

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

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

**Individual Application  
Guidelines ♦ Instructions ♦ Assurances**

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

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

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

## **Application Guidelines**

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

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

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

The purpose of Title I, Part A, Improving Basic Programs Operated by Local Educational Agencies, is to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.

### **Application Submission and Approval Deadline**

- The consolidated or individual application submission date is July 1, 2017; the application may be submitted prior to July 1.
- A school division that submits an approvable application by July 1, 2017, will have the 2017-2018 funds available on a reimbursement basis as of July 1, 2017. A school division that submits an approvable application after July 1, 2017, will have the 2017-2018 funds available on a reimbursement basis as of the date the application is received at the Department.
- The division should make every effort to submit program applications by the due date.
- Failure to adhere to the submission deadline 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 OMEGA modules located at: [http://www.doe.virginia.gov/federal\\_programs/esea/applications/index.shtml](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, Title I, Part A, funds are released to school divisions on a reimbursement basis. The grant award period is July 1, 2017, through September 30, 2018. Under the Tydings Amendment, school divisions have until September 30, 2019 to encumber 2017-2018 funds.
- Section 1127(a) of ESEA, as amended, requires school divisions to encumber 85 percent of their Title I, Part A, allocation by September of the following year, and limits the carryover of Title I, Part A, funds into the second fiscal year of the grant to 15 percent.
- Final reimbursements must be submitted to the Department by November 15, 2019. Reimbursements are submitted using the OMEGA system.
- If the 2017-2018 allocation amounts are not available to school divisions by the application submission date, the 2016-2017 ESEA Title I, Part A allocation may be used as the estimated amount for budget purposes. When the school division’s final 2017-2018 federal allocations have been received, applicants should follow the electronic revision or amendment process as outlined in the OMEGA modules located at:  
[http://www.doe.virginia.gov/federal\\_programs/esea/applications/index.shtml](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: “XXXTitleIPtA17-18.xls” (The “XXX” should be replaced by the three-digit LEA/Payee Code for your particular division). For example, Accomack County’s Title I, Part A, application should be saved as “001TitleIPtA17-18.xls” in the electronic files for the school division. **The file name cannot exceed 50 characters.**

- The completed application should be uploaded to the OMEGA system by selecting the appropriate options to indicate the type of application (individual or consolidated) and then the appropriate federal program(s) in the application(s). Print copies will not be accepted.
- OMEGA can be accessed through the Virginia Department of Education’s (VDOE’s) Single Sign-on for Web System (SSWS) located at <https://plpe.doe.virginia.gov/ssws/login.page.do>.
- A log-in ID and password are necessary to access the system.
- Additional information and guidance regarding the submission of the application using OMEGA can be found in the [technical assistance document](#) and in the OMEGA modules at: [http://www.doe.virginia.gov/federal\\_programs/esea/applications/index.shtml](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](mailto:OMEGA.Support@doe.virginia.gov) or call (804) 371-0993.
- All other correspondence should be directed as follows:
  - School divisions located in Superintendents’ Regional Study Groups III, VI, and VII should contact Shyla Vesitis, Title I Coordinator, at [Shyla.Vesitis@doe.virginia.gov](mailto:Shyla.Vesitis@doe.virginia.gov) or at (804) 225-3711.
  - School divisions located in Superintendents’ Regional Study Groups II, IV and VIII should contact Tiffany Frierson, Title I specialist, at [Tiffany.Frierson@doe.virginia.gov](mailto:Tiffany.Frierson@doe.virginia.gov) or at (804) 371-2682.
  - School divisions located in Superintendents’ Regional Study Groups I and V should contact Louise Sutton, Title I specialist, at [Louise.Sutton@doe.virginia.gov](mailto:Louise.Sutton@doe.virginia.gov) or at (804) 225-2901.
  - School divisions with specific questions related to Homeless Children and Youth should contact Dr. Patricia Popp, state coordinator at [homlss@wm.edu](mailto:homlss@wm.edu) or at (757) 221-4002.
  - School divisions with specific questions related to preschool should contact Cheryl Strobel, associate director, Early Childhood Education, at [Cheryl.Strobel@doe.virginia.gov](mailto:Cheryl.Strobel@doe.virginia.gov) or at (804) 371-7578.

