they be required to identify for improvement divisions that fail to meet the HQT requirements. Instead, states may rely on licensure and other professional requirements for teachers. However, for program planning purposes for the 2017-2018 school year, the following information on teacher and paraprofessional quality from the 2016-2017 data collection may assist school divisions. These data may be obtained from the most recent verified Instructional Personnel and Licensure Report (IPAL), which provides division results on the highly qualified status of instructional personnel for the 2016-2017 school year.
- **Part 2: Equitable Distribution of Qualified and Experienced Teachers:** The school division should fill out this section by describing how the division assures that students in high poverty and/or high minority schools are not taught by inexperienced, unqualified, or out of field teachers at a higher rate than students in other schools.

b. **Private School Participation Worksheet**

- All divisions must complete this section, indicating all eligible private schools located within the geographic boundaries of the school division. Eligible private schools must be contacted annually and provided with the opportunity to engage in meaningful consultation regarding Title II, Part A, equitable services. Details may be found in the non-regulatory guidance documents, [ESSA Fiscal Changes & Equitable Services Guidance](#) and [ESSA Title II, Part A Guidance – Supporting Educators](#).
- Step 1: Check either “Yes” or “No” to indicate whether there are any private schools located within the boundaries of the school division. If the answer is “No” then it is not necessary to complete the remainder of the page.
- Step 2: Indicate the methods used to notify the private schools of the availability of services.
- Step 3: Enter the school division’s K-12 enrollment.
- Step 4: The amount to be used to begin calculating this set-aside for private school services will be calculated automatically by subtracting administrative expenses from the overall Title IIA budget.
- Step 5:
 - In column A, list all eligible private schools in the geographic boundaries of the

- school division.
- In column B, select either “Yes” or “No” to indicate whether each of the listed private school(s) opted to participate in services available from Title II, Part A, for the 2017-2018 award year, as a result of consultations.
- In column C, enter the K-12 enrollment of private schools participating in services for the 2017-2018 award year.
- Column D will automatically calculate the value of services for the 2017-2018 award year.
- In Column E, indicate the method of notification for each private school.
- Once the funding source and the enrollment figures for the public and private schools have been entered, the Estimated Value of Services will be calculated automatically.
- Step 6: Enter the total Estimated Value of Services Amount on the Consolidated Summary Budget tab as “Private School Set-Aside” in the appropriate object codes.
- Step 7: On the Budget Breakdown pages, list as “Private School Set-Aside” under the appropriate object codes.
- Public school division personnel should coordinate with private schools to determine the manner in which equitable services will be provided.

TITLE II, PART A, SPECIFIC GUIDELINES

Local Applications and Needs Assessment

Each application submitted under this section shall include the following:

- A) A description of the activities to be carried out by the local educational agency and how these activities will be aligned with challenging State academic standards;
- B) A description of the local educational agency’s systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership
- C) A description of how the local educational agency will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under section 1111(d) and have the highest percentage of children counted under section 1124(c); and
- D) A description of how the local educational agency will use data and ongoing consultation described in paragraph (3) to continually update and improve activities supported under this part; and
- E) A description of how the local education agency:
 - meaningfully consulted with teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of this title;
 - sought advice from the individuals and organizations described in subparagraph (A) regarding how best to improve the local educational agency’s activities to meet the purpose of this title; and
 - coordinated the local educational agency’s activities under this part with other related strategies, programs, and activities being conducted in the community.

Local Uses of Funds

A local educational agency that receives a subgrant shall use the funds made available through the subgrant to carry out one or more of the activities below, including carrying out the activities through a grant or contract with a for-profit or nonprofit entity or in partnership with an

institution of higher education or an Indian tribe or tribal organization. The programs and activities shall address the learning needs of all students, including children with disabilities, English learners, and gifted and talented students.

