



Virginia Department of Education  
Office of ESEA Programs  
P. O. Box 2120  
Richmond, Virginia 23218-2120

**A. COVER PAGE**

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

**2022-2023  
Individual Program Application**

**Due by July 01, 2022**

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

Place an "X" by the applicable response.

Original

Revision : Revision #

Date:

[Explain](#)

Amendment: Amendment #

Date:

[Explain](#)

To be Completed by School Division			
Applicant (Legal Name of Agency):	Division Number:	Title III, Part A Coordinator:	
SUFFOLK PUBLIC SCHOOLS	127	STEVEN D. EDWARDS	
Mailing Address (Street, City or Town, Zip Code)	Phone:	757-925-6759	Ext: <input type="text"/>
100 N MAIN STREET, SUFFOLK, VIRGINIA 23434	Email:	STEVENEDWARDS@SPSK12.NET	

2022-2023 Title III, Part A Allocation:	12,958.66	EL Award Amount:	12,958.66	I/Y Award Amount:	<input type="text"/>
---	-----------	------------------	-----------	-------------------	----------------------

**Divisions that receive an Immigrant Children and Youth (IY) award must complete the "IY" tab after allocations are released.**

**LOCAL EDUCATIONAL AGENCY CERTIFICATION**

**Use of Funds:** The applicant designated above applies for an allocation of federal assistance as appropriated under *ESEA*. Funds are available to support local education reform efforts that are consistent with statewide education reform efforts to: 1) provide funding to implement promising education reform programs and school improvement programs based on evidence-based research; 2) provide a continuing source of innovative and educational improvement; 3) meet the educational needs of all students; and 4) develop and implement education programs to improve student achievement and teacher performance.

Specific uses of funds for this application are found in the "Guidelines, Instructions, and Assurances" document.

**Assurances:** The local educational agency assures that the Title III, Part A, program will be administered and implemented in compliance with all applicable statutes, regulations, policies, and program plans. **Additionally, the local educational agency agrees by signing below to implement the general and program specific assurances located in the application. The assurances and signed cover page are to be retained at the division level.**

**Certification:** We hereby certify that, to the best of our knowledge, the information contained in this application is correct. The agency named above has authorized us as its representatives to file this application, and such action is recorded in the minutes of the School Board meeting held

on 06/09/22.

\_\_\_\_\_  
Superintendent's Signature  
  
JOHN B. GORDON, III  
\_\_\_\_\_  
Superintendent's Name  
  
06/09/22  
\_\_\_\_\_  
Date

\_\_\_\_\_  
Board Chairperson's Signature  
  
JUDITH BROOKS-BUCK  
\_\_\_\_\_  
Board Chairperson's Name  
  
06/09/22  
\_\_\_\_\_  
Date

**Application Submission, Approval, and LEA Expenditure of Funds: Applications for Federal Funds are due by July 01, 2022. Revisions and Amendments should be submitted in a timely manner.**

**Please note, in order for the funds to be expendable by July 01, 2022, the electronic application must be received at the Virginia Department of Education by July 01, 2022, through the file submission process of the Online Management of Education Grant Awards (OMEGA) system.**

**APPLICATION INFORMATION**

Does the allocation total match the total in cell F24? Yes

2021-2022 Allocation	2021-2022 Consolidated Yes or No	Eligible Program	2022-2023 Allocation Total
12,969.71	No	Title III, Part A, English Learners: (Total of: a + b; only a; or only b)	12,958.66
		a. EL Subgrant <span style="float: right;">Subtotal</span>	12,958.66
		b. Immigrant Children and Youth Subgrant <span style="float: right;">Subtotal</span>	0.00
		Title II, Part A Transferability	0.00
		Title IV, Part A Transferability	0.00
		<b>Total Allocation</b>	<b>12,958.66</b>

**TRANSFERABILITY**

Section 5103(b)(2) of the Every Student Succeeds Act allows LEAs to transfer funds between certain qualifying federal programs. If funds are transferred into or out of the Title II, Part A, program, **PRIOR APPROVAL IS REQUIRED**, and a separate Transferability approval form must be submitted. The transfer request form is available at [Transfer Request Form](#)

Program from which funds will be transferred:	TO	Program TO which funds will be transferred:	Amount
Title II, Part A		Title III, Part A, English Learners (EL Subgrant)	
Program from which funds will be transferred:	TO	Program TO which funds will be transferred:	Amount
Title IV, Part A		Title III, Part A, English Learners (EL Subgrant)	

**REVISIONS AND AMENDMENTS**

Place an "X" in the first box indicating whether it is a revision or amendment. Enter the date of the revision or amendment. Indicate the tab(s) that have been changed. **Provide a concise description of changes** (for example, "Programmatic Changes--purchase of additional reading materials, object code 6000; Budget Changes--decreased travel budget in object code 5000 and increased materials to purchase additional reading materials in object code 6000"). When completing an amendment, changes to the program overview may be reflected as additions at the end of the narrative.

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 will not be accepted without an approved amended application reflecting budget changes.

1.	Revision:	<input type="checkbox"/>	Date:	<input type="text"/>	<input type="text"/>
	Amendment:	<input type="checkbox"/>	Date:	<input type="text"/>	
2.	Revision:	<input type="checkbox"/>	Date:	<input type="text"/>	<input type="text"/>
	Amendment:	<input type="checkbox"/>	Date:	<input type="text"/>	
3.	Revision:	<input type="checkbox"/>	Date:	<input type="text"/>	<input type="text"/>
	Amendment:	<input type="checkbox"/>	Date:	<input type="text"/>	
4.	Revision:	<input type="checkbox"/>	Date:	<input type="text"/>	<input type="text"/>
	Amendment:	<input type="checkbox"/>	Date:	<input type="text"/>	
5.	Revision:	<input type="checkbox"/>	Date:	<input type="text"/>	<input type="text"/>
	Amendment:	<input type="checkbox"/>	Date:	<input type="text"/>	
6.	Revision:	<input type="checkbox"/>	Date:	<input type="text"/>	<input type="text"/>
	Amendment:	<input type="checkbox"/>	Date:	<input type="text"/>	
7.	Revision:	<input type="checkbox"/>	Date:	<input type="text"/>	<input type="text"/>
	Amendment:	<input type="checkbox"/>	Date:	<input type="text"/>	
8.	Revision:	<input type="checkbox"/>	Date:	<input type="text"/>	<input type="text"/>
	Amendment:	<input type="checkbox"/>	Date:	<input type="text"/>	
9.	Revision:	<input type="checkbox"/>	Date:	<input type="text"/>	<input type="text"/>
	Amendment:	<input type="checkbox"/>	Date:	<input type="text"/>	
10.	Revision:	<input type="checkbox"/>	Date:	<input type="text"/>	<input type="text"/>
	Amendment:	<input type="checkbox"/>	Date:	<input type="text"/>	
11.	Revision:	<input type="checkbox"/>	Date:	<input type="text"/>	<input type="text"/>
	Amendment:	<input type="checkbox"/>	Date:	<input type="text"/>	
12.	Revision:	<input type="checkbox"/>	Date:	<input type="text"/>	<input type="text"/>
	Amendment:	<input type="checkbox"/>	Date:	<input type="text"/>	

**B. BUDGET SUMMARY**

Title III funds may be used to provide supplemental services that improve the English language proficiency and academic achievement of English Learners (ELs), including the provision of language instruction educational programs (LIEPs) and activities that increase the knowledge and skills of teachers who serve ELs. All services provided to ELs using Title III funds must supplement, and not supplant, the services that must be provided to ELs under Title VI of the Civil Rights Act of 1964 (Title VI), the Equal Educational Opportunities Act of 1974 (EEOA), and other federal requirements, as well as those under State or local laws.

