

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

**Title II, Part A
Teacher Quality**

Individual Application
Guidelines ♦ Instructions ♦ Assurances

**Application Submission Date:
July 1, 2016**

**ESEA Grant Award Period:
July 1, 2016 – September 30, 2017**

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

Application Guidelines

Purpose of Program and General Use of Funds

The purpose of Title II, Part A, Teacher Quality is to support the provisions outlined under each principle in Virginia's approved ESEA flexibility plan, 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 funds are to be used to develop instructional programs that increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of qualified teachers in the classroom and highly effective principals and assistant principals in schools.

Application Submission and Approval Deadline

- The consolidated or individual application submission date is by Friday, July 1, 2016; the application may be submitted prior to July 1.
- A school division that submits an approvable application by July 1, 2016, will have the 2016-2017 funds available on a reimbursement basis as of July 1, 2016. A school division that submits an approvable application after July 1, 2016, will have the 2016-2017 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, 2016, through September 30, 2017. Under the Tydings Amendment, school divisions have until September 30, 2018, to encumber 2016-2017 funds.
- Final reimbursements must be submitted to the Department by November 15, 2018. Reimbursements are submitted using the OMEGA system.
- Should the 2016-2017 allocation amounts be unavailable to school divisions by the application submission date, the 2015-2016 Title II, Part A, allocation may be used as the estimated amount for budget purposes. When the school division’s final 2016-2017 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. (Green and yellow 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: “XXXTitleIIPtA16-17.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 PtA16-17.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 Tiffany Frierson, Title II/IV specialist, at Tiffany.Frierson@doe.virginia.gov or at (804)371-2682.

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 2015-2016 funding allocations will appear in the column labeled “2015-2016 Allocation.” Please indicate whether or not you submitted a consolidated application for 2015-2016 by selecting “yes” or “no” from the drop down list in the column marked 2015-2016 Consolidated Application.
5. After completing step 1 above, in the far right column labeled “2016-2017 Allocation Total”, enter your school division’s allocation for Title II, Part A, to be included in the 2016-2017 Individual Application. If you do not know your 2016-2017 allocation, use the 2015-2016 amount.
6. If funds will be transferred from Title II, Part A into Title I under the transferability provision, include the amount here; otherwise, leave “Transferability” blank.

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

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: NCLB 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)

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)

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 269-15, October 30, 2015](#). 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/revised from the previous school year.
2. Describe the scientifically-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) the goals for *No Child Left Behind Act of 2001* and the principles included in Virginia's approved ESEA flexibility plan; 2) the activities permitted under the Title II, Part A, legislation (See Section 2123 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 2016-2017 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 2016.
2. By June 2017, 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 2017, 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 2017, 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. If your school division was NOT required to recalculate set-asides for private school services for award years 2007 through 2010, OR if no additional services were warranted as a result of the recalculations, skip to item 3 below.
2. If your school division WAS required to recalculate set-asides for private school services AND it was determined that additional services are warranted, complete the following:
 - a. In Cell G6 under Column A, indicate the value of **additional** services that will be provided to private schools during the 2016-2017 school year as a result of recalculations. (Note: This figure may not necessarily be the full amount of ALL additional services that were indicated as a result of the recalculations. If a multi-year plan was determined, enter **ONLY** the agreed upon amount for the 2016-2017 school year.)
 - b. Based on consultations with private schools on the plan for additional services, indicate the object code breakdown for the agreed upon additional services in Column A in the green cells.
3. In Column B, provide the summary budget for Title II, Part A, by object codes. The regular private school set-aside for 2016-2017 should be included in this column in one or more of the yellow cells designated 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.
4. Expenditures categorized as professional development in nature should be entered in one of the yellow cells under Column B. (Examples include salaries and benefits for personnel providing professional development, mentoring, or instructional coaching; professional development stipends; coursework to satisfy highly qualified requirements; contractual expenses for professional development activities; travel related to attendance in professional development activities; and materials purchased for use in professional development activities.)
5. Expenditures not related to professional development should be entered in one of the white cells under Column B. Examples include salaries for class-size reduction teachers; substitute teachers; recruitment and retention expenses; assessments to satisfy highly qualified status requirements; indirect costs; and administrative travel and materials not associated with professional development activities.