### **Instructions for Completing the Application**

#### **A. Cover Page (Narrative and Detail Budget Tab Pages 1-2)**

1. Complete the school division information section. Select the drop down box that appears at the end of the Applicant (Legal Name of Agency) cell and locate your school division name. Select your school division name. This feature will automatically insert your school division name and number throughout the application.
2. The local school board must review and approve the application prior to submission to the Virginia Department of Education.
3. The designated division representative should complete the Local Educational Agency Certification by securing all appropriate signatures and by indicating the date of the school board meeting.
4. The 2016-2017 Title I, Part A funding allocation will appear in the column labeled 2016-2017 Allocation. Please indicate whether or not you submitted a consolidated application for 2016-2017 by selecting “yes” or “no” from the drop down list in the column marked 2016-2017 Consolidated Application.
5. After completing step 1 above, in the far right column labeled 2017-2018 Allocation Total, enter your school division’s allocation for Title I, Part A, to be included in the 2017-2018 Individual Application. If you do not know your 2017-2018 allocation, you may use the 2016-2017 amount.
6. If funds will be transferred under the transferability provision, include the amount in the appropriate cell; otherwise leave “Transferability” blank. Please note that prior approval is required to transfer funds. The transfer request form is provided at [http://www.doe.virginia.gov/federal\\_programs/esea/forms/lea\\_funds\\_transfer\\_request.docx](http://www.doe.virginia.gov/federal_programs/esea/forms/lea_funds_transfer_request.docx).

**B. Program Overview (Narrative and Detail Budget Tab Pages 3-5)**

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

In narrative format:

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: subgroups of students, homeless and migrant students, instructional and administrative staff, paraprofessionals, parents, etc.)
3. Discuss how the division’s programs will contribute to the achievement of the ESEA goals.

**C. Coordination Of Services (Narrative and Detail Budget Tab Pages 5-6)**

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

Describe the partnership between Title I, Part A funded 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.

**D. Measurable Objectives (Narrative and Detail Budget Tab Pages 7-11)**

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

1. In the tables on pages 7-11, as needed, state the measurable objectives that will guide the development of the programs to be funded with the requested federal funds. Measurable objectives may be continued from the previous school year with an adjusted time period.
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 below.

**What is a Measurable Objective?**

A measurable objective has four components:

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

**Examples:**

1. In the spring of 2018, students with disabilities will demonstrate a five percent increase in the subgroup’s mathematics performance on the Standards of Learning assessment.
2. By the end of the 2017-2018 school year, 95% of grade 2 students will demonstrate on-grade-level reading proficiency by meeting or exceeding grade level benchmarks on the PALS assessment.

It is anticipated that 2016-2017 *student-level* Standards of Learning (SOL) test results will arrive in the school divisions prior to the application deadline. Though unofficial, schools and school divisions should

examine these data for student progress trends that may be used to determine needed activities to improve student achievement.

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

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

#### **E. Detail Budget Breakdown (Narrative and Detail Budget Tab Pages 12-19)**

1. The Detail Budget Breakdown page (Section E) should display a red “Yes” instead of a red “No” for the question, “Do the totals equal the Budget Summary sheet?”
2. The program budget must reflect resources needed to achieve the measurable objectives.
3. The applicable detail budget breakdown sections must also be completed.
4. The “Expenditure Accounts Description” on page 19 of the application provides definitions for the object codes. Please review these definitions carefully.

#### **F. Budget Summary (Budget Summary Tab Page 20)**

Provide the summary budget by federal funding source and object code for the individual application. If funds are transferred in you will need to complete the summary budget for those funds.

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

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

#### **G. Transferability Tab (Page 21)**

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

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

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

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

#### **H. General Education Provisions Act (GEPA) Section 427 (GEPA Tab Page 22)**

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

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

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

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

#### **I. Student Eligibility Criteria For Title I Targeted Assistance Schools (Program Requirements Tab Page 23)**

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

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

**J. New Schoolwide School Programs (Program Requirements Tab Page 23)**

If applicable, indicate in the space provided the school or schools in your division that have completed one year of planning and will be implementing a new Schoolwide Program during school year 2017-2018. Please contact your state Title I specialist for instructions on how to submit new schoolwide plans for review. For those schools that are already implementing schoolwide programs, an annual review including a comprehensive needs assessment must be conducted. Funds should be targeted to address the academic needs of the students.