		Title III, Part A Budget for 2022-2023 Award: S365A220046 Project Codes: APE60509 (IY) & APE60512 (EL)		
		Allocation:	12,958.66	
OBJECT CODE	EXPENDITURE	EL SUBGRANT	IMMIGRANT CHILDREN & YOUTH (IY) SUBGRANT	DOES BUDGET SUMMARY MATCH DETAIL BUDGET?
1000 - Personnel Services	Administrative			
	Non-Administrative	3,600.00		
	Private School Set-Aside			
	<b>Total Personal Services</b>	<b>3,600.00</b>	<b>0.00</b>	<b>Yes</b>
2000 - Employee Benefits	Administrative			
	Non-Administrative			
	Private School Set-Aside			
	<b>Total Employee Benefits</b>	<b>0.00</b>	<b>0.00</b>	<b>Yes</b>
3000 - Purchased/Contracted Services	Contracted Services	8,678.40		
	Private School Set-Aside			
	<b>Total Purchased/Contracted Services</b>	<b>8,678.40</b>	<b>0.00</b>	<b>Yes</b>
4000 - Internal Services	Internal Services			
	Private School Set-Aside			
	<b>Total Internal Services</b>	<b>0.00</b>	<b>0.00</b>	<b>Yes</b>
5000 - Other Charges	Indirect Cost			
	Non-Administrative			
	Private School Set-Aside			
	<b>Total Other Charges</b>	<b>0.00</b>	<b>0.00</b>	<b>Yes</b>
6000 - Materials and Supplies	Administrative			
	Materials	680.26		
	Private School Set-Aside			
	<b>Total Materials and Supplies</b>	<b>680.26</b>	<b>0.00</b>	<b>Yes</b>
8000 - Capital Outlay	Non-Administrative			
	<b>Total Capital Outlay</b>	<b>0.00</b>	<b>0.00</b>	<b>Yes</b>
<b>TOTAL SUBGRANT BUDGET</b>		<b>12,958.66</b>	<b>0.00</b>	
<b>TOTAL ALLOCATION</b>		<b>12,958.66</b>		
<b>DOES THE BUDGET SUMMARY MATCH THE TOTAL ALLOCATION?</b>		<b>Yes</b>	<b>Difference</b>	<b>0.00</b>
<b>TOTAL SET-ASIDE</b>		<b>0.00</b>		
<b>TOTAL PRIVATE SCHOOL SET-ASIDE</b>		<b>0.00</b>		

- NOTES: (1) Object codes 7000 and 9000 are not used in application budgets or in requests for reimbursements for this federal grant.  
 (2) Administrative costs are limited to 2 percent or less of the EL subgrant award including indirect costs.  
 (3) Indirect costs claims are subject to the availability of funds and statutory or administrative restrictions. Title III, Part A and Title IV, Part A, place a statutory limitation or cap on administrative costs. Because the cap applies to the combined claims for indirect costs and direct administrative costs, divisions may not be able to claim the entirety of their indirect costs. The amount unrecovered may not be shifted to another federal award.  
 (4) Expenses for parental involvement programs are to be incorporated into the appropriate object code(s) based on the category of the related charges.

**C. DETAILED BUDGET BREAKDOWN**

Prepare a detailed breakdown of the budget categories for Object Codes 1000-6000 and 8000. **Choose the appropriate category for each expense in the dropdown list under "Funding Source."**

Does the Detailed Budget Breakdown Match the Total Allocation? Yes

**DETAILED BUDGET DESCRIPTION OF OBJECT CODE 1000**

Provide a description of the positions supported with funds from this program. Indicate if any positions are newly funded under this program. Explain the supplementary nature of any new positions. (Required if staff positions are to be funded by federal funds).

Coaching teachers on effective EL strategies and practice preparation. The mentors will provide the following supports to recently endorsed EL teachers, content teachers, administrators and stakeholder:

1. Lesson planning that addresses the needs of ELL students through scaffolding and
2. Identify supplemental resources and offer professional learning to content teachers and administrators on how to best meet the needs of their ELL students.

Please provide a detailed description of Private School activities (If no private school set-aside is present, please enter N/A).

N/A

Item Description	Category	FTEs	Total Cost
Eight EL endorsed teachers will serve as mentors to teachers of EL students during the 2022-2023 school year. The annual stipend will be \$200 per mentor.		8.0	1,600.00
Compensation for providing Praxis prep professional development sessions in 2022-2023.		8.0	2,000.00
Total for Object Code:		16.0	3,600.00



**DETAILED BUDGET DESCRIPTION OF OBJECT CODE 3000**

Please indicate how these funds will support any services and activities that are described in this application. If program funds are expended for professional development, justify such expenditures by demonstrating a relationship between the proposed expenditure for professional development and the program services and activities described in the application.

- Providing high-quality professional learning to classroom teachers to support delivery of effective content and English language instruction to ELLs students
- Providing high-quality professional learning that will support school level administrators in effective monitoring of EL services
- Professional development to promote parental and community participation in programs for ELLs students
- Professional development to implement effective language acquisition and instructional programs to meet the needs of ELL students
- Professional development to increase the English proficiency of ELLs by providing high-quality language instruction programs that support improved student academic achievement in the core academic subjects
- Provide high-quality professional learning to teachers, administrators, and other school or community-based personnel

Travel for professional learning is essential. All travel is associated with the goal of enhancing knowledge and sharing that knowledge with teachers, administrators and parents of ELL students to best serve the students and their families. In an effort to engage more teachers in the professional learning activities of ELLs, the division will provide opportunities for teachers and administrators to attend professional learning activities.

Please provide a detailed description of Private School activities (If no private school set-aside is present, please enter N/A).

N/A

Item Description	Category	Total Cost
The following team will attend the VESA state conference:		2,000.00
• Title III Coordinator		
• Six ELL mentor teachers		
• Three high school teachers of ELLs		
• Two middle school teachers of ELLs		
• Two elementary school teachers of ELLs		
• Two school administrators		
Attend the 2023 ESEA National Conference:		6,100.00
Travel and meals for the Title III coordinator, English supervisor, English specialist and two ELL teachers		
VESA membership dues for 2022-2023 for a coordinator, supervisor and specialist		120.00
Travel to VDOE ELL related workshops		250.00
Travel to VESA meetings		208.40
Total for Object Code:		8,678.40











**D. BUDGET SUMMARY**

Section 5103(b)(2) of ESSA allows divisions to transfer all or a portion of the funds received 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.