G. Highly Qualified Teacher Report (Teacher Quality Tab Page 20)

- **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 2016-2017 school year, the following information on teacher and paraprofessional quality from the 2015-2016 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 2015-2016 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.

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H. Private School Participation Worksheet (Private School Tab Page 21)

- All divisions must complete this section, indicating all eligible private schools located within the geographic boundaries of the school division. Eligible private schools must be contacted annually and provided with the opportunity to engage in meaningful consultation regarding Title II, Part A, equitable services. Details may be found in the non-regulatory guidance documents, Highly Qualified Teachers: Improving Teacher Quality State Grants- ESEA Title II, Part A or Title IX, Part E Uniform Provisions Subpart 1-Private Schools
- Question 1: Check either “Yes” or “No” to indicate whether there are any private schools located within the boundaries of the school division. If the answer is “No” then it is not necessary to complete the remainder of the page.
- Question 2: Indicate the methods used to notify the private schools of the availability of services.
- Question 3: Enter the school division’s enrollment.
- Question 4, item c: If records are available, indicate the amount of funds allocated for **professional development** from the federal Class-Size Reduction program in 2001-2002.
- The amount to be used to begin calculating this set-aside for private school services will be calculated automatically by using the larger of the proposed professional development budget for Title II, Part A, or the division’s professional development allocation from the 2001-2002 Eisenhower Professional Development and Class-Size Reduction programs. The amount will be shown in Question 4, item d.
- Question 5: Check either “Yes” or “No” to indicate whether the school division was required to recalculate services for private schools for the 2007-2010 award years.
- Question 6: If the school division was required to recalculate services for private schools from the 2007-2010 award years:
 - A. Enter the full value of additional services that must be provided as a result of the recalculations.
 - B. Enter the additional value of services set aside to date. (from 2012-2013 through the 2015-2016 award years (including carryover)
 - C. The additional value of services to be set aside from 2016-2017 funds will automatically populate once that amount has been entered in Cell G6 on the Budget Summary tab.
 - D. Full value of additional services that have been provided from 2012-2016 will automatically populate.
- Question 7:
 - In Column A, list all eligible private schools in the geographic boundaries of the school division.
 - In column B, select either “Yes” or “No” to indicate the participation status of the listed private school(s) for the 2016-2017 award year, as a result of consultation.
 - In Column C, select either “Yes” or “No” to indicate whether additional services will be provided to the school as a result of retroactive private school **recalculations** from 2007-2010.
 - In column D, enter the K-12 enrollment of private schools participating in services for the 2016-2017 award year.
 - Column E will automatically calculate the value of services for the 2016-2017 award year, by using the larger of the proposed professional development budget for Title II, Part A, or the division’s professional development allocation from the 2001-2002 Eisenhower Professional Development and Class-Size Reduction programs.

- For divisions that needed to recalculate and provide additional services: In Column F, enter the mutually agreed upon **additional** value of services for each school from recalculations, as indicated from the completed template/consultation agreements.
- The estimated total value of services to be provided for each school will calculate in Column G.
- In Column H, indicate the method of notification for each private school.
- Once the funding source and the enrollment figures for the public and private schools have been entered, the Estimated Value of Services will be calculated automatically.
- Enter the total Estimated Value of Services Amount on the Summary Budget tab as “Private School Set-Aside” in the appropriate object codes.
- On the Budget Breakdown pages, list as “Private School Set-Aside for 2016-2017” under the appropriate object codes.
- Public school division personnel should coordinate with private schools to determine the manner in which equitable services will be provided.

TITLE II, PART A, TEACHER QUALITY SPECIFIC GUIDELINES

Local Applications and Needs Assessment

Each application submitted under this section shall be based on the needs assessment required in subsection (b) of the law. This needs assessment documentation should include data collected as directed by the Instructional Personnel and Licensure Report (IPAL), as outlined [in Superintendent's Memorandum Number 269-15, October 30, 2015](#).