Schools below the 40% poverty threshold applying for a schoolwide eligibility waiver should complete this section by including the name of the school and checking “yes” or “no” indicating whether or not the waiver was approved. Please contact your state Title I Specialist for instructions on how to apply for a schoolwide eligibility waiver if applicable.

**K. Staffing Information, (Program Requirements Tab Page 24)**

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

**L. Improvement Plan Requirements (Program Requirements Tab Page 24)**

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

**M. Maintenance of Effort (Program Requirements Tab Page 25)**

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 2017-2018 school year should show Maintenance of Effort per pupil expenditure for the 2015-2016 and 2016-2017 school years.)

**N. Eligible Attendance Areas (Program Requirements Tab Pages 25-29)**

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

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

Indicate the option used to select schools to be served:

- Grade-Span Ranking
- Rank Order
- Division Average

Indicate if the division is:

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

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.
- The figure entered in column G should reflect **low-income** private school membership for **participating** private schools.



- Divisions with NO schools participating in CEP should leave columns J and K blank, or select “No” for each school.
- Divisions with some or all school participating in CEP should complete columns J and K for each school:
  - In column J, select “Yes” if the school participated in the Community Eligibility Provision (CEP) during the 2016-2017 school year, or select “No” if the school did not participate.
  - In column K, divisions in which one or more schools participated in CEP during the 2016-2017 school year should apply the CEP multiplier to rank schools for Title I eligibility purposes as follows:
    - a. If low-income data for non-CEP schools include household meal applications, the multiplier should be applied to ALL CEP schools; or
    - b. 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
    - c. If all schools in the division are CEP schools, the multiplier should be applied to ALL schools or NO schools.
- After completing data input, select the yellow **Sort by Highest Poverty Percentage** button.
- Totals, Division Average, and Grade Span Averages on pages 23 and 24 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 26 and page 28. When you select the appropriate button at the top of the page, the corresponding Low-Income Factor tabs will appear.

#### **O. Required And Allowable Set-Asides For Divisions Operating Title I, Part A, Basic Programs (35 Percent and Above Low-Income (Pages 25-26) or Below 35 Percent Low Income (Pages 30-31))**

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

##### *Division Level: Improvement Activities*

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

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

- Parental Involvement – School divisions receiving \$500,000 or more from Title I, Part A, must set aside 1 percent for parental involvement. (Section 1116).
- Required, as necessary, for school divisions that will use additional funds to serve these populations:

- Homeless – children and youths in the school division experiencing homelessness, including providing educationally related services to children in shelters and other locations where children may live;
- Neglected/Delinquent – children in local institutions for neglected or delinquent children, and neglected or delinquent children in community day school programs; and
- Foster Care – transportation costs incurred to maintain children in foster care in their school of origin when in their best interest.
- Other Allowable Division-level set-asides:
  - Title I preschool program initiatives
  - Private School Services – Equitable services provided to eligible children residing within the attendance zone of a Title I School, but attending a private school. NOTE: These funds are in addition to school-level funds allocated for private school services.

Instructions for completing Set-Asides (Pages 25 and 27):

- Under the Division Level: Program Administration section, enter the amount your division is reserving for the identified items in the white cells on column B.
- Under the Initiatives section enter amounts if applicable in the white cells in column B.
- The set aside for Private School Services is automatically calculated based on the number of eligible low income students attending participating private schools.
- Divisions with a Title I, Part A, allocation greater than \$500,000 are required to set aside 1 percent of the allocation for parental involvement. The amount is automatically calculated to show the 90 percent of the 1 percent that must be used at the school level and 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:

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:

- 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.