Complete the tab below if funds will be transferred under Section 5103(b)(2). Please note that prior approval is required to transfer funds. The transfer request form is provided at [Transfer Request Form](#)

		Title II, Part A, Transferability Award S367A220044 Project Code APE60016	Title IV, Part A, Transferability Award S424A220048 Project Code APE60023	
		0.00	0.00	
OBJECT CODE	EXPENDITURE	AMOUNT TRANSFERRED INTO PROGRAM		DOES THE BUDGET SUMMARY MATCH THE DETAILED BUDGET BREAKDOWN?
1000 - Personnel Services	Administrative			
	Non-Administrative			
	Private School Set-Aside			
	<b>Total Personnel Services</b>	0.00	0.00	Yes
2000 - Employee Benefits	Administrative			
	Non-Administrative			
	Private School Set-Aside			
	<b>Total Employee Benefits</b>	0.00	0.00	Yes
3000 - Purchased/Contracted Services	Contracted Services			
	Private School Set-Aside			
	<b>Total Purchased/Contracted Services</b>	0.00	0.00	Yes
4000 - Internal Services	Internal Services			
	Private School Set-Aside			
	<b>Total Internal Services</b>	0.00	0.00	Yes
5000 - Other Charges	Indirect Cost			
	Non-Administrative			
	Private School Set-Aside			
	<b>Total Other Charges</b>	0.00	0.00	Yes
6000 - Materials and Supplies	Administrative			
	Materials			
	Private School Set-Aside			
	<b>Total Materials and Supplies</b>	0.00	0.00	Yes
8000 - Capital Outlay	Non-Administrative			
	<b>Total Capital Outlay</b>	0.00	0.00	Yes
<b>TOTAL BUDGET</b>		<b>0.00</b>	<b>0.00</b>	
<b>TOTAL SET-ASIDE</b>		<b>0.00</b>	<b>0.00</b>	
<b>TOTAL PRIVATE SCHOOL SET-ASIDE</b>		<b>0.00</b>	<b>0.00</b>	
<b>DOES THE TRANSFERABILITY BUDGET SUMMARY MATCH THE TRANSFERABILITY ALLOCATION?</b>		Yes	Difference	0.00

**E. DETAILED BUDGET BREAKDOWN**

Prepare a detailed breakdown of the budget categories for Object Codes 1000-6000 and 8000. **Choose the appropriate category for each expense in the dropdown list under "Funding Source."**

Does the Transferability Detailed Budget Breakdown Match the Transferability Allocation?

**DETAILED BUDGET DESCRIPTION OF OBJECT CODE 1000**

Provide a description of the positions supported with funds from this program. Indicate if any positions are newly funded under this program. Explain the supplementary nature of any new positions. (Required if staff positions are to be funded by federal funds).

Large empty text box for providing a detailed description of positions supported with funds from this program.

Please provide a detailed description of Private School activities (If no private school set-aside is present, please enter N/A).

Large empty orange-shaded box for providing a detailed description of Private School activities.

Item Description	Funding Source	FTEs	Total Cost
Total for Object Code:		0.0	0.00

**DETAILED BUDGET DESCRIPTION OF OBJECT CODE 2000**

Indicate the fixed charge categories (such as FICA, health insurance, etc.) and specify the amount of each.

Please provide a detailed description of Private School activities (If no private school set-aside is present, please enter N/A).

Item Description	Funding Source	Total Cost
Total for Object Code:		0.00









**DETAILED BUDGET DESCRIPTION OF OBJECT CODE 6000**

Provide a description of materials, supplies, and all equipment less \$5,000 per unit. Indicate the estimated quantity of each item.

[Large empty text box for describing materials, supplies, and equipment.]

Please provide a detailed description of Private School activities (If no private school set-aside is present, please enter N/A).

[Large empty text box for describing Private School activities.]

Item Description	Funding Source	Quantity	Total Cost
Total for Object Code:			0.00

**DETAILED BUDGET DESCRIPTION OF OBJECT CODE 8000**

Provide a description for expenses related to object code. All capital outlay expenditures over \$5,000 per unit must be approved by the Virginia Department of Education through the application submission and approval process. If the local school division has established a threshold of a lesser amount, items equal to that amount or greater must be itemized in Object Code 8000. Specify equipment quantities.

Item Description	Funding Source	Quantity	Total Cost
Total for Object Code:			0.00

**F. PROGRAMS AND SERVICES FOR ELs AND THEIR FAMILIES**

**Federal Civil Rights Requirements**

Divisions must provide programs and services for the education of English Learners (ELs) under Title VI of the Civil Rights Act of 1964, the Equal Educational Opportunities Act of 1974 (EEOA), Lau v Nichols (1974), Castañeda v Pickard (1981) and other civil rights laws and federal statutes and guidance. Federal funds, including Title III, cannot be used to meet the federal requirements for ELs. Under the Castañeda standards, programs and services for ELs should: 1) be based on effective education theory and/or research recognized by legitimate experts in the field; 2) be implemented with fidelity and adequate resources to ensure a realistic chance of success within a reasonable timeframe; and 3) lead to improved academic outcomes within this reasonable timeframe.

**Description of an Effective LIEP Supported by Local and/or State Funds:** The division must implement an effective language instruction educational program (LIEP) in order to meet the needs of ELs and demonstrate success in increasing their English language proficiency and student academic achievement.

**Narrative Boxes:**

<b>Box 1:</b>	<b>Using Local and/or State Funds:</b> Using Local and/or State Funds: Describe how instruction is delivered to ELs at varying proficiency levels and grade span levels to develop their English language proficiency and increase their ability to meet challenging State academic standards. Include specialized programs for newcomer ELs, SLIFE, “opt-out” ELs, dually-identified ELs, ELs at higher proficiency levels, long-term ELs, if applicable.
English Language Learners (ELL) need ongoing opportunities to engage in discussions and express themselves using the English language, in order to gain and maintain fluency in it. Consistency and practice is the key to learning, applying and developing proficiency in speaking and writing in English. An ELL student must converse with others on a regular basis in order to grow their fluency and confidence. The proficiency levels and grade levels of the ELLs will be used in order to determine appropriate student placement. The placement configurations are similar, but not identical, for all grade levels. In elementary grades, students receive most of their academic instruction from a general education teacher. If there are enough ELLs by proficiency level within a specific grade, the overall proficiency level is used as the method for student grouping. If there are not enough ELLs by proficiency level within a grade, then proficiency levels may be banded together within a grade. Pre-Emergent and Emergent ELLs will be grouped together rather than separately. Also note that kindergarten students are grouped separately from students in other grades. In middle schools, students receive academic instruction in different classrooms in different groups throughout the day, if there are enough ELLs by proficiency level within a specific grade, the proficiency level within grade is used as the method for student grouping. In the high schools, the ELLs are assigned to ESL courses for support.	

<b>Box 2:</b>	<b>Using Local and/or State Funds:</b> Describe the division’s plan to provide effective professional development that specifically relates to the identification and teaching of ELs as identified in Box 1.
All Suffolk Public Schools English as a Second Language (ESL) mentors are highly qualified holding a Virginia ESL endorsement. ESL mentors will serve as a support to content teacher by way of assisting the content teacher with retrieving ELL supported materials before introducing the content. Sheltered instruction focuses on the essential understandings (the big ideas) as well as critical vocabulary that English learners must understand to be able to comprehend the text and the academic discourse in the content classroom. ESL mentors use instruction embodied by the Sheltered Instruction Observation Protocol (SIOP) model to help English learners develop their academic English skills while learning grade-level content. Both push-in and pull-out instructional models are implemented. During push-in sessions with English Learners, content instruction is delivered by the general education teacher by clarifying directions, using strategies for ELLs, explicitly teaching the English academic vocabulary, scaffolding tasks, using visuals for content comprehension for their English Learners. Content teachers shelter the curriculum content in pull-out sessions by explicitly teaching the critical vocabulary and essential skills before the introduction of the material in the mainstream classroom. The content teachers implement the pull-out model of instruction to assist the ELL with vocabulary, social and academic understanding to unlocking the comprehension of text. Therefore, a major emphasis of the K-12 ESL program continues to be integrating literacy in the content areas. The study of word origins, the explicit instruction of academic vocabulary using instructional routines, the purposeful and consistent use of academic discourse in the classroom, and word study are strategies used towards this goal. In professional learning sessions and through professional learning communities, teacher engagement will be provided on culturally responsive teaching, the explicit instruction of academic vocabulary in the content areas, word study, second language acquisition, differentiated instruction, teaching reading, and supporting students in the content areas. As the ELL population continues to grow, the division will expand the professional learning of teachers of ELLs by assigning mentors who are certified to teachers of ELs and increasing the number of ELL teachers endorsed to support ELLs.	

