

***Elementary and Secondary
Education Act of 1965 (ESEA),
as Amended by the
No Child Left Behind Act of 2001(NCLB)
P. L. 107-110***

Local Consolidated Application

Guidelines ♦ Instructions ♦ Assurances

**Application Submission Date:
July 1, 2015**

**ESEA Grant Award Period:
July 1, 2015 – September 30, 2016**

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

Application Guidelines

Purpose of Program and General Use of Funds

The purpose of the Local Consolidated Application is to support the provisions outlined under each principle in Virginia's approved ESEA flexibility plan, including the following:

- Supporting student mastery of college and career ready reading and mathematics standards, and attainment of proficiency or better on corresponding college and career ready reading and mathematics assessments;
- Meeting annual measurable objective (AMO) targets for reading and mathematics that demonstrate academic growth for all students and subgroups over time, and, for high schools with a graduating class, meeting the federal graduation indicator; and
- Ensuring that students are taught by highly qualified and effective teachers 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 Wednesday, July 1, 2015; the application may be submitted prior to July 1.
- A school division that submits an approvable application by July 1, 2015, will have the 2015-2016 funds available on a reimbursement basis as of July 1, 2015. A school division that submits an approvable application after July 1, 2015, will have the 2015-2016 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 indicates that the division may 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 no longer 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 online technical assistance document 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, 2015, through September 30, 2016. Under the Tydings Amendment, school divisions have until September 30, 2017, to encumber 2015-2016 funds.
- Final reimbursements must be submitted to the Department by November 15, 2017. Reimbursements are submitted using the OMEGA system.
- If the 2015-2016 allocation amounts are not available to school divisions by the application submission date, the 2014-2015 ESEA allocation may be used as the estimated amount for budget purposes. When the school division’s final 2015-2016 federal allocations have been received, applicants should follow the electronic revision or amendment process as outlined in the online technical assistance document 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: “XXXConsApp15-16.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 “001ConsApp15-16.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 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 the 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.
- 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 for migratory children to help reduce the educational disruptions and other problems that result from repeated moves;
 - Ensure that migratory children who move among the states are not penalized in any manner by disparities among the states in curriculum, graduation requirements, and state academic content and student academic achievement standards;
 - Ensure that migratory children are provided with appropriate educational services (including supportive services) that address their special needs in a coordinated and efficient manner;
 - Ensure that migratory children receive full and appropriate opportunities to meet the same challenging state academic content and student academic achievement standards that all children are expected to meet;
 - Design programs to help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to do well in school, and to prepare such children to make a successful transition to postsecondary education or employment; and
 - Ensure that migratory children benefit from state and local systemic reforms.
- C. **Title I, Part D – Neglected, Delinquent, or At-Risk_–** Funds are to be used to develop instructional programs that:
- Improve educational services for children and youth in state institutions for neglected or delinquent children and youth so that such children and youth have the opportunity to meet the same challenging state academic content standards that all children in the state are expected to meet;
 - Provide these children and youth with the services needed to make a successful transition from institutionalization to further schooling or employment;
 - Prevent at-risk youth from dropping out of school; and
 - Provide dropouts and children and youth returning from correctional facilities or institutions for neglected or delinquent children and youth with a support system to ensure their continued education.
- D. **Title II, Part A – Teacher Quality –** Funds are to be used to develop instructional programs that:
- Increase student academic achievement through strategies such as improving teacher and principal quality;
 - Increase or retain the number of highly qualified teachers in the classroom, including special education, through high-quality professional development; class size reduction, particularly in the primary grades; teacher mentoring programs; recruitment programs; scholarships; signing bonuses; and providing other financial incentives such as differential pay or moving expenses, for teachers to teach academic subjects in which there exists a shortage of highly qualified teachers

- within a school or within the local educational agency;
 - Improve the quality of principals and superintendents, including the development and support of talented, aspiring, or current principals and superintendents to become outstanding managers and educational leaders;
 - Increase the number of highly qualified paraprofessionals through high quality professional development; and assistance in efforts to achieve high quality status;
 - Improve the quality of the teaching force, through programs and activities;
 - Hold local education agencies and schools accountable for improvements in student achievement;
 - Target program funds to schools that have the lowest proportion of highly qualified teachers, have the largest average class size, or are identified for school improvement under Title I, section 1116 (b).
- E. **Title III, Part A – Language Instruction for Limited English Proficient and Immigrant Students** – Funds are to be used to develop instructional programs that:
- Increase the English proficiency of LEP students by providing high quality language instructional programs that are based on scientifically-based research and demonstrate effectiveness in
 - increasing English language proficiency; and
 - improving student academic achievement in core content subject areas.
 - Provide high quality professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals, administrators, and other school- or community-based organizational personnel that is:
 - designed to improve the instruction and assessment of LEP children;
 - based on scientifically-based research; and
 - of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in the classroom.
 - Provide parent and/or guardian outreach programs that assist in the attainment of English language proficiency and core academic content skills for their children.
- F. **Title VI, 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. Funds may be used to support a broad array of local activities to enhance student achievement through one or more of the following seven categories:
- Recruitment and retention of teachers, including the use of signing bonuses and other incentives;
 - Professional development for teachers, including programs that train teachers to utilize technology to improve teaching and to train teachers of students with special needs;
 - Educational technology, including software and hardware, as described in Title II, Part D;
 - Parental involvement activities;
 - Activities authorized under Safe and Drug-Free Schools Programs under Title VI, Part A;
 - Activities authorized under Title I, Part A, Improving Basic Programs Operated by Local Educational Agencies;
 - Activities authorized under Title III Language Instruction for Limited English Proficient and Immigrant Youth;
 - Activities for schools identified as priority or focus receiving Title I, Part A, funds.

