

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

**Title II, Part A
Supporting Effective Instruction**

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.

Title II, Part A, funds are to be used to develop instructional programs that:

- Increase student academic achievement consistent with challenging state academic standards;
- Improve the quality and effectiveness of teachers, principals, and other school leaders;
- Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and
- Provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

Application Submission and Approval Deadline

- The consolidated or individual application submission date is by Friday, July 1, 2017; the application may be submitted prior to July 1.
- A school division that submits an approvable application by July 1, 2017, will have the 2017-2018 funds available on a reimbursement basis as of July 1, 2017. A school division that submits an approvable application after July 1, 2017, will have the 2017-2018 funds available on a reimbursement basis as of the date the application is received at the Department.
- The division should make every effort to submit program applications by the due date.
- Failure to adhere to the submission deadline 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.

Submissions to the Department of Education

- Applications will be submitted using the Web-based Online Management of Education Grant Awards (OMEGA) system. See instructions for the electronic application completion and submission process on page 3.
- The 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 3.3.

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.

Release of Federal Funds and Grant Award Period

- At the conclusion of the approval process, Title II, Part A, funds are available to school divisions on a reimbursement basis. The grant award period is July 1, 2017, through September 30, 2018. Under the Tydings Amendment, school divisions have until September 30, 2019, to encumber 2017-2018 funds.
- Final reimbursements must be submitted to the Department by November 15, 2019. Reimbursements are submitted using the OMEGA system.
- Should the 2017-2018 allocation amounts be unavailable to school divisions by the application submission date, the 2016-2017 Title II, 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.

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 as a Microsoft Excel form. Users will be allowed to enter information only in areas of the application in which they see a white cell. (Blue cells have been added to the budget summary page to facilitate budgeting for private school services and calculations. These cells have also been enabled to allow users to enter figures.) The “Tab” key should be used 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: “XXXTitleIIPtA17-18.xls” (the “XXX” should be replaced by the three-digit LEA/Payee Code for your particular division). For example, Accomack County’s Title II, Part A, application should be saved as “001TitleII PtA17-18.xls” in the electronic files on your computer. **The file name cannot exceed 50 characters.**
- The completed application should be uploaded to the OMEGA system by selecting the appropriate options to indicate the type of application (individual or consolidated) and then the appropriate federal program(s) in the application(s). Print copies will not be accepted.
- OMEGA can be accessed through the Virginia Department of Education’s (VDOE’s) Single Sign-on for Web System (SSWS) located at <https://p1pe.doe.virginia.gov/ssws/login.page.do>
- A log-in ID and password are necessary to access the system.
- Additional information and guidance regarding the submission of the application using OMEGA can be found in the [technical assistance document](#) and in the OMEGA modules at: http://www.doe.virginia.gov/federal_programs/esea/applications/index.shtml. If additional technical support is needed, please e-mail OMEGA.Support@doe.virginia.gov or call (804) 371-0993.
- All other correspondence should be directed to Carol Sylvester, Title II specialist, at Carol.Sylvester@doe.virginia.gov or at (804) 371-0908; or Michael Courtney, Title II/IV specialist, at Michael.Courtney@doe.virginia.gov or at (804)371-2934.

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 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 designated division representative will complete the Local Educational Agency Certification by securing all appropriate signatures and by indicating the date of the school board meeting.
3. The local school board must review and approve the application prior to submission to the Department of Education.
4. The 2016-2017 funding allocations will appear in the column labeled “2016-2017 Allocation.” Please indicate whether or not you submitted a consolidated application for 2016-2017 by selecting “yes” or “no” from the drop down list in the column marked 2016-2017 Consolidated Application.
5. After completing step 1 above, in the far right column labeled “2017-2018 Allocation Total,” enter your school division’s allocation for Title II, Part A, to be included in the 2017-2018 Individual Application. If you do not know your 2017-2018 allocation, 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.

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 needs analysis that was conducted to determine focus areas for the proposal.