- A) Developing or improving a rigorous, transparent, and fair evaluation and support system for teachers, principals, or other school leaders that—
 - (i) is based in part on evidence of student achievement, which may include student growth; and
 - (ii) shall include multiple measures of educator performance and provide clear, timely, and useful feedback to teachers, principals, or other school leaders;
- B) Developing and implementing mechanisms to assist schools in recruiting, hiring, and retaining effective teachers, particularly in low-income schools with high percentages of ineffective teachers and high percentages of students who do not meet the challenging State academic standards, to improve within-district equity in the distribution of teachers, consistent with section 1111(g)(1)(B), such as initiatives that provide—
 - (i) expert help in screening candidates and enabling early hiring;
 - (ii) differential and incentive pay for teachers, principals, or other school leaders in high-need academic subject areas and specialty areas, which may include performance-based pay systems;
 - (iii) teacher, paraprofessional, principal, or other school leader advancement and professional growth, and an emphasis on leadership opportunities, multiple career paths, and pay differentiation;
 - (iv) new teacher, principal, or other school leader induction and mentoring programs that are designed to—
 - (I) improve classroom instruction and student learning and achievement; and
 - (II) increase the retention of effective teachers, principals, or other school leaders;
 - (i) the development and provision of training for school leaders, coaches, mentors, and evaluators on how accurately to differentiate performance, provide useful feedback, and use evaluation results to inform decision-making about professional development, improvement strategies, and personnel decisions; and
 - (ii) a system for auditing the quality of evaluation and support systems;
- C) Recruiting qualified individuals from other fields to become teachers, principals, or other school leaders, including mid-career professionals from other occupations, former military personnel, and recent graduates of institutions of higher education with records of academic distinction who demonstrate potential to become effective teachers, principals, or other school leaders;
- D) Reducing class size to a level that is evidence-based, to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available, to improve student achievement through the recruiting and hiring of additional effective teachers;
- E) Providing high-quality, personalized professional development that is evidence-based, to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available, for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning and achievement, including supporting efforts to train teachers, principals, or other school leaders to—
 - (i) effectively integrate technology into curricula and instruction (including education about the harms of copyright piracy);
 - (ii) use data to improve student achievement and understand how to ensure individual student privacy is protected, as required under section 444 of the General Education Provisions Act (commonly known as the “Family Educational Rights and Privacy Act of 1974”) (20 U.S.C. 1232g) and State and

- local policies and laws in the use of such data;
 - (iii) effectively engage parents, families, and community partners, and coordinate services between school and community;
 - (iv) help all students develop the skills essential for learning readiness and academic success;
 - (v) develop policy with school, local educational agency, community, or State leaders; and
 - (vi) participate in opportunities for experiential learning through observation;
- F) Developing programs and activities that increase the ability of teachers to effectively teach children with disabilities, including children with significant cognitive disabilities, and English learners, which may include the use of multi-tier systems of support and positive behavioral intervention and supports, so that such children with disabilities and English learners can meet the challenging State academic standards;
- G) Providing programs and activities to increase—
- (i) the knowledge base of teachers, principals, or other school leaders on instruction in the early grades and on strategies to measure whether young children are progressing; and
 - (ii) the ability of principals or other school leaders to support teachers, teacher leaders, early childhood educators, and other professionals to meet the needs of students through age 8, which may include providing joint professional learning and planning activities for school staff and educators in preschool programs that address the transition to elementary school;
- H) Providing training, technical assistance, and capacity-building in local educational agencies to assist teachers, principals, or other school leaders with selecting and implementing formative assessments, designing classroom-based assessments, and using data from such assessments to improve instruction and student academic achievement, which may include providing additional time for teachers to review student data and respond, as appropriate;
- I) Carrying out in-service training for school personnel in—
- (i) the techniques and supports needed to help educators understand when and how to refer students affected by trauma, and children with, or at risk of, mental illness;
 - (ii) the use of referral mechanisms that effectively link such children to appropriate treatment and intervention services in the school and in the community, where appropriate;
 - (iii) forming partnerships between school-based mental health programs and public or private mental health organizations; and
 - (iv) addressing issues related to school conditions for student learning, such as safety, peer interaction, drug and alcohol abuse, and chronic absenteeism;
- J) Providing training to support the identification of students who are gifted and talented, including high-ability students who have not been formally identified for gifted education services, and implementing instructional practices that support the education of such students, such as—
- (i) early entrance to kindergarten;
 - (ii) enrichment, acceleration, and curriculum compacting activities; and
 - (iii) dual or concurrent enrollment programs in secondary school and postsecondary education;
- K) Supporting the instructional services provided by effective school library programs;
- L) Providing training for all school personnel, including teachers, principals, other school leaders, specialized instructional support personnel, and paraprofessionals, regarding how to prevent and recognize child sexual abuse;
- M) Developing and providing professional development and other comprehensive systems of support for teachers, principals, or other school leaders to promote high-quality