VIRGINIA DEPARTMENT OF EDUCATION FEDERAL PROGRAM CONTACTS

PROGRAMS	CONTACT	E-MAIL	TELEPHONE
Title I, Part A – Improving Basic Programs Operated by the Local Educational Agencies	Regions II, IV, and VIII Chris McLaughlin	Chris.McLaughlin@doe.virginia.gov	(804) 225-2901
	Regions III, VI, and VII Gabie Frazier	Gabie.Frazier@doe.virginia.gov	(804) 225-2907
	Regions I and V Shyla Vesitis	Shyla.Vesitis@doe.virginia.gov	(804) 371-2934
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	Chris McLaughlin	Chris.McLaughlin@doe.virginia.gov	(804) 225-2901
Title I, Part D – Neglected, Delinquent, or At-Risk	Diane Jay	Diane.Jay@doe.virginia.gov	(804) 225-2905
Title II, Part A – Teacher Quality	Carol Sylvester	Carol.Sylvester@doe.virginia.gov	(804) 371-0908
	Tiffany Frierson	Tiffany.Frierson@doe.virginia.gov	(804) 371-2682
Title III, Part A – Language Instruction for Limited English Proficient and Immigrant Students	Regions I, V, and VIII Shyla Vesitis	Shyla.Vesitis@doe.virginia.gov	(804) 225-3711
	Regions II, IV, and VI Stacy Freeman	Stacy.Freeman@doe.virginia.gov	(804) 371-0778
	Region III and VII Christopher Kelly	Christopher.Kelly@doe.virginia.gov	(804) 225-2122
Title VI, Part B – Rural and Low-Income School Program	Gabie Frazier	Gabie.Frazier@doe.virginia.gov	(804) 225-2907
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 2014-2015 funding allocations will appear in the column labeled 2014-2015 Allocation. Please indicate whether or not you submitted a consolidated application for 2014-2015 by selecting “yes” or “no” from the drop down list in the column marked 2014-2015 Consolidated Application.
5. After completing step 1 above, in the far right column labeled 2015-2016 Allocation Total, enter your school division’s allocations by titles to be included in the 2015-2016 Consolidated Application. If you do not know the 2015-2016 allocation, you may use the 2014-2015 amount. Once you enter the allocation in the column labeled 2015-2016 Allocation Total, the column labeled 2015-2016 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 Title I, Part A under the transferability provision, include the amount here; otherwise leave “Transferability” blank. Please note that prior approval is required to transfer funds from Title II, Part A, to Title I, Part A. The transfer request form is provided at http://www.doe.virginia.gov/federal_programs/esea/title1/part_a/index.shtml.

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)

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)

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)

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/revised 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 scientifically-based research services and activities (programs, models, instructional methods, and techniques) that will be implemented to achieve each objective and that will be supported by the requested funds.
3. A definition and examples of measurable objectives are listed on the next page.

What is a Measurable Objective?

A measurable objective has four components:

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

Examples:

1. In the spring of 2016, proficiency gap group 2 will meet or exceed the federal AMO for the subgroup's mathematics performance on the Standards of Learning assessment.
2. In the spring of 2016, 61 percent of the ELL students taking the Standards of Learning reading or state-approved assessments linked to the Standards of Learning will score at the proficient level.

It is anticipated that 2014-2015 *student-level* Standards of Learning (SOL) test results will arrive in the school divisions prior to the application deadline. Though unofficial, schools and school divisions should examine these data for student progress toward the attainment of the federal annual measurable objectives (AMOs) in reading (English/language arts) and mathematics.

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

Measurable objectives related to teacher and paraprofessional quality should be guided by data from the Instructional Personnel and Licensure Report (IPAL), as outlined in [Superintendent's Memorandum Number 281-14, October 17, 2014](#). The report will give the division data regarding the highly qualified status of teachers and paraprofessionals. These data should be used to determine needed activities to meet the requirements for highly qualified status.

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

1. The program budget must reflect resources needed to achieve the measurable objectives.
2. The applicable detail budget breakdown sheets must also be completed.
3. The "Expenditure Accounts Description" on page 22 of the application provides definitions for the object codes. Please review these definitions carefully.