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

**P. Private School Participation (page 32-33)**

- Indicate if there are private schools in your division or outside your division which students residing within the attendance zones of your Title I schools attend.
- Indicate how private schools were notified of the availability of equitable services funded by Title I, Part A.
- Numbers 3-5 will auto-populate based on the information entered in G and H of the Eligible Attendance Areas table, as well as, the information entered in column D of the Allocation to Eligible Schools table. If a school in the Allocation to Eligible Schools table is not being served, then the figures entered in columns G and H of the Eligible Attendance Areas table for that school will not be included in the calculation.
- Number 6 a.-e. will automatically calculate once the number of eligible low income students attending participating private schools is entered in G and H of the Eligible Attendance Areas table and the public school which those students would attend has been selected as a Title I school in the Allocation to Eligible Schools table.

- Complete number 7 by:
  - including the names of schools inside or outside your division which students residing within a Title I attendance zone attend;
  - selecting the schools' participation status for 2017-2018;
  - indicating the number of students participating in services (this is the number of students who meet the eligibility criteria established by the private school); and
  - describing the services that will be provided.

#### **Q. Priority and Focus Schools (page 34)**

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

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

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

#### **R. Skipped School Tab (Page 35)**

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

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

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

#### **S. Neglected Children and Youth (Neglected Tab Page 36-37)**

School divisions that have facilities that report one or more neglected students in the most recently submitted Title I, Part D, October Count must complete the Neglected tab. The total number of children and youth who are identified as neglected will automatically populate once the name of the school division is chosen on the Narrative & Detail Budget tab on line 15. School divisions must consult with local neglected facilities, offer services, and work to provide services comparable to the services offered in other Title I schools in the school division.

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

- If the neglected students are housed and educated in a neglected facility, the school division should work with the facility to determine the services, and then provide the services if requested.
- If the neglected students are located in non-Title I schools, then a set-aside should be determined to offer comparable services.

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

**T. Homeless Children And Youth (Homeless Tab Page 38-39)**

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. The number of students identified as homeless should be the total year-to-date for 2016-2017. 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 4 of this document.

**U. Title I Preschool Program (Preschool Tab Pages 40-41)**

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

## **Appendix A**

# **ASSURANCES**

The assurances should be kept on file in the division.

## GENERAL ASSURANCES

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

The school division assures:

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



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

## **PROGRAM SPECIFIC ASSURANCES**

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

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

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

- i. Ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A)); and
  - ii. Ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if—
    1. The local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation;
    2. The local educational agency agrees to pay for the cost of such transportation; or
    3. The local educational agency and the local child welfare agency agree to share the cost of such transportation;
- VI. Ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification;
- VII. In the case of a local educational agency that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a));
- VIII. Develop agreements and carry out the following coordination activities with Head Start and, if feasible, other early childhood programs;
- IX. For each local educational agency that uses funds under Title I, Part A, or Title III, Part A, identify all English learners within 30 days of enrollment, and, not later than 30 days after the beginning of the school year (or, for those children who have not been identified as English learners prior to the beginning of the school year but are identified as English learners during the school year, within the first two weeks of the child being placed in a language instruction educational program), the local educational agency shall notify the children’s parents of an English learner identified for participation or participating in such a program, of—
  - (i) The reasons for the identification of their child as an English learner and in need of placement in a language instruction educational program;
  - (ii) The child’s level of English proficiency, how such level was assessed, and the status of the child’s academic achievement;
  - (iii) The methods of instruction used in the program in which their child is, or will be, participating and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;
  - (iv) How the program in which their child is, or will be, participating will meet the educational strengths and needs of their child;
  - (v) How such program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;
  - (vi) The specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for English learners, and the expected rate of graduation from high school (including four-year adjusted cohort graduation rates and extended-year adjusted cohort graduation rates for such program) if funds under this part are used for children in high schools;
  - (vii) In the case of a child with a disability, how such program meets the objectives of the individualized education program of the child, as described in section 614(d) of the Individuals with Disabilities Education Act (20 U.S.C. 1414(d));
  - (viii) Information pertaining to parental rights that includes written guidance—
    - (I) Detailing the right that parents have to have their child immediately removed from such program upon their request;

- (II) Detailing the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and
  - (III) Assisting parents in selecting among various programs and methods of instruction, if more than 1 program or method is offered by the eligible entity;
- X. Use Virginia's *Foundation Blocks for Early Learning* to align preschool and K-12 curriculum; and
- XI. Use PALS Pre-K (if there is a Title I preschool program) and report data to the PALS office at the University of Virginia using the student's State Testing Identifier (STI).