



MEMORANDUM

TO: Dr. John B. Gordon III, *Superintendent*

FROM: Dr. Okema S. Branch, *Chief Academic Officer* ^{OB}
Catherine N. Pichon, *Director of Elementary Leadership* ^{CNP}
Jennifer S. Conner, *Coordinator of Compensatory Programs* ^{JSC}

DATE: May 28, 2024

RE: **Approval: 2024-2025 Title II, Part A Supporting Effective Instruction Grant Application**

Permission is requested to submit the 2024-2025 Title II, Part A, Supporting Effective Instruction Grant Application to the Virginia Department of Education for approval. Following school board approval, signatures from the school board chair and yourself are required on the first page. The application is due to the VDOE by July 1, 2024.

The proposed budget for the 2024-2025 Title II, Part A grant is based on the 2023-2024 allocation of \$496,755.29, as recommended by the VDOE, pending final allocations.

The major expenditures in the 2024-2025 Title II, Part A grant application includes:

- Funding a Teacher Development Coach to support Suffolk Public Schools Induction Program at the division and school levels.
- \$66,000 is allocated for lead mentors and teacher mentors across all 21 schools.
- \$15,000 is allocated for professional development initiatives at the school and division level.
- \$74,000 is allocated for tuition reimbursement for instructional staff.
- \$70,000 is allocated for iteach, an alternative program for teacher licensure.
- Setting aside \$28,022.90 for Nansemond Suffolk Academy and Suffolk Christian Academy.

Further adjustments to the 2024-2025 grant application will be made in September 2024 when the final allocations are released.

jcmemo#141

Attachment: 2024-2025 Title II, Part A, Supporting Effective Instruction Grant Application



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

A. COVER PAGE
Title II, Part A, Supporting Effective Instruction

2024-2025
Individual Program Application

Due by July 01, 2024

Elementary and Secondary Education Act of 1965 (ESEA), as amended by
the Every Student Succeeds Act of 2015 (ESSA), Public Law 114-95

Place a "Checkmark" by the applicable response.

<input checked="" type="checkbox"/>	Original
<input type="checkbox"/>	Revision:
<input type="checkbox"/>	Revision #
<input type="checkbox"/>	Date:
<input type="checkbox"/>	Explain
<input type="checkbox"/>	Amendment:
<input type="checkbox"/>	Amendment #
<input type="checkbox"/>	Date:
<input type="checkbox"/>	Explain

To be Completed by School Division

Applicant (Legal Name of Agency): Suffolk City Public Schools	Division Number: 127	Title II, Part A Coordinator: Jennifer Conner
Mailing Address (Street, City or Town, Zip Code): 100 N. Main Street Suffolk, VA 23434	Phone: 757-925-6759	Ext: 668509
	Email: jenniferconner@spsk12.net	

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 II, 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 June 13, 2024.

Superintendent's Signature Dr. John B. Gordon, III
Superintendent's Name
June 13, 2024
Date

Board Chairperson's Signature Karen Jenkins
Board Chairperson's Name
June 13, 2024
Date

Application Submission, Approval, and LEA Expenditure of Funds: Applications for Federal Funds are due by July 01, 2024. Revisions and Amendments should be submitted in a timely manner.

Please note, in order for the funds to be expendable by July 01, 2024, the electronic application must be received at the Virginia Department of Education by July 01, 2024, through the file submission process of the Online Management of Education Grant Awards (OMEGA) system.

APPLICATION INFORMATION

2023-2024 Allocation	2023-2024 Consolidated	ELIGIBLE PROGRAM	2024-2025 Allocation Total
496,755.29	Yes	Title II, Part A, Supporting Effective Instruction	496,000.00
		Transferability (funds transferred out of Title II A)	0.00
		Total Allocation Available for Title II, Part A	496,000.00

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](#)

1) If funds are to be transferred INTO Title II, Part A, complete Section A.

A. Program from which funds will be transferred:	TO	Program TO which funds will be transferred:	Amount
Title IV, Part A		Title II, Part A, Supporting Effective Instruction	

2) If funds are to be transferred OUT of Title II, Part A, complete Section B below.

B. Program from which funds will be transferred:	TO	Select program(s) TO which funds will be transferred:	Amount
Title II, Part A		Title I, Part A	
		Title I, Part C	
		Title I, Part D	
		Title III, Part A	
		Title IV, Part A	
		Title V, Part B	
		Total	0.00

<input type="checkbox"/>	Transferability is intended, but official paperwork will be submitted when final allocations are released.	Date approved:	
<input type="checkbox"/>	Transferability paperwork has been approved.		