2. Include the targeted population(s). (Examples: Subgroups of students, instructional and administrative staff, paraprofessionals, parents, etc.)
3. Describe the instructional program or program of services to be developed with the requested federal funds.
4. Describe how the division's program will contribute to the achievement of the ESEA goals.

C. Coordination Of Services (Narrative and Detail Budget Tab Pages 6-7)

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

Describe the partnership within your division between this program and other local, state or federal programs, or colleges and universities in the delivery of services to the targeted paraprofessionals, teachers or administrators that will support the attainment of the measurable objectives in this application.

D. Measurable Objectives (Narrative and Detail Budget Tab Pages 8-11)

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.

Note: Measurable objectives related to teacher and paraprofessional quality may be guided by data from the Instructional Personnel and Licensure Report (IPAL), as outlined in [Superintendent's Memorandum Number 268-16, October 21, 2016](#). The report will give the division data regarding the highly qualified status of teachers and paraprofessionals from the 2015-2016 school year to inform plans for the 2016-2017 school year. These data may be used to determine needed activities to improve teacher quality efforts.

1. In the tables on pages 8-11, as needed, state the measurable objectives that will guide the development of the program to be funded with the requested federal funds. Measurable objectives may be continued from the previous school year.
2. Describe the evidence-based 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. The goals and measurable objectives in Title II, Part A, Teacher Quality should be guided by four factors: 1) goals for teacher quality under the *Every Student Succeeds Act of 2015* (ESSA); 2) the activities permitted under the Title II, Part A, legislation ([See Section 2103 in the Specific Guidelines for Title II, Part A: Local Use of Funds](#)); 3) the data that are available to assess the effectiveness of the goals and measurable objectives in the 2017-2018 application; and 4) the professional development activities that improve the knowledge, quality of instruction, and quality of leadership of paraprofessionals, teachers, and administrators.
4. A definition and examples of measurable objectives are listed below.

What is a Measurable Objective?

A measurable objective has four components:

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

Examples:

1. Five middle school teachers need an endorsement in mathematics/Algebra I to be highly qualified and teach Algebra I in middle school. The school division will identify the teachers and offer the courses to meet this endorsement. Teachers will be required to complete certification requirements by June 2018.
2. By June 2018, eight new teachers will be hired to reduce the teacher/student ratio in grades K-5 from 24:1 to 18:1.
3. By June 2018, 100 percent of teachers will participate in at least four high quality professional development activities as measured by participation reports or activity sign-in sheets.
4. By June 2018, 100 percent of federal core classes will be taught by qualified teachers as measured by the Instructional Personnel and Licensure Report (IPAL).

E. Detail Budget Breakdown (Narrative and Detail Budget Tab Pages 12-18)

1. The program budget must reflect resources needed to achieve the measurable objectives.
2. All items included in the budget MUST be outlined in the measurable objectives section of the application.
3. The applicable detail budget breakdown sheets must be completed.
4. The “Expenditure Accounts Description” (page 18) provides definitions for the object codes. Please review carefully before completing this section.

F. Local Education Budget Summary (Summary Budget Tab Page 19)

1. In Column B, provide the summary budget for Title II, Part A, by object codes. The private school set-aside for 2017-2018 should be included in this column in one or more of the designated cells for private school set-asides. However, these amounts should be entered after the overall estimated budget has been entered and the equitable service amount has been calculated on the private school set-aside page.
2. Expenditures categorized as administrative in nature should be entered in one of the blue cells under Column B. (Examples include salaries and benefits for Title IIA coordinator; indirect costs; and materials needed to administer the Title IIA program, not directly related to professional development.)

G. Transferability Tab (Page 20)

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

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

Excluding Title I, Part D, and Title V, Part B, each program covered by the transferability is subject to the equitable services requirements under Title I or VIII, which may not be waived. Before a

division may transfer funds from a program subject to equitable services requirements, it must engage in timely and meaningful consultation with appropriate private school officials. With respect to the transferred funds, the division must provide private school students and teachers equitable services under the program(s) to which, and from which, the funds are transferred, based on the total amount of funds available to each program after the transfer.