Note: Divisions with priority, focus, or other Title I schools requiring improvement plans 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 23)

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

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

H. 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 24)

Describe the eligibility criteria that will be used to select students for participation in the Title I, Part A, program in Targeted Assistance schools. Eligible children are children identified by the school as failing, or most at risk of failing, to meet the state’s challenging student academic achievement standards on the basis of multiple, educationally related, objective criteria established by the school division with input from the schools. Children from preschool through grade 2 shall be selected solely on the basis of such criteria as teacher judgment, interviews with parents, and developmentally appropriate measures. ESEA (Section 1115)

b. New Schoolwide School Programs (Title I, Part A, Tab Page 25)

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 2015-2016. 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 26)

• Targeted Assistance Programs

Provide the number of full-time equivalent (FTE) staff funded through 2015-2016 Title I, Part A and Prior Year Title I, Part A, funds participating in targeted assistance programs during the 2015-2016 school year by job category. For administrators and supervisors who serve both targeted assistance and schoolwide programs, report the FTE attributable to the targeted assistance duties only. In the last two columns provide information about the funding year for FTE staff.

• Schoolwide Program

Provide the number of FTE paraprofessionals serving in schoolwide program school and the percentage of these paraprofessionals who are qualified in accordance with Section 1119 (c) and (d) of ESEA. Note: This number includes ALL paraprofessionals, not only Title I funded paraprofessionals.

What is a paraprofessional?

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

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

What is an “other” paraprofessional?

A paraprofessional who does not provide instructional support.

What is a “qualified” paraprofessional?

A paraprofessional who has: 1) completed two years of study at an institution of higher education; 2) obtained an associate’s (or higher) degree; or 3) met a rigorous standard of quality and been able to demonstrate, through a formal state or local academic assessment, knowledge of and the ability to assist in instructing reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness) ESEA (Section 1119(c) and (d).) For more information on qualified paraprofessionals, please refer to the Title I paraprofessionals Non-Regulatory Guidance, available at:

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

d. Improvement Plan Requirements (Program Requirements Tab Page 26)

Check the box in the application to certify the school division is aware of the requirement to use as an improvement planning tool for priority and focus schools, and other Title I schools not meeting one or more AMO, as determined by the Office of School Improvement.

e. Public School Choice (Program Requirements Tab Page 26)

Although school divisions will no longer be obligated by federal law to provide transportation for public school choice, a student who is already taking advantage of public school choice must be permitted to remain at his or her school of choice until he or she has completed the highest grade in that school because ESEA flexibility does not waive ESEA section 1116(b) (13). Check the appropriate box to identify if funding will be used to fund transportation for those students who previously opted for Public School Choice.

f. Maintenance of Effort (Title I, Part A, Tab Page 27)

The school division must provide Maintenance of Effort information for the two years that preceded the school year in which the program outlined in this application will be implemented. Enter the dollar amounts that represent the per pupil expenditure from non-federal funds for the past two fiscal years in cells (A) and (B). (Example: Applications for 2015-2016 school year should show Maintenance of Effort per pupil expenditure for the 2012-2013 and 2013-2014 school years.)

g. Eligible Attendance Areas (Title I, Part A, Tab Page 27-28)

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)
- CEP (for participating schools)
- 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 2014-2015 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 2014-2015 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 27 and 28 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 30. When you select the appropriate button at the top of the page, the corresponding Low-Income Factor tabs will appear.

h. 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 29)

Set-asides are any 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, Focus, or Other Schools in Improvement 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 1118).
- Required, as necessary for school divisions that will use funds from Title I, Part A, (as necessary) 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:
 - Teacher quality; and
 - Title I preschool program initiatives
 - Private School Services (as necessary; not applicable for bypass divisions).

Instructions for completing Set-Asides (Page 29):

- 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 95 percent of the 1 percent that must be used at the school level and 5 percent of the 1 percent that may be used at the division level. Additional parental involvement funds may be set aside under the 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:

Instructions for completing Low-Income Factor: 35 Percent and Above (Page 30)

Box A:

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

Box B:

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

Box C (containing 18 columns of data):

- 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.
- **IMPORTANT:** 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.

Instructions for completing: Below 35 Percent Low-Income Factor (Page 30)

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.

Note:

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

i. Priority, Focus, Other Title I Schools in Improvement Narrative (pages 31-33)

Under the provisions of ESEA flexibility, the requirement to identify Title I schools that do not meet AMOs as not meeting Adequate Yearly Progress (AYP) is waived. Also waived are the specific school improvement sanctions specified in Section 1116 of ESEA, including public school choice and supplemental educational services (SES). To receive this flexibility, states are required to identify: 1) as priority schools, five percent of the lowest-performing Title I schools based on the performance of all students in reading and mathematics and low graduation rates; and 2) as focus schools, ten percent of the lowest-performing Title I schools based on the performance of subgroups in reading and mathematics.