- instruction and instructional leadership in science, technology, engineering, and mathematics subjects, including computer science;
- N) Developing feedback mechanisms to improve school working conditions, including through periodically and publicly reporting results of educator support and working conditions feedback;
 - O) Providing high-quality professional development for teachers, principals, or other school leaders on effective strategies to integrate rigorous academic content, career and technical education, and work-based learning (if appropriate), which may include providing common planning time, to help prepare students for postsecondary education and the workforce; and
 - P) Carrying out other activities that are evidence based, to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available, and identified by the local educational agency that meet the purpose of this title.

5. Title III, Part A – Language Instruction for English Learners and Immigrant Students (Title III, Part A, Tab Pages 81-89)

**REQUIRED AND ALLOWABLE EL SUBGRANT
AND IMMIGRANT CHILDREN AND YOUTH SUBGRANT ACTIVITIES**

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

Required EL Subgrant Activities

EL subgrant funds must be used to:

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

Allowable EL Subgrant Activities

EL subgrant funds may be used to:

1. Upgrade program objectives and effective instruction strategies;
2. Improve the instruction program for ELs by identifying, acquiring, and upgrading curricula, instruction materials, educational software, and assessment procedures;
3. Provide tutorials and academic or career and technical education and intensified instruction;
4. Develop and implement elementary or secondary language instruction educational programs that are coordinated with other relevant programs and services;
5. Improve the English proficiency and academic achievement of ELs;
6. Provide community participation programs, family literacy services, and parent engagement activities to ELs and their families to improve the English language skills of ELs, and to assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children;
7. Improve the instruction of ELs by providing for the acquisition or development of educational technology or instructional materials, access to and participation in, electronic networks for materials, training, and communication, and incorporation of such resources into curricula and programs; and
8. Carry out other activities that are consistent with the purposes of this section.

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

Allowable Immigrant Children and Youth (IY) Subgrant Activities

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

Title III Consortium Agreement

According to Title III, Part A, Sections 3111 and 3114, a state educational agency shall not award an EL formula subgrant if the amount of the subgrant is less than \$10,000. However, the law permits school divisions to apply in consortium with one or more other school divisions to reach the \$10,000 threshold. School divisions that meet this criterion and wish to apply for Title III EL formula subgrant in a consortium must identify a lead school division. The lead school division will be

responsible for completing the application and serving as the fiscal agent. One (1) application should be submitted per consortium. One (1) certification should be submitted by each participating school division to the lead school division. The Department will consider consortium memberships finalized by July 1. Requests to join or exit a consortium will not be accepted after July 1.

Title III Program Details

- Types of Service Programs - Indicate with an X the service program used by the school division or consortium members. If multiple programs are used, please report each program. For program definitions, please go to the following link:
http://www.ncele.us/files/rcd/BE021775/Glossary_of_Terms.pdf
- Professional Development Activities - Indicate the number of professional development activities the school division or consortium members plan to conduct with EL funds and/or Immigrant Children and Youth (IY) funds.
- Participant Information - Indicate the estimated number of teachers, administrators, and other personnel who will participate in each type of professional development activity to be funded by Title III by putting the total number of participants in the corresponding box. **Do not use X's instead of numbers.**
- Activities for Immigrant Children and Youth - Only complete this section if the division has been allocated Immigrant Children and Youth funds. Please indicate which activities will be conducted with Immigrant Children and Youth funds by placing an "X" in the corresponding cell. An "X" may appear in more than one cell.