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"/>
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	Amendment: <input type="checkbox"/>	Date: <input type="text"/>	

B. PROGRAM OVERVIEW (4 PAGES)

The purpose of Title II, Part A, is to improve students' academic achievement by increasing the capacity of states, local educational agencies, schools, and local communities to—

1. increase student achievement consistent with the challenging State academic standards;
2. improve the quality and effectiveness of teachers, principals, and other school leaders;
3. increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and
4. provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

Narrative Boxes

Describe the process used for development of the Title II, Part A, plan and identification of priorities, by addressing each of the following:

- 1a. **STAKEHOLDER ENGAGEMENT:** List the stakeholders involved in the assessment and consultation process and describe the process used to participate in development of the program. (Section 2103(b)(3))

The assessment and consultation process involved a wide array of stakeholders, including instructional staff such as teachers and paraprofessionals, administrators from all schools within the division, division-level leadership and departments, families across the division, community stakeholders, Nansemond Suffolk Academy, and Suffolk Christian Academy. In April 2024, a comprehensive division-wide Title II Needs Assessment took place to collect valuable feedback and insights regarding the existing Title II program and funding priorities. This process included the administration of surveys, consultation meetings, and collaborative sessions. Various departments within the division, including student services, human resources, curriculum and instruction, finance, and professional development, played an active role in contributing to the development of the program.

- 1b. **NEEDS ASSESSMENT:** Identify the multiple data sources relevant to the purpose of Title II, Part A, and describe the needs assessment process to coordinate the division's professional development plan with evidence-based practices, programs, and activities outlined in the application. This data analysis should correlate with the measurable objectives that will guide the development of the program to be funded with the requested ESEA federal funds.

In April 2024, a division-wide Title II Needs Assessment was conducted to collect valuable feedback and insights on the current Title II program and funding priorities. A wide array of stakeholders, including instructional staff, families, administrators, division leaders, and community members, actively participated in this assessment process.

The outcomes of the needs assessment were carefully reviewed and discussed during collaboration meetings held in May 2024. These meetings involved the active participation of division leaders, content directors, coordinators, as well as representatives from the professional learning and human resources departments. Drawing from various sources of information, such as survey data, IPALS reports, ongoing professional development initiatives, student achievement data, lists of provisionally licensed teachers with licenses expiring between 2024 and 2026, teacher vacancy reports, needs assessment findings, 22-23 teacher summative evaluation ratings, Frontline reports on professional development activities, mentoring data, and insights from diverse stakeholders, informed decisions were made regarding program focus and funding priorities for the upcoming school year.

2. **USE OF DATA:** Describe results of prior activities and how the division will use data and ongoing consultation to continually update and improve activities supported with Title II, Part A, funds. (Section 2103(b)(2)(D)). Describe progress made toward meeting measurable objectives from the 2023 application.

By June 2024, students from Kindergarten to 5th grade will demonstrate a 10% improvement in their reading performance, assessed through a range of metrics including Virginia Phonological Awareness Literacy Screening (PALS), English Standards of Learning (SOLs), iReady, and locally administered common assessments.

For the 2022-23 school year, the SOL pass rates for the division were slightly below the state averages: 65% in Grade 3 (state: 66%), 71% in Grade 4 (state: 73%), and 70% in Grade 5 (state: 71%). Compared to the 2021-22 school year, the division saw improvements in Grade 3 (63% to 65%) and Grade 4 (68% to 71%), while Grade 5 increased slightly from 69% to 70%. The percentage increase for each grade is 3.17% for 3rd grade, 4.41% for 4th grade, and 1.45% for 5th grade.

By June 2024, students from Kindergarten to 5th grade will exhibit a 10% improvement in their mathematics proficiency, evaluated through various metrics such as Mathematics Standards of Learning (SOLs), iReady, and locally administered common assessments.

Over the past three years, there has been consistent improvement in Math SOL pass rates for grades 3rd-5th (3rd: 44-63-71; 4th: 45-61-69; 5th: 40-62-67). In the 2022-23 school year, 3rd By June 2024, 100% of teachers and paraprofessionals will be properly licensed and endorsed as measured by the IPALS report.