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

Questions related to interventions for priority, focus, or other Title I schools requiring improvement plans should be directed to the Office of School Improvement.

j. Skipped School Provision (Additional Information Tab Page 34)

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 1120A(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. Homeless Children and Youth (Title I, Part A, Homeless Tab Page 35)

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.

l. Title I Preschool Program (Title I, Part A, Preschool Tab Pages 36-37)

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 38-39)

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/revised from the previous school year with an adjusted time period.

- i. By the end of the 2011-2012 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 will increase.
- ii. By the end of the 2011-2012 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 2011-2012 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 2013-2014 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 2011-2012 school year and each year thereafter, the percentage of migrant students attaining "Passing" level or above in mathematics on the Virginia Standards of Learning will increase.
- vi. By the end of the 2011-2012 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 2011-2012 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 2011-2012 school year and each year thereafter, the graduation rate for migrant students will increase.
- ix. By the end of the 2011-2012 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 2011-2012 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: (1) provides one-on-one tutoring if such tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher; (2) assists with classroom management, such as organizing instructional and other materials; (3) provides instructional assistance in a computer laboratory; (4) conducts parental involvement activities; (5) provides support in a library or media center; (6) acts as a translator; or (7) provides instructional support services under the

direct supervision of a teacher (Title I, Section 1119(g)(2)). Because a paraprofessional provides instructional support, he/she should not be providing planned direct instruction or introducing to students new skills, concepts, or academic content. Individuals who work in food services, cafeteria or playground supervision, personal care services, non-instructional computer assistance, and similar positions are not considered paraprofessionals under Title I.

- **Recruiter:** A staff person responsible for identifying and recruiting children as eligible for the MEP and documenting their eligibility on the Certificate of Eligibility.
- **Record transfer staffer:** An individual who is responsible for entering, retrieving, or sending student records from or to another school or student records system.
- **Qualified paraprofessional:** A qualified paraprofessional must have a secondary school diploma or its recognized equivalent and have (1) completed 2 years of study at an institution of higher education; (2) obtained an associate's (or higher) degree; or (3) met a rigorous standard of quality and be able to demonstrate, through a formal State or local academic assessment, knowledge of and the ability to assist in instructing reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness) (Section 1119(c) and (d) of *ESEA*).
- **Administrator:** A professional staff member, including the project director or regional director.

Consortium Incentive Grants Application (Page 40-48)

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 49-59)

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

- Section 1. Section 1423 of the federal legislation outlines 13 requirements that must be included in the application. The school division should address all items for a comprehensive overview of the Title I, Part D, services being offered to students. Please indicate not applicable (N/A) if a particular item does not apply. The goals and objectives reflected in the application should relate to the described program. *Local Education Agencies must respond to this section.*
- Section 2. Section 1425 of the federal legislation outlines 11 requirements that must be included in the application for each correctional facility entering into an agreement with a school division under Section 1423(2) to provide services. *This section need only be addressed if the correctional facility enters into an agreement with a school division to provide services to Title I, Part D, students. Complete information for each correctional facility agreement with the school division.*

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

- **Adult Correctional Institution:** A facility in which persons (including persons under 21 years of age) are confined as a result of a conviction for a criminal offense.
- **At-Risk:** When used with respect to a child, youth, or student, means a school aged individual who is at-risk of academic failure, has a drug or alcohol problem, is pregnant or is a parent, has come into contact with the juvenile justice system in the past, is at least one year behind the expected grade level for the age of the individual, has limited English proficiency, is a gang member, has dropped out of school in the past, or has a high absenteeism rate at school.
- **Community Day Program:** A regular program of instruction provided by a State Agency at a community day school operated specifically for neglected or delinquent children and youth.
- **Institution for Neglected or Delinquent Children and Youth:**

- A public or private residential facility, other than a foster home, that is operated for the care of children who have been committed to the institution or voluntarily placed in the institution under applicable state law, due to abandonment, neglect, or death of their parents or guardians; **or**
- A public or private residential facility for the care of children who have been adjudicated to be delinquent or in need of supervision.

4. Title II, Part A -Teacher Quality (Title II, Part A, Tab Pages 60-61)

a. Highly Qualified Teacher Report

- **Part 1: Progress Toward Meeting the Goal of 100 Percent Highly Qualified Teachers (HQT) and Paraprofessionals:** The school division must complete this section related to the highly qualified status of teachers and paraprofessionals. These data may be obtained from the latest verified Instructional Personnel and Licensure Report (IPAL), as outlined in [Superintendent's Memorandum Number #281-14, October 17, 2014](#). If a division has any instructional personnel who are not highly qualified, then the application must outline specific strategies and should consider targeting a portion of available funds to assist these teachers in obtaining highly qualified status.
- **Part 2: Equitable Distribution of Highly 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, *Highly Qualified Teachers: Improving Teacher Quality State Grants- ESEA Title II, Part A* or *Title IX, Part E Uniform Provisions Subpart 1-Private Schools*
- Question 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.
- Question 2: Indicate the methods used to notify the private schools of the availability of services.
- Question 3: Enter the school division’s enrollment.
- Question 4, item c: If records are available, indicate the amount of funds allocated for **professional development** from the federal Class-Size Reduction program in 2001-2002.
- The amount to be used to begin calculating this set-aside for private school services will be calculated automatically by using the larger of the proposed professional development budget for Title II, Part A, or the division’s professional development allocation from the 2001-2002 Eisenhower Professional Development and Class-Size Reduction programs. The amount will be shown in Question 4, item d.
- Question 5: check either “Yes” or “No” to indicate whether the school division was required to recalculate services for private schools for the 2007-2010 award years.
- Question 6: If the school division was required to recalculate services for private schools from the 2007-2010 award years:
 - Enter the full value of additional services that must be provided as a result of the recalculations.
 - Enter the additional value of services set aside to date. (This would include any additional services provided from 2013-2014 carryover funds as well as the additional value set aside in the 2014-2015 award year.)
 - The additional value of services to be set aside from 2015-2016 funds will