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

H. General Education Provisions Act (GEPA) Section 427 (GEPA Tab Page 21)

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. Teacher Quality Tab (Page 22)

- **Part 1: NOTE:** Under USED’s authority to ensure an orderly transition from ESEA to ESSA, states will no longer be required to report highly qualified teacher (HQT) data for the 2016-2017 school year and beyond, nor will they be required to identify for improvement divisions that fail to meet the HQT requirements. Instead, states may rely on licensure and other professional requirements for teachers. However, for program planning purposes for the 2017-2018 school year, the following information on teacher and paraprofessional quality from the 2016-2017 data collection may assist school divisions. These data may be obtained

- from the most recent verified Instructional Personnel and Licensure Report (IPAL), which provides division results on the highly qualified status of instructional personnel for the 2016-2017 school year.
- **Part 2: Equitable Distribution of Qualified and Experienced Teachers:** The school division should fill out this section by describing how the division assures that students in high poverty and/or high minority schools are not taught by inexperienced, unqualified, or out of field teachers at a higher rate than students in other schools.

J. Private School Participation Worksheet (Private School Tab Page 23-24)

- All divisions must complete this section, indicating all eligible private schools located within the geographic boundaries of the school division. Eligible private schools must be contacted annually and provided with the opportunity to engage in meaningful consultation regarding Title II, Part A, equitable services. Details may be found in the non-regulatory guidance documents, [ESSA Fiscal Changes & Equitable Services Guidance](#) and [ESSA Title II, Part A Guidance – Supporting Educators](#).
- Step 1: Check either “Yes” or “No” to indicate whether there are any private schools located within the boundaries of the school division. If the answer is “No” then it is not necessary to complete the remainder of the page.
- Step 2: Indicate the methods used to notify the private schools of the availability of services.
- Step 3: Enter the school division’s K-12 enrollment.
- Step 4: The amount to be used to begin calculating this set-aside for private school services will be calculated automatically by subtracting administrative expenses from the overall Title IIA budget.
- Step 5:
 - In Column A, list all eligible private schools in the geographic boundaries of the school division.
 - In column B, select either “Yes” or “No” to indicate the participation status of the listed private school(s) for the 2017-2018 award year, as a result of consultation.
 - In column C, enter the K-12 enrollment of private schools participating in services for the 2017-2018 award year.
 - Column D will automatically calculate the value of services for the 2017-2018 award year.
 - In Column E, indicate the method of notification for each private school.
- Once the funding source and the enrollment figures for the public and private schools have been entered, the Estimated Value of Services will be calculated automatically.
- Step 6: Enter the total Estimated Value of Services Amount on the Summary Budget tab as “Private School Set-Aside” in the appropriate object codes.
- Step 7: On the Budget Breakdown pages, list as “Private School Set-Aside” under the appropriate object codes.
- Public school division personnel should coordinate with private schools to determine the manner in which equitable services will be provided.

TITLE II, PART A, TEACHER QUALITY SPECIFIC GUIDELINES

Local Applications and Consultation

Each application submitted under this section shall include the following:

- A) A description of the activities to be carried out by the local educational agency and how these activities will be aligned with challenging State academic standards;

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

Local Uses of Funds

A local educational agency that receives a subgrant shall use the funds made available through the subgrant to carry out one or more of the activities below, including carrying out the activities through a grant or contract with a for-profit or nonprofit entity or in partnership with an institution of higher education or an Indian tribe or tribal organization. The programs and activities shall address the learning needs of all students, including children with disabilities, English learners, and gifted and talented students.