As of May 15, 2024 SPS has 138 teacher vacancies. As of March 12, 2024, Suffolk Public Schools employs 136 provisionally licensed teachers. Among them, 64 teachers have licenses expiring in June 2024, 43 in June 2025, and 24 in June 2026. According to our IPALS report for the 2022-2023 academic year, 88.99% of teachers were properly licensed and endorsed in their respective teaching areas. However, as of January 2024, this figure has decreased slightly to 88.05%.

By June 2024, 100% of identified teachers, including novice teachers, new hires, and those on performance improvement plans, participate in job-embedded professional learning, mentoring, and coaching programs to improve their knowledge, skills, and abilities as measured by mentor logs, coaching logs, professional learning agendas, and participation logs.

Greater than 90% of teachers new to the profession or new to Suffolk Public Schools participated in the division's Induction program and were assigned a mentor with whom they met regularly. Teachers who did not participate in the Induction program did so primarily due to non-compliance or resignation from their positions and leaving the division.

B. PROGRAM OVERVIEW (CONTINUED)

3. TEACHER QUALITY: Describe results of the 2023-2024 Instructional Personnel and Licensure (IPAL) report. Describe how the division ensures that students are taught by qualified and effective teachers meeting Virginia's licensing and professional teaching requirements. (Section 2001(2-3))

As per the 2023-24 IPAL Report, among the 4,434 total classes taught in the division, 88.05% (3,904 classes) were led by teachers properly licensed and endorsed. This indicates a decrease of 0.94 percentage points compared to the data from the previous academic year. The division consists of 1,126 teachers and 52 principals and assistant principals. A closer examination reveals that among these figures, there are 46 teachers with less than one full year of teaching experience and 124 teachers operating under provisional licenses.

To address staffing needs, the human resources department actively collaborates with administrators to ensure vacancies are filled by qualified, licensed teachers. Additionally, efforts are made to support teachers with provisional licenses in meeting state requirements for full licensure. However, challenges have arisen due to the pandemic, resulting in a considerable number of teachers leaving the profession and hindering others from obtaining full licensure. These obstacles include delays in license processing and limited availability of necessary classes and programs.

4. PRIORITIZING FUNDS: Describe how the school division will prioritize funds to schools that are implementing comprehensive support and improvement activities and targeted support and improvement activities under section 1111(d) and have the highest percentage of children counted under section 1124(c). If there are no schools identified as comprehensive or targeted support schools, how does the division prioritize funding? (Section 2103(b)(2)(C))

Throughout the 2023-24 academic year, John F. Kennedy Middle School and Mack Benn, Jr. Elementary have been designated as Targeted Support and Improvement (TSI) and Additional Targeted Support and Improvement (ATSI) schools, respectively, based on preceding year data. In response, the Local Education Agency has taken proactive measures to oversee the implementation of evidence-based interventions and professional development initiatives in these schools.

This oversight involves various activities, including observation and walkthroughs, feedback provision by the administration team, analysis of intervention data, identification of areas requiring professional development support, and discussions to determine subsequent steps based on outcomes. Adjustments to interventions are made in line with student data and needs, with professional development efforts tailored accordingly. Monitoring occurs during PLC meetings, leadership sessions, quarterly school improvement plan reviews, academic assessments, and collaboration meetings with division-level personnel.

Furthermore, the Local Education Agency regularly reviews and assesses the comprehensive school improvement plan, offering feedback for revisions as necessary based on student performance data. The division also aids the schools in conducting needs assessments to pinpoint areas necessitating focus and support, aligning with student needs and the school's improvement plans.

B. PROGRAM OVERVIEW (CONTINUED)

5. ALIGNMENT TO STANDARDS: Describe how the program activities will align with challenging State academic standards, Virginia's accountability plan, and agency priorities (set high expectations for student performance; ensure every K-12 student has a high quality, licensed teacher; create innovative pathways for every learner; invest in safe and health schools and centers; and promote parents as partners). Describe how the activities funded from Title II, Part A, are expected to increase student achievement. (Section 2103(b)(2)(A))

Title II funds are directed towards professional development initiatives, instructional materials, and travel expenses. These resources offer valuable opportunities for educators at all levels to enhance their knowledge, skills, and abilities in line with Virginia's performance standards and evaluation criteria.

Each year, school improvement plans and needs assessments are conducted to identify areas of strength and areas needing improvement within each school. The overarching objective is to enhance student achievement across all subjects, cultivate a positive school climate, and ensure a safe learning environment.