- automatically populate once that amount has been entered in Cell L9 on the Consolidated Budget Summary tab.
- The balance of additional services that will be provided in subsequent years will be automatically calculated.
 - Question 7:
 - 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 2015-2016 award year, as a result of consultations.
 - In Column C, select either “Yes” or “No” to indicate whether additional services will be provided to the school as a result of retroactive private school **recalculations** from 2007-2010.
 - In column D, enter the K-12 enrollment of private schools participating in services for the 2015-2016 award year.
 - Column E will automatically calculate the value of services for the 2015-2016 award year, by using the larger of the proposed professional development budget for Title II, Part A, or the division’s professional development allocation from the 2001-2002 Eisenhower Professional Development and Class-Size Reduction programs.
 - For divisions that needed to recalculate and provide additional services: In Column F, enter the mutually agreed upon **additional** value of services for each school from recalculations, as indicated from the completed template/consultation agreements.
 - The estimated total value of services to be provided for each school will calculate in Column G.
 - In Column H, 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.
 - Enter the total Estimated Value of Services Amount on the Consolidated Summary Budget tab as “Private School Set-Aside” in the appropriate object codes.
 - On the Budget Breakdown pages, list as “Private School Set-Aside for 2015-2016” 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, TEACHER QUALITY SPECIFIC GUIDELINES

Local Applications and Needs Assessment

Each application submitted under this section shall be based on the needs assessment required in subsection (b) of the law. This needs assessment documentation should include data collected as directed by the Instructional Personnel and Licensure Report (IPAL), as outlined in [Superintendent's Memorandum Number #281-14, October 17, 2014](#).

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 following activities, including carrying out the activities through a grant or contract with a for-profit or nonprofit entity.

- (1) Developing and implementing mechanisms to assist schools in effectively recruiting and retaining highly qualified teachers, including specialists in core academic subjects, principals, and pupil services personnel, except that funds made available under this paragraph may be used for pupil services personnel only if the local education agency is making progress toward meeting the annual measurable objectives described in Section 1119 (a)(2); and in a manner consistent with

- mechanisms to assist schools in effectively recruiting and retaining highly qualified teachers and principals;
- (2) Developing and implementing initiatives to assist in recruiting highly qualified teachers (particularly initiatives that have proven effective in retaining highly qualified teachers), and hiring highly qualified teachers, who will be assigned teaching positions within their field including—
- Providing scholarships;
 - Providing signing bonuses;
 - Providing other financial incentives, such as differential pay, for teachers to teach academic subjects in which there exists a shortage of highly qualified teachers within a school or within the local educational agency; and in schools in which there exists a shortage of highly qualified teachers; or
 - Recruiting and hiring highly qualified teachers to reduce class size, particularly in the early grades.
 - Establishing programs that—
 - train and hire regular and special education teachers (which may include hiring special education teacher to team-teach in classrooms that contain both children with disabilities and non-disabled children);
 - train and hire highly qualified teachers of special needs children, as well as teaching specialists in core academic subjects who will provide increased individualized instruction to students;
 - recruit qualified professionals from other fields, including highly qualified paraprofessionals, and provide such professionals with alternative routes to teacher certification; or
 - provide increased opportunities for minorities, individuals with disabilities, and other individuals underrepresented in the teaching profession.
- (3) Providing professional development activities that improve the knowledge of teachers and principals and, in appropriate cases, paraprofessionals, concerning—
- one or more of the core academic subjects that the teachers teach;
 - effective instructional strategies, methods, and skills, and use of challenging state academic standards, and state assessments to improve teaching practices and student academic achievement;
 - collaborative groups of teachers and administrators;
 - training in how to teach and address the needs of students with different learning styles, particularly students with disabilities, students with learning needs (including students who are gifted and talented), and students with limited English proficiency;
 - training in methods of improving student behavior in the classroom and identifying early and appropriate interventions to help students learn;
 - training to enable teachers and principals to involve parents in their child's education, especially parents of limited English proficient and immigrant children; and
 - training on how to understand and use data and assessments to improve classroom practice and student learning.
- (4) Developing and implementing initiatives to promote retention of highly qualified teachers and