Private Schools

Divisions are expected to list all eligible private schools in the school division including the number of ELs in private schools participating in services and provide a description of services for participating children.

Title V, Part B, Subpart 2 – Rural and Low-Income Schools Program (Title VI, Part B, Subpart 2 Tab Pages 90-91)

Funds may be used for one or more of the categories listed below. Please indicate the areas by placing an "X" in the corresponding box. These categories must align with the measurable objectives indicated in the application and must support the goals of the ESEA.

1. Activities authorized under Title I, Part A, Improving Basic Programs Operated by Local Educational Agencies
2. Activities authorized under Title II, Part A, Supporting Effective Instruction
3. Activities authorized under Title III, Language Instruction for English Learners and Immigrant Students
4. Activities authorized under Title IV, Part A, Student Support and Academic Enrichment Grants
5. Parental involvement activities

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

Appendix A

ASSURANCES

The assurances should be kept on file in the division.

GENERAL ASSURANCES

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

The school division assures:

- I. Each program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;
- II. The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a nonprofit private agency, institution, organization, or an Indian tribe, if the law authorizing the program provides for assistance to those entities;
- III. The public agency, nonprofit private agency, institution, organization, or Indian tribe, will administer the funds and property to the extent required by the authorizing statutes;
- IV. It will adopt and use proper methods of administering each program, including—
 - A. The enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program;
 - B. The correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation and that:
 1. It will maintain fiscal effort in support of free public education;
 2. It will provide services with state and local funds that are at least comparable to services provided in schools and areas not receiving special federal funds;
 3. The majority of the resources in the school division are derived from nonfederal funds;
 4. It is in compliance with the requirements regarding school prayer as specified in P. L. 114-95, Title XIII, Section 8524;
 5. It will comply with the audit requirements for each program;
 6. The federal funds are used to supplement, not supplant regular nonfederal funds;
 7. It will cooperate in carrying out any evaluation of each program conducted by or for the state educational agency, the Secretary, or other federal officials;
 8. It will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, federal funds paid to the applicant under each program;
 9. It will submit such reports to the state educational agency (which shall make the reports available to the Governor) and the Secretary of Education as the state educational agency and Secretary may require to enable the state educational agency and the Secretary to perform their duties under each program;
 10. It will maintain such records for five years, provide such information, and afford such access to the records as the state educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the state educational agency's or the Secretary's duties;
 11. It consulted with teachers, school administrators, parents, members of the community, nonprofit organizations and other interested parties in the development of this plan;
 12. It afforded a reasonable opportunity for public comment on the plan or application and considered such comment before the application was submitted;
 13. It will provide information in an understandable and uniform format and, to the extent practicable, be provided in a language that the parents can understand;
 14. It is in compliance with the requirement regarding equal access to public school facilities as specified in P. L. 114-95, Title XIII, Section 8525;
 15. It will comply with the other application requirements outlined in

- Section 8501. Private School Children;
 - Section 8502. Bypass; and
 - Section 8521. Maintenance of Effort under Title XIII –Other Provisions;
16. It will ensure that funds are expended in accordance with the school division’s approved application or amended application. In the event the local division needs to expend funds in any manner other than stipulated in the approved application, the plan must be amended using the amendment process provided by the Department of Education. The application must be amended before funds can be expended for activities not approved in the original application;
- C. That it will collect and disseminate information collected under Section 1111 in a manner that protects the privacy of individuals;
- V. The division shall comply with Section 22.1-277.07, of the *Code of Virginia* that requires the expulsion for one year of any student determined to have brought a firearm to school. A description of each incident, the name of the school concerned, the number of students expelled from each school, and the type of firearm used in each instance of expulsion will be reported to the Virginia Department of Education in compliance with provisions under Section 8561 (Gun-Free Schools Act). This agency has a policy that requires referral to the criminal justice or the juvenile delinquency system of any student who brings a firearm or weapon to school; and
- VI. It will participate, if selected, in the state National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under Section 303 of the National Assessment of Educational Progress Act.