**Implementation of an Effective LIEP Supported by Local and/or State Funds:** The division must carry out a comprehensive analysis of the EL population within the division in order to 1) design programs and services that will meet the needs of students; and 2) to determine the necessary resources for an effective implementation of the LIEP.

<b>Box 3:</b>	Provide the following information regarding the division-wide EL population for SY 2021-2022	
	The number of ELs division-wide (Level 1-4.3)	148
	The percentage of ELs who reached proficiency (4.4+ on the ACCESS for ELLs assessment)	
	The percentage of ELs who made progress toward reaching proficiency	
	The number of endorsed ESL teachers directly serving ELs	8

**F. PROGRAMS AND SERVICES FOR ELs AND THEIR FAMILIES (CONTINUED)**

Box 4:	Identify the amount of targeted language instruction for ELs the division determines appropriate at each proficiency level and/or grade span level (example: K- x number of minutes, x times a week, 1-5, 6-8, 9-12 etc. or Level 1 students x number of minutes, x times a week, Level 2, Level 3, Level 4 etc.).
--------	--

Kindergarten Levels 1-5; 150 min/wk

Grades 1 - 4  
Level 1 - 225 min/wk; Level 2 - 210 min/wk; Level 3 - 210 min/wk; Level 4 - 210 min/wk; Level 5 - 150 min/wk

Grades 5 - 8  
Level 1 - 300 min/wk; Level 2 - 225 min/wk; Level 3 - 210 min/wk; Level 4 - 210 min/wk; Level 5 - 150 min/wk

Grades 9 - 12  
Level 1 - 300 min/wk; Level 2 - 225 min/wk; Level 3 - 210 min/wk; Level 4 - 210 min/wk; Level 5 - 150 min/wk

**Evaluation of the Effectiveness of the LIEP Supported by Local and/or State Funds:** The division must evaluate the LIEP to determine its effectiveness in helping ELs make progress toward achieving English proficiency, exit the LIEP, and meet challenging State academic standards within a reasonable timeframe.

Box 5:	<p>Describe the division’s procedures to evaluate programs and services for ELs. Include the following information:</p> <ul style="list-style-type: none"> <li>• A timeline for evaluation;</li> <li>• The titles of stakeholders involved in the evaluation process; and</li> <li>• The data collected by the division to determine the effectiveness of the LIEP. Data elements may include:                             <ul style="list-style-type: none"> <li>• EL academic achievement indicators by grade span or content area,</li> <li>• Specific LIEP secondary courses,</li> <li>• Student or parent surveys,</li> <li>• EL graduation rates,</li> <li>• ELs with disabilities,</li> <li>• Long Term ELs,</li> <li>• SLIFE (added for 2022), and</li> <li>• Formerly ELs (4.4+ on the ACCESS for ELLs assessment).</li> </ul> </li> </ul> <p>The division will evaluate the Language Instructional Educational Program (LIEP) every three years in the spring. Suffolk Public Schools will administer an annual survey to stakeholders (ELL parents, administrators, and teachers). The survey will focus on ESL program implementation, policies, and procedures. Classroom instruction will be observed to ensure evidence of research-based instructional and language acquisition practices. A combination of surveys and data auditing will be implemented. Multiple stakeholder groups will be asked to provide input into the evaluation process. The program evaluation will focus on ELL academic achievements in content areas and high school LIEP courses. The division will monitor the progression of ELLs over time. Are ELLs begin promoted or retained? Are ELLs enrolled in advanced classes and courses? Are ELs participating in extra curricular activities? What is the ELL graduation rates? What is the number of long term ELLs? How many formerly ELLs are enrolled? The data analyst will perform the program evaluation. Suffolk Public Schools will annually track the performance of ELL students and the support they receive. The division will review individual school and division data related to ELL students' academic performance in reading and mathematics on the state Standards of Learning (SOLS) assessment and the English language acquisition data (ACCESS for ELLs). Individual ELL student progress in the acquisition of English is tracked at the divisional level, by the school's ELL contact person and the teacher(s) of the ELL student. Evidence of ELL student performance is used to guide decision making on the following: improvement of instruction, informing professional learning needs relative to English learners, directing policy regarding English learners, LEP student advocacy, and for development and enhancement of the ESL program.</p>
--------	---

**F. PROGRAMS AND SERVICES FOR ELs AND THEIR FAMILIES (CONTINUED)**

Box 6:	If applicable describe the LIEP modifications to be introduced to address specific concerns identified in the evaluation process.

**Outreach to Limited English Proficient (LEP) Parents, Families, and Community Organizations:** The division must communicate meaningfully with LEP parents, families, and community organizations, and must notify LEP parents in a timely fashion in a language they can understand about programs, services, or activities that are made available to the general student population.

Box 7:	<b>Using Local and/or State Funds:</b> Describe how the division provides outreach to LEP parents and families to allow them the opportunity to participate in their student's education. Include how the division provides language assistance, such as third party vendors, contracted interpreters and translators, or telephone or digital language services, to parents who may require it.
<p>The division has an automated calling system (School Messenger) that can translated information into multiple languages. The division will offer workshops to the parents of ELLs students. The purpose of the workshops are to share information and resources with parents and gather their feedback. During the parent engagement meeting, the parent have an opportunity to meet with local governmental agencies and other local serve providers to review and discuss what may be available through those agencies. Schools PTAs offer refreshments and a culminating student presentation or performance at each meetings to entice parents of ELLs to attend the meetings. Meeting invitations/flyers/emails/telephone logs, agendas, and handouts are documented. Schools select meeting topics based on the needs of their learners and parents. For example, the topic might be "The Importance of Reading to Your Child at Home" in which the school might model for the parents pre-, during and post-reading strategies. Families might receive take-home materials at their children's reading levels. A school might choose to hold the meeting at a site other than the school in an attempt to encourage parental participation. School offer information related to other resources such as the Public Health Department to inform parents about free and reduced health services, etc. The division is continuing to address the need to communicate to all parents in the language that the parent prefers. The division website now translates into multiple languages. This is a work in progress, however, steps are being taken in the direction of communicating with parents in their native language.</p>	

F. PROGRAMS AND SERVICES FOR ELs AND THEIR FAMILIES (CONTINUED)

Box 8:	<p><b>Coordination of Service.</b> Describe the partnership between this program community, organizations, and other local, state and/or federal programs within the division. Possible services could include: community partnerships, specialized programs, such as the gifted program, college and career readiness, special education, preschool, Title I, Title II, and Title IV.</p> <p>The divisional ESL program works in coordination with various other departments. The ESL program is supported by other departments and agencies through their resources. In elementary schools, the ELL students are served by Title I teachers. ELL students who qualify are participating in divisional specialty programs. The dually identified ELL is supported by both the ESL and special education programs. The ELL students participate in extra-curricular activities and programs. The division Title II program has been very engaged with the ESL program. Title II and CARE Act funds are used to encourage teachers to pursue the ESL endorsement. Also, the parents of ELL students are provided opportunities to meet with local governmental agencies and other local service providers to review and discuss what may be available through those agencies to support their families.</p>
--------	--

**Application ESSA Compliance Components using Title III Funds**

**Sec. 3115(g) Supplement Not Supplant:** Federal funds made available under this subgrant shall be used so as to supplement the level of Federal, State and local funds that, in the absence of such availability, would have been expended for programs for English learners and immigrant children and youth and in no case to supplant such Federal, state and local public funds.