Local Uses of Funds

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

- (1) Developing and implementing mechanisms to assist schools in effectively recruiting and retaining qualified teachers, including specialists in core academic subjects, principals, and pupil services personnel, except that funds made available under this paragraph may be used for pupil services personnel only if the local education agency is making progress toward meeting the annual measurable objectives described in Section 1119 (a)(2); and in a manner consistent with mechanisms to assist schools in effectively recruiting and retaining qualified teachers and principals;
- (2) Developing and implementing initiatives to assist in recruiting qualified teachers (particularly initiatives that have proven effective in retaining qualified teachers), and hiring qualified teachers, who will be assigned teaching positions within their field including—
 - Providing scholarships;
 - Providing signing bonuses;
 - Providing other financial incentives, such as differential pay, for teachers to teach academic subjects in which there exists a shortage of qualified teachers within a school or within the local educational agency; and in schools in which there exists a shortage of qualified teachers; or
 - Recruiting and hiring qualified teachers to reduce class size, particularly in the early grades.

- Establishing programs that—
 - train and hire regular and special education teachers (which may include hiring special education teacher to team-teach in classrooms that contain both children with disabilities and non-disabled children);
 - train and hire qualified teachers of special needs children, as well as teaching specialists in core academic subjects who will provide increased individualized instruction to students;
 - recruit qualified professionals from other fields, including qualified paraprofessionals, and provide such professionals with alternative routes to teacher certification; or
 - provide increased opportunities for minorities, individuals with disabilities, and other individuals underrepresented in the teaching profession.
- (3) Providing professional development activities that improve the knowledge of teachers and principals and, in appropriate cases, paraprofessionals, concerning—
 - one or more of the core academic subjects that the teachers teach;
 - effective instructional strategies, methods, and skills, and use of challenging state academic standards, and state assessments to improve teaching practices and student academic achievement;
 - collaborative groups of teachers and administrators;
 - training in how to teach and address the needs of students with different learning styles, particularly students with disabilities, students with learning needs (including students who are gifted and talented), and students with limited English proficiency;
 - training in methods of improving student behavior in the classroom and identifying early and appropriate interventions to help students learn;
 - training to enable teachers and principals to involve parents in their child’s education, especially parents of limited English proficient and immigrant children; and
 - training on how to understand and use data and assessments to improve classroom practice and student learning.
- (4) Developing and implementing initiatives to promote retention of qualified teachers and principals, particularly within elementary schools and secondary schools with a high percentage of low-achieving students, including programs that provide—
 - teacher mentoring from exemplary teachers, principals, or superintendents;
 - induction and support for teachers and principals during their first three years of employment as teachers, or principals, respectively;
 - incentives (including financial incentives) to retain teachers who have a record of success in helping low-achieving students improve their academic achievement; or
 - incentives (including financial incentives) to principals who have a record of improving the academic achievement of all students, but particularly the academic achievement from economically disadvantaged families, students from racial and ethnic minority groups, and students with disabilities.
- (5) Carrying out programs and activities that are designed to improve the quality of the teaching force, such as—

- innovative professional development programs (which may be provided through partnerships including institutions of higher education), including programs that train teachers and principals to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy; are consistent with the requirements of Section 9101 (professional development); and are coordinated with activities previously carried out under Title II, Part D;
 - development and use of proven, cost-effective strategies for the implementation of professional development activities, such as through the use of technology or distance learning;
 - tenure reform;
 - merit pay programs; and
 - testing of elementary school and secondary school teachers in the academic subjects that the teachers teach.
- (6) Carrying out professional development activities designed to improve the quality of principals and superintendents, including the development and support of academies to help talented, aspiring, or current principals and superintendents become outstanding managers and educational leaders.
- (7) Hiring high quality teachers in order to reduce class size, particularly in the early grades.
- (8) Carrying out teacher advancement initiatives that promote professional growth and emphasize multiple career paths (such as paths to becoming a career teacher, mentor teacher, or exemplary teacher) and pay differentiation.
- (9) Carrying out programs and activities related to exemplary teachers.

Appendix A

ASSURANCES

The assurances should be kept on file in the division.