PROGRAM SPECIFIC ASSURANCES

Title I, Part A – Improving Basic Programs

Each school division receiving Title I, Part A, funds shall:

- I. Ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part;
- II. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services;
- III. Participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C.9622(b)(3));
- IV. Coordinate and integrate services provided under this part with other educational services at the local educational agency or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program;
- V. Collaborate with the State or local child welfare agency to—
 - A. Designate a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency; and
 - B. Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care, which procedures shall—
 - i. Ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A)); and
 - ii. Ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational

- agency will provide transportation to the school of origin if—
1. The local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation;
 2. The local educational agency agrees to pay for the cost of such transportation; or
 3. The local educational agency and the local child welfare agency agree to share the cost of such transportation;
- VI. Ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification;
- VII. In the case of a local educational agency that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a));
- VIII. Develop agreements and carry out the following coordination activities with Head Start and, if feasible, other early childhood programs;
- IX. For each local educational agency that uses funds under Title I, Part A, or Title III, Part A, identify all English learners within 30 days of enrollment, and, not later than 30 days after the beginning of the school year (or, for those children who have not been identified as English learners prior to the beginning of the school year but are identified as English learners during the school year, within the first two weeks of the child being placed in a language instruction educational program), the local educational agency shall notify the children’s parents of an English learner identified for participation or participating in such a program, of—
- (i) The reasons for the identification of their child as an English learner and in need of placement in a language instruction educational program;
 - (ii) The child’s level of English proficiency, how such level was assessed, and the status of the child’s academic achievement;
 - (iii) The methods of instruction used in the program in which their child is, or will be, participating and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;
 - (iv) How the program in which their child is, or will be, participating will meet the educational strengths and needs of their child;
 - (v) How such program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;
 - (vi) The specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for English learners, and the expected rate of graduation from high school (including four-year adjusted cohort graduation rates and extended-year adjusted cohort graduation rates for such program) if funds under this part are used for children in high schools;
 - (vii) In the case of a child with a disability, how such program meets the objectives of the individualized education program of the child, as described in section 614(d) of the Individuals with Disabilities Education Act (20 U.S.C. 1414(d)); and
 - (viii) Information pertaining to parental rights that includes written guidance—
 - (I) detailing the right that parents have to have their child immediately removed from such program upon their request;
 - (II) detailing the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and
 - (III) assisting parents in selecting among various programs and methods of instruction, if more than 1 program or method is offered by the eligible entity;
- X. Use Virginia’s *Foundation Blocks for Early Learning* to align preschool and K-12 curriculum; and

- XI. Use PALS Pre-K (if there is a Title I preschool program) and report data to the PALS office at the University of Virginia using the student's State Testing Identifier (STI).

Title I, Part C – Education of Migrant Children

Each school division's plan shall provide that:

- I. It will use funds received only for programs and projects, including the education of Priority for Services migrant students and the acquisition of equipment, in accordance with Section 1306;
- II. It will consult with parent advisory councils for migrant education programs of one school year in duration and that all such programs and projects are carried out in a manner that provides for the same parental involvement as is required for programs and projects under Section 1116 and that the programs and projects are provided in a format and language understandable to the parents;
- III. It will make adequate provision for addressing the unmet educational needs of preschool migratory children and migratory children who have dropped out of school;
- IV. The effectiveness of programs and projects will be determined, where feasible, using the same approaches and standards that will be used to assess the performance of students, schools, and local educational agencies under Title I, Part A;
- V. The programs and projects will provide for: (A) advocacy and outreach activities for migratory children and their families, including informing children and parents of, or helping such children and families gain access to, other education, health, nutrition, and social services; (B) professional development programs, including mentoring, for teacher and other program personnel; (C) family literacy programs; (D) the integration of informational technology into educational and related programs; and (E) programs to facilitate the transition of secondary school students to postsecondary education or employment; and
- VI. It will assist the state in determining the number of migrant children under Section 1303(a)(1).