Sec. 3115(c)(1-3) Required Subgrantee Activities using **Title III Funds**

Box 9:	<p>Describe how the LEA will use <b>Title III funds</b> to provide <b>supplemental support</b> to help ELs increase EL proficiency and meet the challenging State academic standards. This may include providing resources, materials, personnel, curriculum enhancement, coordination with other programs and creative initiatives to support an effective LIEP. This description should align with expenditures outlined in the Budget Summary and Detailed Budget Description.</p> <p>The division Title III funds are allocated toward professional learning to support staff knowledge and skills necessary to support the enhanced proficiency of ELL students and communicating with their parents. Increasing the ELLs proficiency in English will provide greater access to the curriculum and thus the Standards of Learning (SOL); therefore, enhancing an ELL's opportunity to demonstrate mastery on SOL tests. ELL mentors who are endorsed will be assigned to support teachers of ELLs with scaffolding content and resource gathering.</p>
--------	---

**F. PROGRAMS AND SERVICES FOR ELs AND THEIR FAMILIES (CONTINUED)**

Box 10: Describe how the LEA will use **Title III funds** to provide **supplemental support** for effective professional development (PD) to support: 1) classroom teachers, 2) principals, 3) support staff, 4) administrators, and 5) others. This description should align with expenditures outlined in the Budget Summary and Detailed Budget Description.

The division Title III funds are allocated toward the professional learning of staff to gain the knowledge and skills necessary to support the enhanced proficiency of ELL students and their parents. Increasing the ELLs proficiency in English will provide greater access to the Standards of Learning (SOL); therefore, enhancing an ELL's opportunity to demonstrate mastery on SOL tests. ELL mentors who are endorsed will be assigned to support teachers of ELL students. Some teachers and school administrators of ELL students will be afforded the opportunity to attend ELL professional learning activities.

Box 11: Describe how the LEA will use **Title III funds** to provide **supplemental support** to parent, family and community engagement activities. You may identify strategies used in coordination with other related programs, such as Title I, Part A, college and career readiness, and preschool programs. This description should align with expenditures outlined in the Budget Summary and Detailed Budget Description.

The division will offer workshops to the parents of ELL students. The purpose of the workshops are to share information and resources with parents and gather parent concerns. The division ESL program and other agencies resources are explain to and shared with parents. The parents have an opportunity to meet with local governmental agencies and other local service providers to review and discuss what may be available through those agencies. Schools PTA meetings are also a source of information and usually culminates with a student presentation or performance. Schools select meeting topics based on the needs of their learners and parents. For example, the topic might be "The Importance of Reading to Your Child at Home" in which the school might model for the parents pre-, during and post-reading strategies. Families might receive take-home materials at their children's reading levels. A school might choose to hold the meeting at a site other than the school in an attempt to encourage parental participation. School offer information related to other resources such as the Public Health Department to inform parents about free and reduced health services, etc. The Title I schools plan also addresses the needs of ELLs students.



G. MEASURABLE OBJECTIVES

Section 1 - REQUIRED 2022-2023

Section 4104(a)(2) of ESSA requires that States report the degree to which divisions have made progress toward meeting the objectives and outcomes in their approved applications.

Describe the division's progress towards meeting measurable objectives identified in previous applications:

- Specify the measurable objective to which you are referring,
- Specify the application year (2020-21 or 2021-2022),
- Specify the original data goals and then the data results for each measurable objective, and
- Address the activities implemented and the progress made towards reaching the measurable objective.

Measurable Objective 1:

2021-2022 Goal: The division will increase by 10% the number of teachers and administrators participating in ELL professional learning activities.  
Result: The division increased the percentage of staff participating in ELL professional learning activities by 10% (60 to 66) from the previous year.

Measurable Objective 2:

2021-2022 Goal: By the end of the 2021-2022 school year, 20% percentage of ELLs will demonstrate progress toward acquiring proficiency in English by moving from one English language level to the next.  
Results: Awaiting 2022 ACCESS for ELLs data.

Measurable Objective 3:

2021-2022 Goal: By the end of the 2021-2022 school year, 75% percentage of the ELLs taking the Standards of Learning reading assessments will score at the proficient level.  
Results: Awaiting 2021-2022 Standards of Learning data for ELLs students on reading assessments.

Measurable Objective 4:

2021-2022 Goal: By the end of the 2021-2022 school year, 70% percentage of the ELLs taking the Standards of Learning mathematics assessments will score at the proficient level.  
Results: Awaiting 2021-2022 Standards of Learning data for ELLs students on mathematics assessments.

G. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 5:

[Empty box for Measurable Objective 5]

Section 2 - REQUIRED 2022-2023

1. State up to five measurable objectives, each incorporating the four components, that will guide the development of the program to be funded with the requested ESEA federal funds.
2. Describe the evidence-based research that supports the 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.

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 tools to be used to measure effectiveness; and
- 4) **Time period** for performance or assessment

Measurable Objective 1:

In 2022-2023, the division will increase by 10% the number of teachers and administrators participating in ELL professional learning activities.

[Empty box for Measurable Objective 1]

Effective research-based services and activities that will be implemented and supported by the requested funds to achieve the objective.

At the 2023 VESA conference, a combination of fifteen teachers and administrators will attend the conference.

[Empty box for Effective research-based services and activities]

G. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 2:

By the end of the 2022-2023 school year, 20% percentage of ELLs will demonstrate progress toward acquiring proficiency in English by moving from one English language level to the next.

Effective research-based services and activities that will be implemented and supported by the requested funds to achieve the objective.

Suffolk Public Schools annually track the proficiency performance of ELL students. The division will review individual school and division data on ELL students' performance from the English language acquisition data (ACCESS for ELLs). Individual ELL student progress in the acquisition of English is tracked at the divisional level and school level. Evidence of ELL student performance is used to guide decision making in the areas of instructional, professional development related to English learners, directing policy regarding English learners, student advocacy, and to enhancement the division ESL program.

Measurable Objective 3:

By the end of the 2022-2023 school year, 75% percentage of the ELLs taking the Standards of Learning reading assessments will score at the proficient level.

Effective research-based services and activities that will be implemented and supported by the requested funds to achieve the objective.

Suffolk Public Schools annually track the academic performance of ELL students. The division will review individual school and division data on ELL students' academic performance in reading on the state Standards of Learning (SOLS) assessments. Evidence of ELL student performance is used to guide decision making in the areas of instructional, professional development related to English learners, directing policy regarding English learners, student advocacy, and to enhancement the division ESL program.

**G. MEASURABLE OBJECTIVES (CONTINUED)**

Measurable Objective 4:

By the end of the 2022-2023 school year, 70% percentage of the ELLs taking the Standards of Learning mathematics assessments will score at the proficient level.