To maintain alignment with state and division curriculum standards, funds are allocated for essential resources such as teacher development coaches, lead mentors, and teacher mentors. These resources support teachers in effectively aligning their curriculum and achieving high ratings on all performance standards.

All initiatives funded by Title II are aligned with the division's strategic plan, ensuring a cohesive and integrated approach to professional development and educational enhancement.

6. PROFESSIONAL GROWTH: Describe the school division's system of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership. (Section 2103(b)(2)(B))

Professional development initiatives encompass a variety of opportunities, including conferences, consultants, workshops, and in-house training sessions led by both division and school leaders. These initiatives are guided by needs assessments, standardized testing data, local assessment data, school improvement plans, and alignment with the division's strategic plan, focusing on its four key goal areas.

School administrators play a vital role in cultivating Professional Learning Communities that effectively utilize data to identify students' weaknesses and provide necessary support to teachers. Alongside division level leadership, they offer tailored professional development sessions covering a range of topics such as student engagement, technology integration, cultural competence, effective instructional strategies, social-emotional learning support, and interventions for students at various tiers.

The division demonstrates its commitment to supporting teachers' licensure and professional growth by providing various incentives, including tuition reimbursement, initial teacher licensure exam reimbursement, and funding for the iteach program, an alternative route to teacher licensure. New teachers, as well as those new to Suffolk, receive dedicated guidance and support from lead mentors and teacher mentors, ensuring alignment with state and division standards. Additionally, monthly division-level meetings and the Lead SPS program offer ongoing professional development opportunities for principals and division leaders.

Professional growth is seen as an ongoing process, with emphasis placed on pre-service training, professional development days throughout the school year, and adjustments based on data analysis indicating areas requiring attention.

B. PROGRAM OVERVIEW (CONTINUED)

7. PROFESSIONAL DEVELOPMENT: If funds are to be used for professional development, describe how they meet the statutory definition of professional development in Section 8101(42), which requires that professional development be: sustained; intensive; collaborative; job-embedded; data-driven; and classroom focused. Describe the alignment to overarching division strategic goals. (Section 2103(b)(3)(E)) (If funds are not used for professional development, indicate N/A.) Examples of professional development activities may include items from any object code, such as mentors, professional development/instructional coaches, contracted services, conferences, professional learning communities (PLC); leadership development and associated costs.

Suffolk Public Schools' strategic plan includes the following four goals:

- Students will develop characteristics of a Virginia graduate to include critical thinking, creative thinking, collaboration, communication, citizenship and growth in order to demonstrate academic excellence
- Create a dynamic learning environment that promotes high student achievement, stimulates student engagement, supports staff creativity, ensures school safety, and reinforces positive staff and student relationships
- Ensure the effective and efficient management of capital and human resources for the development and retention of high-quality staff, sustainable operations, and systems
- Increase engagement opportunities for families, school communities, and business partnerships

To foster professional growth, a diverse array of professional development opportunities are available, with travel expenses covered. These offerings include conferences, workshops, and in-house training sessions led by division and school leaders. Attendees are expected to apply the knowledge and skills gained from these activities within their classrooms or school settings. The effectiveness of implementation is assessed through observation data, evaluations, and student achievement metrics, ensuring accountability and measuring impact.

Participation in conferences and workshops is subject to approval based on alignment with the division's strategic plan and school or division-level initiatives. Consultants leading professional development sessions offer valuable opportunities for staff to enhance their knowledge and skills in line with their job expectations.

Feedback surveys for in-house professional development sessions serve as an additional means to assess their effectiveness.

Both division-level and building-level leadership ensure that all Title II-funded professional development initiatives are job-embedded, sustainable, collaborative, and driven by data. This approach guarantees that professional development efforts are not only pertinent to job responsibilities but also seamlessly integrated into daily work routines, promoting collaboration and utilizing data to drive ongoing improvement.

8. PROFESSIONAL DEVELOPMENT: If funding is to be used for professional development activities, cite evidence base used for decision, including anticipated outcomes. Provide impact data on any prior implementation.. (Section 2103(b)(3)(E)) (If funds are not used for professional development, indicate N/A.) For new initiatives, cite research base to support the specific decisions and why it is believed that the activities will be successful with the targeted population(s).