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

Each plan shall provide that:

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

Title II, Part A – Supporting Effective Instruction

The school division agrees:

- I. Professional development activities provided through this program are coordinated with professional development activities provided through other federal, state, and local programs;
- II. It will comply with section 8501 (regarding participation by private school children and teachers);

- III. The plan is based on consultation with a variety of stakeholders, including teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of this title;
- IV. Activities and programs will address the needs of all students, including children with disabilities, English learners, and gifted and talented students;
- V. The funds are expended according to Title II, Part A guidelines for teachers, administrators, and paraprofessional staff only. These guidelines can be found within the guidance document: ESSA Title II, Part A Guidance – Supporting Educators ;
- VI. Professional development activities are for teachers, administrators, and paraprofessionals to ensure “high quality” instruction and leadership. These activities should be based on evidence-based research and should adhere to the requirements of high quality professional development as outlined at http://www.doe.virginia.gov/teaching/regulations/high_quality_prof_dev_criteria.pdf;
- VII. Professional development activities provided through this program are coordinated with professional development activities provided through other federal, state, and local programs; and
- VIII. Students in high-poverty or high-minority schools will not be taught by inexperienced, unqualified, or out-of-field teachers at a higher rate than students in other schools.

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

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

Section 3115

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

Each school division’s plan shall ensure:

- I. That it will include in the plan under ESEA section 3114 a certification that all teachers in any language instruction educational program for ELs that are, or will be, funded under this part are fluent in English and any other language used for instruction, including having written and oral communications skills;
- II. That all ELs will be identified within 30 days of enrollment
- III. That it will comply with the parental notification requirements as described below:
 - (a) Each eligible entity using funds provided under this title to provide a language instruction educational program shall, not later than 30 days after the beginning of the school year, inform a parent or the parents of ELs identified for participation in, or participating in, such program of —
 - (1) the reasons for the identification of their child as an EL and in need of placement in a language instruction educational program;
 - (2) the child’s level of English proficiency, how such level was assessed, and the status of the child’s academic achievement;
 - (3) the method of instruction used in the program in which their child is, or will be, participating, and the methods of instruction used in other available programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction;

- (4) how the program in which their child is, or will be participating, will meet the educational strengths and needs of the child;
 - (5) how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;
 - (6) the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for ELs, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools;
 - (7) in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; and
 - (8) information pertaining to parental rights that includes written guidance —
 - (A) detailing —
 - (i) the right that parents have to have their child immediately removed from such program upon their request; and
 - (ii) the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and
 - (B) assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the eligible entity.
- (b) RECEIPT OF INFORMATION- The information required to be provided under subsection (a) to a parent shall be provided in an understandable and uniform format and, to the extent practicable, in a language that the parent can understand.
- II. That it will comply with the Parents Right-to-Know requirements in ESEA section 1112(e);
 - III. That it will annually assess the English proficiency of all ELs participating in programs funded under this part;
 - IV. That it will base its proposed plan on effective research on teaching ELs;
 - V. That it will ensure that the programs will enable children to speak, read, write, and comprehend the English language and meet challenging state academic content and student academic achievement standards;
 - VI. That it will not violate any state law, including state constitutional law, regarding the education of ELs, consistent with ESEA sections 3125 and 3126;
 - VII. That the school division consulted with teachers, researchers, school administrators and other school personnel, parents and family members, community members, public or private entities, institutions of higher education, and other stakeholders in developing the Title III local plan described in the program overview section;
 - VIII. That it will, if applicable, coordinate activities and share relevant data under the plan with local Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers; and
 - IX. That Immigrant Children and Youth (IY) funds will be specifically targeted to eligible immigrant students and their families.