Effective research-based services and activities that will be implemented and supported by the requested funds to achieve the objective.

Suffolk Public Schools annually track the academic performance of ELL students. The division will review individual school and division data on ELL students' academic performance in mathematics on the state Standards of Learning (SOLS) assessment. Evidence of ELL student performance is used to guide decision making on the following: improvement of instruction, informing professional learning needs relative to English learners, directing policy regarding English learners, LEP student advocacy, and for development and enhancement of the ESL program.

Measurable Objective 5:

Effective research-based services and activities that will be implemented and supported by the requested funds to achieve the objective.

**H. TITLE III PROGRAM DETAILS**

**Possible Subgrant Activities**

Sec. 3116(d)(1-9) – Possible Subgrantee Activities: Place an X next to the activities below if you will use Title III funds in 2021-2022 to provide these activities.

**Box A.**

Possible Activities Serving ELs in LEAs Receiving Title III Funds	Place an X to Show How Funds Will be Used This Year 2022-2023
Supporting the development and implementation of LIEPs	X
Enhancing existing LIEPs and programs for restructuring and reforming schools with EL populations	X
Supporting implementation of school wide programs	
Professional development to teachers and other personnel serving ELs	X
Parent, family and community engagement activities	X
Supporting the development and implementation of pre-school programs	
Improving LIEPs by upgrading curricula, instructional materials, software and assessment procedures	X
Improving instruction of ELs with disabilities	X
Providing tutorials, career and technical education	X
Offering programs to help ELs achieve success in post-secondary education	
Other (if other, do not mark with an X, briefly describe the activity conducted in the white box)	

Sec.3201(7) of the ESEA – Identify the language(s) of instruction if your LEA provides the Transitional Bilingual, Dual Language or Two-way Immersion Programs . If you do not provide these LIEPs, mark Not Applicable (N/A).

**Box B.**

LIEPs	Language of Instruction (if applicable)
Transitional Bilingual	Not Applicable
Dual Language or Two-way Immersion	Not Applicable

**I. IMMIGRANT CHILDREN & YOUTH (IY) FUNDS UNDER TITLE III**

**Complete if IY funds are allocated**

**Purpose of Immigrant Children and Youth (IY) Funds**

Under Section 3114 of the ESEA, Immigrant Children and Youth (IY) funds may be used for supplemental services to improve the academic achievement of IY students including activities that increase the knowledge and skills of teachers who serve IY students. All services provided to IY students using IY funds must supplement, and not supplant, the services that must be provided to IY students under Title VI of the Civil Rights Act of 1964 (Title VI), the Equal Educational Opportunities Act of 1974 (EEOA), and other requirements, including those under State or local laws. Immigrant Children and Youth (IY) funds must solely be expended on programs and services for immigrant students or their families.

**Description of Program and Services for Immigrant Students**

Describe how the division will use Immigrant Children and Youth (IY) funds to provide enhanced instructional opportunities specifically for immigrant students or their families.

[Empty text box for describing the program and services for immigrant students]

Describe how the division will evaluate the success of the enhanced instructional opportunities targeting immigrant students or their families.

[Empty text box for describing the evaluation of success]

**J. PRIVATE SCHOOL PARTICIPATION**

Each year, the school division must contact all eligible private (nonprofit) schools and engage in meaningful consultation on the availability of equitable services funded by Title III, Part A. (ESEA Title VIII Uniform Provisions, Part F, Subpart 1).

1. Are there eligible private schools in the school division's attendance area? Mark *Yes* if you have Private Schools, even if they refuse funds.

**Yes (If yes, complete the remainder of this page.)**                       **No (If no, it is not necessary to complete the rest of this page.)**

2. Place an "X" in the appropriate block(s) to indicate how private schools were notified of the availability of equitable services funded by Title III, Part A. (Copies of the notification must be kept on file for monitoring purposes.)

<input checked="" type="checkbox"/> Regular Mail	<input type="checkbox"/> Certified Mail
<input checked="" type="checkbox"/> Telephone Calls	<input checked="" type="checkbox"/> Meetings
<input type="checkbox"/> Visits to the Private School	<input checked="" type="checkbox"/> Other (Please specify) <u>Virtual Conference</u>

3. **How many English Learners Level 1-4.3 received services in the public school division for the 2021-2022 school year?**                      148

4. Determining Set-Asides (These fields will calculate automatically once enrollment figures have been entered).

a. Title III Budget	12,958.66
b. Proportionate Share	0.00
c. Additional set-aside for equitable services (if necessary)	
d. Amount to use for set-aside calculations	0.00

5. Determining additional set-asides as a result of Transferability. These fields will calculate automatically once budget and enrollment figures have been entered.

a. Title III Budget	0.00
b. Proportionate Share	0.00

**CALCULATION OF SET-ASIDES**

6. For the **2022-2023** award year, enter the estimated private school-set aside onto the Title III Budget tab under the “Budget for **2022-2023**” column in the appropriate object codes on the “Private School Set-Aside” lines. On the Budget Detail pages, list the amounts in the appropriate object codes in the “Private School Set-Aside for **2022-2023**” lines.
7. Complete the chart below:
- In Column A, list all eligible private schools in the school division.
  - In column B, indicate the participation status of the listed private school(s) for the **2022-2023** award year, as a result of consultation.
  - In Column C, enter number of English learner students in private schools participating in services for the **2022-2023** award year. **Only complete if you answered yes in column B.**
  - In Column D, enter the description of services provided for participating children. **Only complete if you answered yes in column B.**
  - Column E will automatically calculate the value of services for the **2022-2023** award year.

A	B	C	D	E	F
Private Schools	Participation Status for 2022-2023 Award Year? (Yes/No)	Number of Identified Students	Description of Services	Estimated Value of Services from 2022-2023 Title IIIA Budget, Per School	Estimated Value of Additional Services from Transferability Funds
Nansemond Suffolk Academy	No			0.00	0.00
Suffolk Christian Academy	No			0.00	0.00
Isle of Wight Academy	No			0.00	0.00
				0.00	0.00
				0.00	0.00
				0.00	0.00
				0.00	0.00
				0.00	0.00
				0.00	0.00
				0.00	0.00
				0.00	0.00
				0.00	0.00
				0.00	0.00
				0.00	0.00
				0.00	0.00
				0.00	0.00
				0.00	0.00
				0.00	0.00
				0.00	0.00
				0.00	0.00
				0.00	0.00
				0.00	0.00
				0.00	0.00
				0.00	0.00
				0.00	0.00
				0.00	0.00
				0.00	0.00
				0.00	0.00
<b>Total Identified Students</b>		<b>0</b>	<b>Total Private School Set-Asides</b>	<b>0.00</b>	<b>0.00</b>
				<b>Use this Figure for Private School Set-Asides in the 2022-2023 Budget</b>	<b>Use this Figure for Private School Set-Asides in the 2022-2023 Transferability Budget</b>



**K. GENERAL EDUCATION PROVISIONS ACT (GEPA) SECTION 427**

**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.**

Describe the steps the division will take to ensure equitable access to, and participation in, grant-funded programs 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.

Suffolk Public Schools does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The division has taken the following steps to ensure equitable access to and participation in grant funded programs for students, teachers, and other program beneficiaries with special needs as required by GEPA.