The division offers a diverse array of professional development opportunities tailored to instructional staff, building administrators, and division-level leadership, including teachers, long-term substitutes, paraprofessionals, and counselors. These initiatives are delivered through various formats, including consultant-led trainings, virtual and face-to-face conferences, and workshops.

The selection of professional development focus areas is informed by comprehensive data analysis, incorporating inputs from the Title II needs assessment and evaluations of teacher and administrator performance. These areas include literacy, mathematics, science, tier I instruction enhancement, differentiated instruction, student engagement, technology integration, school improvement initiatives, curriculum alignment, project/problem-based learning/assessment, and instructional coaching support.

To bolster literacy outcomes among elementary students, three cohorts of teachers have undergone LETRS training, enriching their understanding of the Science of Reading. Professional development aligned with the implementation of literacy and math instructional materials has further equipped teachers to enhance academic achievement across elementary and secondary levels. Additionally, the division has prioritized strengthening tier I instruction in core content areas based on SOL data, local assessment data from the 2022-2023 and 2023-2024 academic years, and insights from teacher performance evaluations. Moreover, the pandemic-induced challenges have underscored the need for student growth in core content areas, social-emotional learning, student engagement, and behavior management support. Regular evaluation of professional development focus areas ensures alignment with emerging needs and priorities as new data becomes available. Finally, a concerted effort is directed towards ensuring all teachers are properly licensed and endorsed, particularly heightened by pandemic-induced challenges. Administrators, division leaders, and the human resources department are dedicated to providing pathways and opportunities for teachers to obtain necessary licensure, making it a pivotal aspect of professional growth and development.

9. CLASS-SIZE REDUCTION: If funding is to be used for class-size reduction, cite evidence base used for decision, including how the local context aligns with research-based practice. Provide impact data on any prior implementation, if applicable. How does the division ensure effectiveness of teachers hired to reduce class size? How will the impact of the smaller class sizes be measured? (Section 2103(b)(3)(D)) (If funds are not used for class-size reduction, indicate N/A.) Note: Title II, Part A funds may not be used to meet K-3 Standards of Quality (SOQ) requirements. Federal funds may only be used to reduce class sizes below the state-mandated class sizes.

N/A

C. COORDINATION OF SERVICES (2 PAGES)

Describe the partnerships within the division among the programs in this application and other federal, state and/or local programs in the delivery of services to the targeted population(s). Describe the collaboration of program staff, parents, and the community to provide services and activities that will contribute to the attainment of the measurable objectives in this application. Describe any partnerships with local universities, regional collaborations or other entities to improve teacher and principal quality through such efforts as high-quality professional development for teachers, principals and other school leaders; recruitment; mentoring, etc.

In the pursuit of enhancing student outcomes, Suffolk Public Schools maintains a steadfast commitment to a unified and integrated approach, leveraging the resources of federal, state, and local services and programs. By strategically utilizing funds from Title I, Part A, Title II, Part A, Title III, and Title IV Part A, the district ensures the provision of intensive academic support services, prioritizing academic achievement, fostering a safe and healthy environment, and promoting the recruitment and retention of properly licensed and endorsed teachers.

Recruitment and Retention - Suffolk Public Schools collaborates with various stakeholders to recruit and retain properly licensed and endorsed teachers and administrators. Partnerships with local colleges and universities, including William & Mary, Old Dominion University, and others, offer opportunities for recruitment fairs, career-switcher programs, student teaching placements in Suffolk, and professional development opportunities. Collaboration with other institutions through online programs supports the professional growth of instructional staff and division-level leadership. Additionally, partnerships with teach provide support for instructional staff seeking to obtain their Virginia teaching license.

Professional Development - Various funding sources, including local funding and federal funds such as Title I-A, Title II-A, Title III-A, and Title IV-A, are utilized to deliver comprehensive professional development activities aligned with the division's strategic plan and school improvement plan goals. These funds support activities such as teacher development coaching, stipends for teacher mentors, and ongoing professional development for teachers working with English learners. Academic coaches funded through Title I-A play a vital role in providing ongoing support to teachers, including lesson planning, data analysis, and curriculum alignment. To ensure effective training implementation, content coordinators and professionals model evidence-based instructional strategies across teacher, school, and division levels. Additionally, funds from Title II, Title III, and Title I support in-service training in various content areas, division-sponsored training sessions, and teacher attendance at conferences focused on instructional improvement.