- principals, particularly within elementary schools and secondary schools with a high percentage of low-achieving students, including programs that provide—
- teacher mentoring from exemplary teachers, principals, or superintendents;
 - induction and support for teachers and principals during their first three years of employment as teachers, or principals, respectively;
 - incentives (including financial incentives) to retain teachers who have a record of success in helping low-achieving students improve their academic achievement; or
 - incentives (including financial incentives) to principals who have a record of improving the academic achievement of all students, but particularly the academic achievement from economically disadvantaged families, students from racial and ethnic minority groups, and students with disabilities.
- (5) Carrying out programs and activities that are designed to improve the quality of the teaching force, such as—
- innovative professional development programs (which may be provided through partnerships including institutions of higher education), including programs that train teachers and principals to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy; are consistent with the requirements of Section 9101 (professional development); and are coordinated with activities carried out under Title II, Part D;
 - development and use of proven, cost-effective strategies for the implementation of professional development activities, such as through the use of technology or distance learning;
 - tenure reform;
 - merit pay programs; and
 - testing of elementary school and secondary school teachers in the academic subjects that the teachers teach.
- (6) Carrying out professional development activities designed to improve the quality of principals and superintendents, including the development and support of academies to help talented, aspiring, or current principals and superintendents become outstanding managers and educational leaders.
- (7) Hiring high quality teachers in order to reduce class size, particularly in the early grades.
- (8) Carrying out teacher advancement initiatives that promote professional growth and emphasize multiple career paths (such as paths to becoming a career teacher, mentor teacher, or exemplary teacher) and pay differentiation.
- (9) Carrying out programs and activities related to exemplary teachers.

5. Title III, Part A – Language Instruction for Limited English Proficient and Immigrant Students (Title III, Part A, Tab Pages 62-68)

**REQUIRED AND ALLOWABLE LEP SUBGRANT
AND IMMIGRANT AND YOUTH SUBGRANT ACTIVITIES**

The allowable activities are separated into the two Title III subgrant categories 1) LEP subgrant, and 2) Immigrant and Youth subgrant. LEP and Immigrant and Youth funds cannot be used for core

programs and services for ELLs that are required under other local, state, and federal laws to include Title I of the ESEA, Title VI of the *Civil Rights Act of 1964*, and the *Lau v. Nichols U.S. Supreme Court decision of 1974*.

Required LEP Subgrant Activities

LEP Subgrant funds must be used to:

1. Increase the English proficiency of LEP children by providing high-quality language instruction educational programs that are based on scientifically-based research demonstrating the effectiveness of the programs in 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 LEP children;
 - b. designed to enhance the ability of such teachers to understand and use curricula, assessment measures, and instruction strategies for LEP children;
 - c. based on scientifically-based 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 LEP Subgrant Activities

LEP subgrant funds may be used to:

1. Upgrade program objectives and effective instruction strategies;
2. Improve the instruction program for LEP children 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 LEP children;
6. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families to improve the English language skills of LEP children, 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 LEP children 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 3115(g) of the ESEA provides that Immigrant and Youth 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 Immigrant and Youth funds must be supplemental to other local, state, and federal requirements. An immigrant student may or may not be an English language learner.

Allowable Immigrant and Youth Subgrant Activities

1. Family literacy and parental outreach, and training 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.

Consortium Applicants

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

- Types of Languages - Please indicate which language program(s) your school division uses by typing an "X" in the appropriate cell. Some school divisions may have multiple programs. If multiple programs are used, please report each program. For program definitions, please go to the following link:
http://www.ncela.gwu.edu/files/uploads/5/Language_Instruction_Educational_Programs.pdf
- Professional Development Activities - Please indicate the professional development activities your division plans to conduct with Title III funds and/or Immigrant and Youth funds by typing an "X" in the corresponding cell.
- Participant Information - Please indicate the estimated number of teachers, administrators, and other personnel who will participate in each type of professional development activity by putting the total number of participants in the corresponding cell.
- Activities for Immigrant and Youth - Only complete this section if you are applying for Immigrant and Youth funds. Please indicate which activities will be conducted with

Immigrant and Youth funds by typing an “X” in the corresponding cell. Multiple cells may be checked.

6. Title VI, Part B, Subpart 2 – Rural and Low-Income Schools Program (Title VI, Part B, Subpart 2 Tab Pages 69-70)

These funds may be used for one or more of the seven 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 *Elementary and Secondary Education Act of 1965* (ESEA).

1. Recruitment and retention of teachers, including the use of signing bonuses and other financial incentives;
2. Professional development for teachers, including programs that train teachers to utilize technology to improve teaching and to train teachers of students with special needs;
3. Educational technology, including software and hardware, as described in Title II, Part D;
4. Parental involvement activities;
5. Activities authorized under Safe and Drug-Free Schools Programs under Title VI, Part A;
6. Activities authorized under Title I, Part A, Improving Basic Programs Operated by Local Educational Agencies;
7. Activities authorized under Title III Language Instruction for Limited English Proficient and Immigrant Youth; and
8. Activities for schools identified as priority or focus receiving Title I, Part A, funds.