1. The division has designated an administrator in the Student Services Department to handle inquires and address student, parent and employee related concerns.
2. Information explaining the federal programs that students and staff have access to is included in Suffolk Public Schools' staff and student handbooks, and is updated annually.
3. All schools share information regarding school programs with students and parents in a language they can comprehend.
4. All facilities are handicap accessible.
5. Teachers and administrators are informed of the availability of Title III, Part A services for their students including special education.
6. The Title III department conduct a fall and spring meeting that is open to parents to explain the servives available for their students.
7. All schools receive a Title III Handbook that expalins the services provided through Title III and the procedures for identifying students to receive services.
8. Schools include parents in their improvement planning process, which include reviewing federal progams.
9. Division-wide parental and family engagement programs are open and avasible to all parents, students and staff.
10. The division ensures equitable access for teachers, administrators, and staff through the division website, email, posted announcements on school bulletin boards and marquees, and the division professional learning blog and staff portal.

**EXPENDITURE ACCOUNT DESCRIPTIONS**

These accounts are for budgeting and recording expenditures of the educational agency for activities under its control. Below are definitions of the major expenditure categories. The descriptions provided are examples only. For further clarification on the proper expenditures of funds, contact your school division budget or finance office, the grant specialist in the Virginia Department of Education, or refer to the appropriate federal act.

**OBJECT CODE DEFINITIONS:**

(revised 4/8/21)

**1000 PERSONAL SERVICES** – Includes all compensation for the direct labor of persons in the employment of the local government. Salaries and wages paid to employees for full- and part-time work, including overtime, shift differential, and similar compensation. Includes payments for time not worked, including sick leave, vacation, holidays, jury duty, military leave, and other paid absences that are earned during the reporting period.

For the purposes of this report, the term “salaries” means all compensation including base wage. This also includes amounts paid through salary reduction plans, such as tax-sheltered annuities and flexible benefit plans. Do not confuse this definition with the Virginia Retirement System (VRS) definition, which excludes supplements for retirement calculation purposes in some circumstances.

**2000 EMPLOYEE BENEFITS** – Job related benefits provided to employees as part of their total compensation. Fringe benefits include the employer’s portion of FICA, pensions, insurance (life, health, disability income, etc.) and employee allowances.

**NOTE:** Fringe Benefits are a significant component of employee compensation and, like salaries and wages, are charged to the appropriate object of expenditure within each program. If possible, fringe benefit costs should be charged to the applicable educational program or activity on an ongoing basis. An alternative is to charge all fringe benefits to various benefit accounts. As part of the year-end closing process, these accounts are closed, and all costs are allocated to the appropriate educational program or activity. The following methods are suggested for allocating such cost at year-end. If these methods do not provide reasonable allocations based on circumstances within the school division, then the school division should use another reasonable allocation method. Consistency in application should be maintained at all times.

- 1) Allocation by percentage of payroll dollars
- 2) Allocation by Head Count
- 3) Direct to Program or Activity

**3000 PURCHASED/CONTRACTUAL SERVICES** – Services acquired from outside sources (i.e., private vendors, public authorities, or other governmental entities). Purchase of the service is on a fee basis or fixed time contract basis. Payments for rentals and utilities are not included in this account description. Allowable payments would be to individual or firms that are independent contractors and not employees of the grantee or sub-grantee organization. The word honorarium is sometimes used to characterize such payments; the term “fee” is preferred.

**Food Purchases** – Prepared meals, working meals, and/or catered services purchased through a vendor are included in this object code. Reimbursement is capped at the per diem rate for the meal listed according to the state travel regulations. Examples for this object code include meals provided during day-long professional development sessions, or meals provided to support attendance at family engagement activities. Food purchased from catering services and restaurants such as Pizza Hut, Panera Bread, and Subway is included in this object code.

**Transportation Services Public Carriers** – Payments to public carriers for transportation of pupils on vehicles that are used by the public. Include payments for pupils transported in intra-city transit buses, taxicabs, airplanes, and intercity/interstate passenger buses.

**Transportation Services Private Carriers** – Payments (either cash or tokens) to parents for transportation of pupils in lieu of providing transportation on school buses. Include allowable payments to parents for pupils attending public, private, and non-sectarian schools. Include costs associated with transporting special education students in school board-owned vehicles to and from school.

**Transportation Services by Contract** – Payments to private owners of school buses who contract with the school board to transport pupils to and from public schools. Include payments to owners of private vehicles that contract with the school board to transport pupils to and from designated public and private schools.

**Purchase of Service from Other Governmental Entities** – Payments for services purchased from other governmental entities (i.e., other local governments, public authorities, state agencies, and other LEAs) on a contract/fee basis. **Tuition payments to other local governments for a jointly operated center are not included here but are reported under “Payments to Joint Operations” (object code 7000).**

**Tuition Paid – Other Divisions In-State, Tuition Paid – Other Divisions Out-of-State, and Tuition Paid – Private Schools** are included in this object code.

**4000 INTERNAL SERVICES** – Charges from an Internal Service Fund to other functions/activities/elements of the local government for the use of intergovernmental services, such as data processing, automotive/motor pool, central purchasing/central stores, print shop, and risk management. These services are provided by internal services within the School District and possibly the county but not a vendor.

**Food Purchases** – Food purchased from the food services department of a school division or sub-grantee equivalent to support professional development or family engagement events is included in this object code. For example, internal expenses for school cafeterias to provide meals to support attendance at family engagement activities are included in this object code.

**5000 OTHER CHARGES** – Include expenditures that support the use of programs. Includes expenditures that support the program, including utilities (maintenance and operation of plant), staff/administrative/consultant travel, office phone charges, training, leases/rental, indirect cost, and other.

**Food Purchases** – Food Purchases under this object code is restricted to food purchases related to travel reimbursement for meals only (see Travel below). If the sub-recipient’s internal travel policies conform to state travel regulations, reimbursement is allowable at per diem meals rates according to state travel regulations. If the sub-recipient’s internal travel policies require reimbursement for the cost of each meal, reimbursement is capped at the per diem rate for the meal listed according to the state travel regulations. Sub-recipients must elect either meals per diem or per meals costs as their internal travel policy.

**Telecommunications** – Include expenditures for recurring telecommunications services for the use of on-line computer technology (e.g., telephone/telecommunications line charges). Telephone charges for line service for Internet connectivity and the Electronic Classroom program. Package pricing from a vendor for Accident or cyber-risk insurance, LTE mobile carrier data plans, Internet access via an Internet Service Provider. Package pricing from a vendor for hardware, content filtering, data plans, extended warranty services and other components of the package when no breakout pricing is available.

**Utilities** – Payments for heat, electricity, water, and sewer services regardless of whether the service is provided by a private enterprise authority or an enterprise fund operated by a local government.

**Communications** – Payments for postal, messenger, and telecommunications services, typically office voice telephone charges. (Telecommunication costs directly related to technology uses should be coded under 6000.) In addition, office telephone charges would be coded under this code.

**Insurance** – Payments for insurance except those that relate to personal services (i.e., hospitalization, group life, worker’s compensation,

**Leases and Rentals** – Includes payments for leases that are not capitalized and rental of land, structures, and equipment. Do not include payments made under a lease-purchase agreement.

**Travel** – includes payments for travel reimbursement for staff/administrative/consultant travel. These are travel costs that are being reimbursed directly to travelers. These costs may include lodging, mileage, meals, and incidentals as allowable according to state travel regulations or documented sub-recipient internal travel policies. If the sub-recipient does not have documented internal travel policies, state travel regulations will prevail.