Administrative Efficiency - Administrators overseeing these programs collaborate throughout the grant and school year to streamline processes and ensure program efficiency. Multiple resources, including funds from Title II-A, Title I-A, Title IV-A, local professional development funds, and grants, are leveraged to support teacher and administrative quality.

Parent and Community Engagement - Parents are engaged as partners through regular communication, involvement in school activities, and family engagement events. Community partnerships play a crucial role in fostering family engagement, promoting family literacy, implementing safety awareness programs, and providing technology training for parents. Efforts to strengthen the connection between school and home include providing translations for parent meetings and written materials using Title III funds and other funding sources.

C. COORDINATION OF SERVICES (CONTINUED)

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D. MEASURABLE OBJECTIVES

1. State up to eight measurable objectives that will guide the development of the program to be funded with the requested ESEA federal funds. For examples of measurable objectives, see Guidance pp.6-7

What is a Measurable Objective?

A measurable objective has four components:

- Subject** (Who is the target or focus?);
 - Behavior** (What will be changed/improved?);
 - Specific criteria** for assessing improvement, readiness, or achievement, and tools to be used to measure effectiveness; and
 - Time period** for performance or assessment.
2. Describe the evidence-based practices that support 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.
- NOTE: For class-size reduction and professional development activities, cite at least one research study that supports the initiative for your division's context. Note that conferences, unless part of a larger strategic initiative, do not constitute high quality professional development.

Measurable Objective 1:

By June 2025, 100% of teachers and paraprofessionals will be properly licensed and endorsed as measured by the IPALS report.

Title II funds will support

- Teacher Development Coach
- Coordinator of Academic Support & Intervention
- teacher mentors to model, coach, and support newly hired teachers (new to the profession and new to the division)
- lead mentors: A dedicated lead mentor will be assigned to each school, offering support to teacher mentors and mentees within their respective school community.

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

- professional development activities and associated travel expenses (virtual and face-to-face) for instructional staff (teachers, long term substitutes, paraprofessionals, counselors), building administrators, and division level leadership such as consultants, local, regional, and national conferences and trainings as well as VDOE sponsored events that support and align with division and school level professional development initiatives in areas such as literacy, the science of reading, English language development standards, growth in language proficiency, mathematics, science, social studies/history, improving tier I instruction, differentiated instruction, student engagement, technology integration, instructional coaching, mentoring, chronic absenteeism, family engagement, school improvement initiatives, cultural competence, equity, monitoring effective teaching practices, monitoring and evaluating student learning, data-informed decision making, student engagement, and teacher evaluation and feedback and curriculum alignment. While there may not be a single research study that encompasses all these topics comprehensively, numerous resources and publications offer evidence-based strategies and practices to support
- tuition reimbursement to support the professional development of instructional staff, including teachers, paraprofessionals, long-term substitutes, counselors, administrators, and division-level instructional staff. This initiative aims to increase the number of properly licensed and endorsed teachers, enhance professional growth, and provide support at both school and division levels.
- mentoring programs, consultants, and vendors aimed at supporting both new teachers and those in need of assistance by leveraging external expertise in order to be able to recruit and retain properly licensed and endorsed teachers
- used to acquire instructional materials that effectively support targeted professional development initiatives
- reimbursement for initial teacher licensure exams and school leadership licensure exams

D. MEASURABLE OBJECTIVES (CONTINUED)**Measurable Objective 2:**

By June 2026, SPS will support the enrollment of a minimum of 35 employees in the iTeach program, an alternative route to teacher licensure with at least 75% of enrolled employees successfully complete the program, as evidenced by iTeach enrollment data, iTeach course completion records, and submission of an application for a Virginia teaching license.

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

Title II funding will be allocated to support:

- Teacher Development Coach
- Coordinator of Academic Support & Intervention
- teacher mentors to model, coach, and support newly hired teachers (new to the profession and new to the division)
- lead mentors: A dedicated lead mentor will be assigned to each school, offering support to teacher mentors and mentees within their respective school community.
- instructional staff in their pursuit of a Virginia teaching license through participation in the iTeach program, an alternative pathway to licensure. Staff engaging in the program are required to successfully complete its requirements and commit to serving Suffolk Public Schools for a minimum of two years following program completion. Supporting instructional staff through this initiative increases the number of properly licensed and endorsed teachers in their respective subjects, diminishes teaching vacancies across elementary and secondary levels, enhances teacher retention, and ultimately elevates student achievement across various subject domains
- reimbursement for initial teacher licensure exams

Measurable Objective 3:

By June 2025, 100% of identified teachers, including novice teachers, new hires, and those on performance improvement plans, participate in job-embedded professional learning, mentoring, and coaching programs to improve their knowledge, skills, and abilities as measured by mentor logs, coaching logs, professional learning agendas, and participation logs.