- A) Developing or improving a rigorous, transparent, and fair evaluation and support system for teachers, principals, or other school leaders that—
 - is based in part on evidence of student achievement, which may include student growth; and
 - shall include multiple measures of educator performance and provide clear, timely, and useful feedback to teachers, principals, or other school leaders;
- B) Developing and implementing mechanisms to assist schools in recruiting, hiring, and retaining effective teachers, particularly in low-income schools with high percentages of ineffective teachers and high percentages of students who do not meet the challenging State academic standards, to improve within-district equity in the distribution of teachers, consistent with section 1111(g)(1)(B), such as initiatives that provide—
 - (i) expert help in screening candidates and enabling early hiring;
 - (ii) differential and incentive pay for teachers, principals, or other school leaders in high-need academic subject areas and specialty areas, which may include performance-based pay systems;
 - (iii) teacher, paraprofessional, principal, or other school leader advancement and professional growth, and an emphasis on leadership opportunities, multiple career paths, and pay differentiation;
 - (iv) new teacher, principal, or other school leader induction and mentoring programs that are designed to—
 - (I) improve classroom instruction and student learning and achievement; and

- (II) increase the retention of effective teachers, principals, or other school leaders;
 - (i) the development and provision of training for school leaders, coaches, mentors, and evaluators on how accurately to differentiate performance, provide useful feedback, and use evaluation results to inform decision-making about professional development, improvement strategies, and personnel decisions; and
 - (ii) a system for auditing the quality of evaluation and support systems;
- C) Recruiting qualified individuals from other fields to become teachers, principals, or other school leaders, including mid-career professionals from other occupations, former military personnel, and recent graduates of institutions of higher education with records of academic distinction who demonstrate potential to become effective teachers, principals, or other school leaders;
- D) Reducing class size to a level that is evidence-based, to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available, to improve student achievement through the recruiting and hiring of additional effective teachers;
- E) Providing high-quality, personalized professional development that is evidence-based, to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available, for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning and achievement, including supporting efforts to train teachers, principals, or other school leaders to—
 - (i) effectively integrate technology into curricula and instruction (including education about the harms of copyright piracy);
 - (ii) use data to improve student achievement and understand how to ensure individual student privacy is protected, as required under section 444 of the General Education Provisions Act (commonly known as the “Family Educational Rights and Privacy Act of 1974”) (20 U.S.C. 1232g) and State and local policies and laws in the use of such data;
 - (iii) effectively engage parents, families, and community partners, and coordinate services between school and community;
 - (iv) help all students develop the skills essential for learning readiness and academic success;
 - (v) develop policy with school, local educational agency, community, or State leaders; and
 - (vi) participate in opportunities for experiential learning through observation;
- F) Developing programs and activities that increase the ability of teachers to effectively teach children with disabilities, including children with significant cognitive disabilities, and English learners, which may include the use of multi-tier systems of support and positive behavioral intervention and supports, so that such children with disabilities and English learners can meet the challenging State academic standards;
- G) Providing programs and activities to increase—
 - (i) the knowledge base of teachers, principals, or other school leaders on instruction in the early grades and on strategies to measure whether young children are progressing; and
 - (ii) the ability of principals or other school leaders to support teachers, teacher leaders, early childhood educators, and other professionals to meet the needs of students through age 8, which may include providing joint professional learning and planning activities for school staff and educators in preschool programs that address the transition to elementary school;
- H) Providing training, technical assistance, and capacity-building in local educational agencies to assist teachers, principals, or other school leaders with selecting and implementing formative assessments, designing classroom-based assessments, and using data from such assessments to improve instruction and student academic achievement, which may include providing additional time for teachers to review student data and respond, as appropriate;
- I) Carrying out in-service training for school personnel in—