**Contributions to Other Entities** – Includes payments to other governmental entities or community organizations that are not related to the direct purchase of a service on a fee basis (which is reported under object code 3000) or payments to joint operations (which are reflected under object code 7000).

**Public Assistance Payments** – Payments to individuals for public assistance programs (general government use only).

**Miscellaneous Other Charges** – Includes expenditures that support the program, including indirect costs and other costs.

**6000 MATERIALS AND SUPPLIES** – Includes articles and commodities that are consumed or materially altered when used and minor equipment that is not capitalized. This includes any equipment purchased under \$5,000, unless the LEA has set a lower capitalization threshold. Therefore, computer equipment under \$5,000 would be reported in “materials and supplies.”

**Food Purchases** – Food items purchased from a grocery store or its equivalent for snacks or breaks is included in this object code. Examples include bottled water, granola bars, cookies, and fruit purchased from a store such as Wal-Mart, Food Lion, Costco, etc. Prepared meals is not included in this object code; see object code 3000 for prepared/working/catered meals as purchased/contracted services.

**Vehicle and Powered Equipment Fuels** – Gasoline, lubricating oils, or such other fuel used in the operation of vehicles and powered equipment (e.g., lawnmowers) purchased from private sources or governmental agencies.

**Vehicle and Powered Equipment Supplies** – Tires, spark plugs, batteries, and chains used in the operation of vehicles and powered equipment purchased from private sources or governmental agencies.

**Textbooks** – All textbooks and workbooks purchased to be used in the classroom.

**Instructional Materials** – Books (not textbooks) and other materials.

**Technology Software/On-line Content** – Include expenditures for videodiscs and computer programs used in the classroom for instructional purposes, operating system software (i.e., standalone software, not software that is pre-installed and included in hardware costs), application software, and on-line or downloadable software and content. Include expenditures for both additions and replacement.

**Non-Capitalized Technology Hardware** – Include expenditures for hardware or classroom technology equipment that is not capitalized.

**Non-Capitalized Technology Infrastructure** – Include expenditures for technology infrastructure that is not capitalized.

**8000 CAPITAL OUTLAY – Note: Indirect cost cannot be claimed against capital outlay and equipment.**

Outlays that result in the acquisition of or additions to fixed assets. Capital Outlay includes the purchase of fixed assets both replacement and/or additional.

**Capital Outlay Replacement**

**Technology – Hardware Replacements** – Include capital outlay for replacement of hardware or classroom technology equipment. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below).

**Technology – Infrastructure Replacements** – Include capital outlay for replacement of technology infrastructure. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below).

**Capital Outlay Additions** – Include machinery, equipment, furniture, fixtures, communications equipment, motor vehicles, etc. that are capitalized.

**Technology – Hardware Additions** – Include capital outlay for additional hardware or classroom technology equipment. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below).

**Technology – Infrastructure Additions** – Include capital outlay for additional technology infrastructure. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below).

**Special Note - Classification of Hardware and Infrastructure Expenditures:**

Report expenditures under technology “hardware” for computers, associated peripheral equipment, and other specialized technology equipment. Computers include desktop and laptop machines, handheld computers (i.e., Personal Digital Assistants or PDAs), and mainframe machines. Peripheral equipment includes devices attached to computers, such as monitors, keyboards, disk drives, modems, printers, scanners, cameras and speakers, etc.

Report other specialized computer devices under technology “hardware” such as fax-back and voice-mail resources; videoconferencing and other distance education tools, including satellite transmitters and receivers; cable-based receivers; and modem or codec-based video equipment; projection devices, from transparent and opaque projectors to video monitors; and graphing calculators and other specialized computational aids.

Report expenditures under technology “infrastructure” for equipment and devices that enable the linking of computers or video hardware to networks (such as routers, hubs, switches, access servers, modems, or codecs). Infrastructure also refers to cabling installations, whether wire, fiber optic, or coaxial, as well as electrical capacity expansion or HVAC upgrades to support networks. In wireless networking systems, include receivers and transmitters under infrastructure.

**GENERAL ASSURANCES**

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

**The school division/grantee 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 in Title VIII, Section 8524 and has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary and secondary schools;
    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 Title VIII, Section 8525;
    15. It is in compliance with the requirement regarding the prohibition on aiding and abetting sexual abuse as specified in Title VIII, Section 8546;
    16. 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 VIII –Other Provisions;
    17. It will ensure that funds are expended in accordance with the school division's approved application or amended application. In the event the local division needs to expend funds in any manner other than stipulated in the approved application, the plan must be amended using the amendment process provided by the Department of Education. The application must be amended before funds can be expended for activities not approved in the original application;
  - C. It will collect and disseminate information collected under Section 1111 in a manner that protects the privacy of individuals;
  - D. It will adhere to the provisions of the Federal Funding Transparency and Accountability Act (FFATA), and will obtain a valid DUNS number prior to applying for funds;
  - E. It will comply with the provisions of 2 CFR part 200 section 200.116, which prohibits the purchase of certain telecommunications and video surveillance services or equipment as described in Public Law 115-232, section 889.
- V. It will 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 III funds cannot be used for academic programs and LIEP services provided to ELs that are required under other local, state, and federal laws to include Title VI of the Civil Rights Act of 1964, the Equal Educational Opportunities Act of 1974 (EEOA). The division will comply with the supplement, not supplant, provisions as described below:

#### **Section 3115**

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

#### **The school division/grantee assures:**

- I. It will include in the plan under ESEA Section 3114 a certification that all teachers in any LIEP are, or will be, funded under this part are fluent in English and any other language used for instruction, including having written and oral communications skills;
- II. All ELs will be identified within 30 days of enrollment
- III. It will comply with the parental notification requirements as described below:
  - A Each eligible entity using funds provided under this title to provide a LIEP shall, not later than 30 days after the beginning of the school year, inform a . parent or the parents of ELs identified for participation in, or participating in, such program of —
    1. the reasons for the identification of their child as an EL and in need of placement in a LIEP;
    2. the child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;
    3. the method of instruction used in the program in which their child is, or will be, participating, and the methods of instruction used in other available programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction;
    4. how the program in which their child is, or will be participating, will meet the educational strengths and needs of the child;
    5. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;
    6. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for ELs, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools;
    7. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; and
    8. information pertaining to parental rights that includes written guidance —
      - a. detailing —
        - (i). the right that parents have to have their child immediately removed from such program upon their request; and
        - (ii). the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and
      - b. assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the eligible entity.

**PROGRAM SPECIFIC ASSURANCES**

- B. RECEIPT OF INFORMATION- The information required to be provided under subsection (a) to a parent shall be provided in an understandable and uniform format and, to the extent practicable, in a language that the parent can understand.
- IV. It will comply with the Parents Right-to-Know requirements in ESEA Section 1112(e);
- V. It will annually assess the English proficiency of all ELs participating in programs funded under this part;
- VI. It will base its proposed plan on effective research on teaching ELs;
- VII. It will ensure that the programs will enable children to speak, read, write, and comprehend the English language and meet challenging state academic content and student academic achievement standards;
- VIII. It will not violate any state law, including state constitutional law, regarding the education of ELs, consistent with ESEA Sections 3125 and 3126;
- IX. It consulted with teachers, researchers, school administrators and other school personnel, parents and family members, community members, public or
- X. It will, if applicable, coordinate activities and share relevant data under the plan with local Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers; and
- XI. Immigrant children and youth (IY) funds will be specifically targeted to eligible immigrant students and their families.