Title II funding will be allocated to support:

- Teacher Development Coach
- Coordinator of Academic Support & Intervention
- teacher mentors to model, coach, and support newly hired teachers (new to the profession and new to the division)
- lead mentors: A dedicated lead mentor will be assigned to each school, offering support to teacher mentors and mentees within their respective school community.

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

- professional development activities and associated travel expenses (virtual and face-to-face) for instructional staff (teachers, long term substitutes, paraprofessionals, counselors), building administrators, and division level leadership such as consultants, local, regional, and national conferences and trainings as well as VDOE sponsored events that support and align with division and school level professional development initiatives in areas such as literacy, the science of reading, English language development standards, growth in language proficiency, mathematics, science, social studies/history, improving tier I instruction, differentiated instruction, student engagement, technology integration, instructional coaching, mentoring, chronic absenteeism, family engagement, school improvement initiatives, cultural competence, equity, monitoring effective teaching practices, monitoring and evaluating student learning, data-informed decision making, student engagement, and teacher evaluation and feedback and curriculum alignment. While there may not be a single research study that encompasses all these topics comprehensively, numerous resources and publications offer evidence-based strategies and practices to support
- mentoring programs, consultants, and vendors aimed at supporting both new teachers and those in need of assistance by leveraging external expertise in order to be able to recruit and retain properly licensed and endorsed teachers.
- reimbursement for initial teacher licensure exams and school leadership licensure exams
- used to acquire instructional materials that effectively support targeted professional development initiatives.

D. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 4:

By June 2025, students from Kindergarten to 12th grade will exhibit a 10% improvement in their mathematics proficiency, evaluated through various metrics such as Mathematics Standards of Learning (SOLs) and locally administered common assessments

Title II funding will be allocated to support:

-Coordinator of Academic Support & Intervention

-professional development activities and associated travel expenses (virtual and face-to-face) for instructional staff (teachers, long term substitutes, paraprofessionals, counselors), building administrators, and division level leadership such as consultants, local, regional, and national conferences and trainings as well as VDOE sponsored events that support and align with division and school level professional development initiatives in areas such as literacy, the science of reading, English language development standards, growth in language proficiency, mathematics, science, social studies/history, improving tier I instruction, differentiated instruction, student engagement, technology integration, instructional coaching, mentoring, chronic absenteeism, family engagement, school improvement initiatives, cultural

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

-used to acquire instructional materials that effectively support targeted professional development initiatives.

Measurable Objective 5:

By June 2025, students in Kindergarten through 12th grade will demonstrate a 10% growth in their science proficiency, as measured by a combination of Science Standards of Learning (SOLs) and locally administered common assessments.

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

Title II funding will be allocated to support

-Coordinator of Academic Support & Intervention

-professional development activities and associated travel expenses (virtual and face-to-face) for instructional staff (teachers, long term substitutes, paraprofessionals, counselors), building administrators, and division level leadership such as consultants, local, regional, and national conferences and trainings as well as VDOE sponsored events that support and align with division and school level professional development initiatives in areas such as literacy, the science of reading, English language development standards, growth in language proficiency, mathematics, science, social studies/history, improving tier I instruction, differentiated instruction, student engagement, technology integration, instructional coaching, mentoring, chronic absenteeism, family engagement, school improvement initiatives, cultural

-used to acquire instructional materials that effectively support targeted professional development initiatives.

D. MEASURABLE OBJECTIVES (CONTINUED)**Measurable Objective 6:**

By June 2025, students from Kindergarten to 12th grade will demonstrate a 10% improvement in their reading performance, assessed through a range of metrics including VALLS (Virginia Language and Literacy Screener), English Standards of Learning (SOLs), and locally administered common assessments

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

Title II funding will be allocated to support:

- Coordinator of Academic Support & Intervention
- professional development activities and associated travel expenses (virtual and face-to-face) for instructional staff (teachers, long term substitutes, paraprofessionals, counselors), building administrators, and division level leadership such as consultants, local, regional, and national conferences and trainings as well as VDOE sponsored events that support and align with division and school level professional development initiatives in areas such as literacy, the science of reading, English language development standards, growth in language proficiency, mathematics, science, social studies/history, improving tier I instruction, differentiated instruction, student engagement, technology integration, instructional coaching, mentoring, chronic absenteeism, family engagement, school improvement initiatives, cultural
- used to acquire instructional materials that effectively support targeted professional development initiatives.