- (i) the techniques and supports needed to help educators understand when and how to refer students affected by trauma, and children with, or at risk of, mental illness;
 - (ii) the use of referral mechanisms that effectively link such children to appropriate treatment and intervention services in the school and in the community, where appropriate;
 - (iii) forming partnerships between school-based mental health programs and public or private mental health organizations; and
 - (iv) addressing issues related to school conditions for student learning, such as safety, peer interaction, drug and alcohol abuse, and chronic absenteeism;
- J) Providing training to support the identification of students who are gifted and talented, including high-ability students who have not been formally identified for gifted education services, and implementing instructional practices that support the education of such students, such as—
- (i) early entrance to kindergarten;
 - (ii) enrichment, acceleration, and curriculum compacting activities; and
 - (iii) dual or concurrent enrollment programs in secondary school and postsecondary education;
- K) Supporting the instructional services provided by effective school library programs;
- L) Providing training for all school personnel, including teachers, principals, other school leaders, specialized instructional support personnel, and paraprofessionals, regarding how to prevent and recognize child sexual abuse;
- M) Developing and providing professional development and other comprehensive systems of support for teachers, principals, or other school leaders to promote high-quality instruction and instructional leadership in science, technology, engineering, and mathematics subjects, including computer science;
- N) Developing feedback mechanisms to improve school working conditions, including through periodically and publicly reporting results of educator support and working conditions feedback;
- O) Providing high-quality professional development for teachers, principals, or other school leaders on effective strategies to integrate rigorous academic content, career and technical education, and work-based learning (if appropriate), which may include providing common planning time, to help prepare students for postsecondary education and the workforce; and
- P) Carrying out other activities that are evidence based, to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available, and identified by the local educational agency that meet the purpose of this title.

Appendix A

ASSURANCES

The assurances should be kept on file in the division.

GENERAL ASSURANCES

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

The school division assures:

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

13. It will provide information in an understandable and uniform format and, to the extent practicable, be provided in a language that the parents can understand;
 14. It is in compliance with the requirement regarding equal access to public school facilities as specified in P. L. 114-95, Title XIII, Section 8525;
 15. It will comply with the other application requirements outlined in
Section 8501. Private School Children;
Section 8502. Bypass; and
Section 8521. Maintenance of Effort under Title XIII –Other Provisions;
 16. It will ensure that funds are expended in accordance with the school division’s approved application or amended application. In the event the local division needs to expend funds in any manner other than stipulated in the approved application, the plan must be amended using the amendment process provided by the Department of Education. The application must be amended before funds can be expended for activities not approved in the original application;
- C. That it will collect and disseminate information collected under Section 1111 in a manner that protects the privacy of individuals;
- V. The division shall comply with Section 22.1-277.07, of the *Code of Virginia* that requires the expulsion for one year of any student determined to have brought a firearm to school. A description of each incident, the name of the school concerned, the number of students expelled from each school, and the type of firearm used in each instance of expulsion will be reported to the Virginia Department of Education in compliance with provisions under Section 8561 (Gun-Free Schools Act). This agency has a policy that requires referral to the criminal justice or the juvenile delinquency system of any student who brings a firearm or weapon to school; and
- VI. It will participate, if selected, in the state National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under Section 303 of the National Assessment of Educational Progress Act.

PROGRAM SPECIFIC ASSURANCES

TITLE II, PART A, TEACHER QUALITY

The school division agrees:

- I. Professional development activities provided through this program are coordinated with professional development activities provided through other federal, state, and local programs;
- II. It will comply with section 8501 (regarding participation by private school children and teachers);
- III. The plan is based on consultation with a variety of stakeholders, including teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of this title;
- IV. Activities and programs will address the needs of all students, including children with disabilities, English learners, and gifted and talented students;
- V. The funds are expended according to Title II, Part A guidelines for teachers, administrators, and paraprofessional staff only. These guidelines can be found within the guidance document: ESSA Title II, Part A Guidance – Supporting Educators;
- VI. Professional development activities are for teachers, administrators, and paraprofessionals to ensure “high quality” instruction and leadership. These activities should be based on evidence-based research and should adhere to the requirements of high quality professional development as outlined at http://www.doe.virginia.gov/teaching/regulations/high_quality_prof_dev_criteria.pdf;
- VII. Professional development activities provided through this program are coordinated with professional development activities provided through other federal, state, and local programs; and
- VIII. Students in high-poverty or high-minority schools will not be taught by inexperienced, unqualified, or out-of-field teachers at a higher rate than students in other schools.