GENERAL ASSURANCES

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

The school division assures:

- I. Each program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;
- II. The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a nonprofit private agency, institution, organization, or an Indian tribe, if the law authorizing the program provides for assistance to those entities;
- III. The public agency, nonprofit private agency, institution, or organization, or Indian tribe will administer those funds and property to the extent required by the authorizing statutes;
- IV. It will adopt and use proper methods of administering each program, including—
 - A. The enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program;
 - B. The correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation and that:
 1. It will maintain fiscal effort in support of free public education;
 2. It will provide services with state and local funds that are at least comparable to services provided in schools and areas not receiving special federal funds;
 3. The majority of the resources in the school division are derived from non-federal funds;
 4. It is in compliance with the requirements regarding school prayer as specified in P. L. 107-110, Title IX, Section 9524;
 5. It will comply with the audit requirements for each program;
 6. The federal funds are used to supplement, not supplant regular non-federal funds;
 7. It will cooperate in carrying out any evaluation of each program conducted by or for the state educational agency, the Secretary, or other federal officials;
 8. It will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, federal funds paid to the applicant under each program;
 9. It will submit such reports to the state educational agency (which shall make the reports available to the Governor) and the Secretary of Education as the state educational agency and Secretary may require to enable the state educational agency and the Secretary to perform their duties under each program;
 10. It will maintain such records for five years, provide such information, and afford such access to the records as the state educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the state educational agency's or the Secretary's duties;
 11. It consulted with teachers, school administrators, parents, members of the community, nonprofit organizations and other interested parties in the development of this plan;

12. It afforded a reasonable opportunity for public comment on the plan or application and considered such comment before the application was submitted;
 13. It is in compliance with the requirement regarding equal access to public school facilities as specified in P. L. 107-110, Title IX, Section 9525;
 14. It will comply with the other application requirements outlined in
Section 9501. Private School Children and Teachers;
Section 9502. Bypass; and
Section 9521. Maintenance of Effort under Title IX – General Provisions;
 15. It will notify the parents of each student attending any school receiving funds under this part that the parents may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including, at a minimum, the following:
 - a) whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
 - b) whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived;
 - c) whether the child is provided services by paraprofessionals and, if so, their qualifications; and
 - d) the baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree;
 16. It will notify parents of students in any school receiving funds under Title I, Part A, when the parent's child has been assigned, or has been taught for four or more consecutive weeks by a teacher who is not highly qualified;
 17. It will provide information in an understandable and uniform format and, to the extent practicable, in a language that parents can understand;
 18. 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 22.1-277.01, of the Code of Virginia that requires the expulsion for one year of any student determined to have brought a firearm to school. A description of each incident, the name of the school concerned, the number of students expelled from each school, and the type of firearm used in each instance of expulsion will be reported to the Virginia Department of Education in compliance with provisions under Section 4141 of Title V. This agency has a policy that requires referral to the criminal justice or the juvenile delinquency system of any student who brings a firearm or weapon to school;
- VI. It will participate, if selected, in the state National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under Section 411(b)(2) of the National Education Statistics Act of 1994.

PROGRAM SPECIFIC ASSURANCES

TITLE II, PART A, TEACHER QUALITY

The school division agrees:

- I. The plan is based on a needs assessment, which is conducted with the involvement of teachers, principals, administrators, paraprofessionals, and other school personnel. The needs assessment identifies activities needed to provide teachers with subject matter knowledge and teaching skills and to give principals the instructional leadership skills to help teachers provide students with the opportunity to meet state and local student academic achievement standards.
- II. The local education agency will target funds to schools within the jurisdiction of the school division that:
 - a. Have the lowest proportion of qualified teachers;
 - b. Have the largest average class size;
 - c. Are identified for school improvement under Section 1116(b).
- III. The funds are expended according to Title II, Part A guidelines for teachers, administrators, and paraprofessional staff only. These guidelines can be found at <http://www.ed.gov/programs/teacherqual/guidance.doc>
- IV. Professional development activities are for teachers, administrators, and paraprofessionals to ensure “high quality” instruction and leadership. These activities should be based on scientifically-based research and should adhere to the requirements of high quality professional development as outlined at http://www.doe.virginia.gov/teaching/regulations/high_quality_prof_dev_criteria.pdf.
- V. Professional development activities provided through this program are coordinated with professional development activities provided through other federal, state, and local programs.
- VI. 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.