Describe how funds under this subpart will be used in conjunction with other federal funds in order to enhance student achievement or how they will be used for division improvement and/or school improvement as stated in Section 1116, Title I, Part A.

Appendix A

ASSURANCES

The assurances should be kept on file in the division.

GENERAL ASSURANCES

- Title I, Part A – Improving Basic Programs Operated by Local Educational Agencies
- Title I, Part C – Education of Migratory Children
- Title I, Part D, Subpart 2 – Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
- Title II, Part A – Teacher and Principal Training and Recruiting Fund
- Title III, Part A – English Language Acquisition, Language Enhancement and Academic Achievement
- Title VI, Part B, Subpart 2 – Rural and Low-Income School Program

The school division assures:

- I. Each program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;
- II. The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a nonprofit private agency, institution, organization, or an Indian tribe, if the law authorizing the program provides for assistance to those entities;
- III. The public agency, nonprofit private agency, institution, organization, or Indian tribe, will administer those funds and property to the extent required by the authorizing statutes;
- IV. It will adopt and use proper methods of administering each program, including—
 - A. The enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program.
 - B. The correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation and that:
 1. It will maintain fiscal effort in support of free public education;
 2. It will provide services with state and local funds that are at least comparable to services provided in schools and areas not receiving special federal funds;
 3. The majority of the resources in the school division are derived from nonfederal funds;
 4. It is in compliance with the requirements regarding school prayer as specified in P. L. 107-110, Title IX, Section 9524;
 5. It will comply with the audit requirements for each program;
 6. The federal funds are used to supplement, not supplant regular 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 is in compliance with the requirement regarding equal access to public school facilities as specified in P. L. 107-110, Title IX, Section 9525;
 14. It will comply with the other application requirements outlined in Section 9501. Private School Children;

Section 9502. Bypass; and

Section 9521. Maintenance of Effort under Title IX – General Provisions.

15. It will notify the parents of each student attending any school receiving funds under this part that the parents may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including, at a minimum, the following:
 - a) whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
 - b) whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived;
 - c) whether the child is provided services by paraprofessionals and, if so, their qualifications; and
 - d) the baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.
 16. It will provide information in an understandable and uniform format and, to the extent practicable, be provided in a language that the parents can understand;
 17. It will ensure that funds are expended in accordance with the school division's approved application or amended application. In the event the local division needs to expend funds in any manner other than stipulated in the approved application, the plan must be amended using the amendment process provided by the Department of Education. The application must be amended before funds can be expended for activities not approved in the original application;
- C. That it will collect and disseminate information collected under Section 1111 in a manner that protects the privacy of individuals.
 - D. That it will abide by the School Improvement provisions of Title I, Section 1116, that include among other requirements, the provisions of public school choice and supplemental educational services, as appropriate, for schools identified for Title I School Improvement.
 - E. That it will abide by the LEA Improvement provisions of Title I, Section 1116, as appropriate, for divisions that are identified for LEA Improvement.
- V. The division shall comply with Section 22.1-277.01, of the *Code of Virginia* that requires the expulsion for one year of any student determined to have brought a firearm to school. A description of each incident, the name of the school concerned, the number of students expelled from each school, and the type of firearm used in each instance of expulsion will be reported to the Virginia Department of Education in compliance with provisions under Section 4141 of Title IV. This agency has a policy that requires referral to the criminal justice or the juvenile delinquency system of any student who brings a firearm or weapon to school;
 - VI. It will participate, if selected, in the state National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under Section 411(b)(2) of the National Education Statistics Act of 1994.

PROGRAM SPECIFIC ASSURANCES

Title I, Part A – Improving Basic Programs

Each school division's plan shall describe how:

- I. It will inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from federal, state, and local sources;
- II. It will provide technical assistance and support to schoolwide programs;
- III. It will work in consultation with schools as the schools develop the schools' plans pursuant to Section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to Section 1115 so that each school can make adequate yearly progress toward meeting the state student academic achievement standards;
- IV. It will fulfill such agency's school improvement responsibilities under Section 1116, including taking actions under paragraphs (7) and (8) of Section 1116(b);
- V. It will provide services to eligible students attending private elementary schools and secondary schools in accordance with Section 1120, and provide timely and meaningful consultation with private school officials regarding such services;
- VI. It will take into account the experience of model programs for the educationally disadvantaged and the findings of relevant scientifically-based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part;
- VII. It will ensure that services comply with the performance standards established under Section 641A(a) of the Head Start Act;
- VIII. It will work in consultation with schools as the schools develop and implement their plans or activities under Sections 1118 and 1119;
- IX. It will comply with the requirements of Section 1119 regarding the qualifications of teachers and paraprofessionals and professional development;
- X. It will inform eligible schools of the school division's authority to obtain waivers on the schools' behalf under Title IX;
- XI. It will coordinate and collaborate with the state educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement;
- XII. It will implement corrective action, or restructuring under Section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school;
- XIII. It will ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers;
- XIV. It will use the results of the student academic assessments required under Section 1111(b)(3), and other measures or indicators available to the division, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the state's proficient level of achievement on the state academic assessments described in Section 1111(b)(3) within 12 years from the end of the 2001-2002 school year;
- XV. It will ensure that the results from the academic assessments required under Section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand;
- XVI. It will assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with Section 1111(b)(8)(D);
- XVII. It will use Virginia's *Foundation Blocks for Early Learning* to align preschool and K-12 curriculum;
- XVIII. It will 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 1118 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;
- IV. 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, including such programs that use the models developed under Even Start; (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
- V. It will assist the state in determining the number of migrant children under paragraphs (1)(A) and (2)(B)(i) of Section 1303(a).

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 - Teacher and Principal Training and Recruiting Fund

The school division agrees:

- I. The plan is based on a needs assessment, which is conducted with the involvement of teachers, principals, administrators, paraprofessionals, and other school personnel. The needs assessment identifies activities needed to provide teachers with subject matter knowledge and teaching skills and to give principals the instructional leadership skills to help teachers provide students with the opportunity to meet state and local student academic achievement standards.
- II. The local education agency will target funds to schools within the jurisdiction of the school division that:
 - a. Have the lowest proportion of highly qualified teachers;
 - b. Have the largest average class size; and
 - c. Are identified for school improvement under Section 1116(b).

- III. The funds are expended according to Title II, Part A guidelines for teachers, administrators, and paraprofessional staff only. These guidelines can be found at <http://www.ed.gov/programs/teacherqual/guidance.doc>.
- IV. Professional development activities are for teachers, administrators, and paraprofessionals to ensure “high quality” instruction and leadership. These activities should be based on scientifically-based research and should adhere to the requirements of high quality professional development as outlined at <http://www.doe.virginia.gov/VDOE/ESEA/HQPDcriteria4-04.pdf>.
- V. Professional development activities provided through this program are coordinated with professional development activities provided through other federal, state, and local programs.
- VI. Only teachers meeting the definition of “highly qualified” will be hired for class-size reduction.
- VII. 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 – English Language Acquisition, Language Enhancement and Academic Achievement

Title III funds cannot be used for core programs and services for ELLs that are required under other local, state, and federal laws to include Title I of the ESEA, Title VI of the Civil Rights Act of 1964, and the *Lau v. Nichols* U.S. Supreme Court decision of 1974. That the division will comply with the supplement, not supplant requirements 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 a certification that all teachers in any language instruction educational program for limited English proficient children that is, or will be, funded under this part are fluent in English and any other language used for instruction, including having written and oral communications skills;
- II. That it will comply with the parental notification requirements as described below:

Section 3302

- (a) IN GENERAL- Each eligible entity using funds provided under this title to provide a language instruction educational program shall, not later than 30 days after the beginning of the school year, inform a parent or the parents of a limited English proficient child identified for participation in, or participating in, such program of —
 - (1) the reasons for the identification of their child as limited English proficient and in need of placement in a language instruction educational program;
 - (2) the child’s level of English proficiency, how such level was assessed, and the status of the child’s academic achievement;
 - (3) the method of instruction used in the program in which their child is, or will be, participating, and the methods of instruction used in other available programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction;
 - (4) how the program in which their child is, or will be participating, will meet the educational strengths and needs of the child;
 - (5) how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;
 - (6) the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools;
 - (7) in the case of a child with a disability, how such program meets the objectives of

- the individualized education program of the child; and
- (8) information pertaining to parental rights that includes written guidance —
- (A) detailing —
- (i) the right that parents have to have their child immediately removed from such program upon their request; and
- (ii) the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and
- (B) assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the eligible entity.
- (b) **SEPARATE NOTIFICATION-** In addition to providing the information required to be provided under subsection (a), each eligible entity that is using funds provided under this title to provide a language instruction educational program and that has failed to make progress on the annual measurable achievement objectives described in Section 3122 for any fiscal year for which Part A is in effect, shall separately inform a parent or the parents of a child identified for participation in such program, or participating in such program, of such failure not later than 30 days after such failure occurs.
- (c) **RECEIPT OF INFORMATION-** The information required to be provided under subsections (a) and (b) to a parent shall be provided in an understandable and uniform format and, to the extent practicable, in a language that the parent can understand.
- II. That it will annually assess the English proficiency of all children with limited English proficiency participating in programs funded under this part;
- III. That it will base its proposed plan on scientifically-based research on teaching limited English proficient children;
- IV. 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;
- V. That it will not violate any state law, including state constitutional law, regarding the education of limited English proficient children, consistent with Sections 3126 and 3127; and
- VI. That the school division consulted with teachers, administrators and other school personnel, parents, and other stakeholders in developing the Title III local plan described in the program overview section.
- VII. That Immigrant and Youth funds will be specifically targeted to eligible immigrant students and their families.