Measurable Objective 7:

By June 2025, at least 80% of all teachers, administrators, and division level leadership will actively engage in a diverse range of at least fifteen professional development hours that are specifically aligned with their job responsibilities, the identified needs of the school and division, with a focus on enhancing their teaching and/or leadership knowledge, skills, and abilities. The effectiveness of these professional development activities will be evaluated through a combination of participant feedback surveys, classroom observation data, and analysis of student achievement data. Evidence of participation and impact will be documented through participation logs, artifacts, and Frontline reports for observations, mid-year and summative evaluations

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

Title II funding will be allocated to support:

- Coordinator of Academic Support & Intervention
- professional development activities and associated travel expenses (virtual and face-to-face) for instructional staff (teachers, long term substitutes, paraprofessionals, counselors), building administrators, and division level leadership such as consultants, local, regional, and national conferences and trainings as well as VDOE sponsored events that support and align with division and school level professional development initiatives in areas such as literacy, the science of reading, English language development standards, growth in language proficiency, mathematics, science, social studies/history, improving tier I instruction, differentiated instruction, student engagement, technology integration, instructional coaching, mentoring, chronic absenteeism, family engagement, school improvement initiatives, cultural
- used to acquire instructional materials that effectively support targeted professional development initiatives.

D. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 8:

[Empty box for Measurable Objective 8]

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

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

E. BUDGET SUMMARY

		Title II, Part A Budget for 2024-2025 Award: S367A240044 Project Code: APE61480		
		Allocation:	496,000.00	
OBJECT CODE	EXPENDITURE	AMOUNT BUDGETED	FTEs	DOES THE BUDGET SUMMARY MATCH THE DETAILED BUDGET BREAKDOWN?
1000 - Personnel Services	Administrative	43,315.50		
	Non-Administrative	176,818.00		
	Private School Set-Aside			
	Total Personnel Services	220,133.50		Yes
2000 - Employee Benefits	Administrative	18,774.31		
	Non-Administrative	46,062.72		
	Private School Set-Aside			
	Total Employee Benefits	64,837.03		Yes
3000 - Purchased/Contracted Services	Administrative			
	Non-Administrative	164,006.57		
	Private School Set-Aside	22,522.90		
	Total Purchased/Contracted Services	186,529.47		Yes
4000 - Internal Services	Internal Services			
	Total Internal Services	0.00		Yes
5000 - Other Charges	Administrative			
	Non-Administrative	13,000.00		
	Private School Set-Aside	5,000.00		
	Total Other Charges	18,000.00		Yes
6000 - Materials and Supplies	Administrative			
	Non-Administrative	6,000.00		
	Private School Set-Aside	500.00		
	Total Materials and Supplies	6,500.00		Yes
8000 - Capital Outlay	Non-Administrative			
	Total Capital Outlay	0.00		Yes
TOTAL BUDGET		496,000.00		
DOES THE BUDGET SUMMARY MATCH THE TOTAL ALLOCATION?		Yes		Difference
TOTAL SET-ASIDE		62,089.81		
TOTAL PRIVATE SCHOOL SET-ASIDE		28,022.90		
DOES THE TOTAL PRIVATE SCHOOL SET-ASIDE MATCH THE "PRIVATE SCHOOLS" TAB?		Yes		Difference

Notes:

- (1) Administrative set-asides (yellow cells) are reserved for planning, oversight and data collection roles utilizing Title II funds. Examples are: Title II Coordinator, Data Analyst, Indirect Costs, and materials & supplies that support administrative positions.
- (2) Object codes 7000 and 9000 are not used in application budgets or in requests for reimbursements for this grant.

F. DETAIL 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 "Category." 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.

Title II-A funds will be used to support the following division level staff:

Administrative Assistant (30%): Provides clerical and accounting support for the Title II-A program

Coordinator of Compensatory Programs (30%): Administers and monitors the Title II-A program, prepares applications, coordinates Title II initiatives across all schools, and ensures compliance with Title II policies throughout the division.

Title II-A funds will be used to support the following staff:

-Teacher development coach: collaborates with the Director of Human Resources and Coordinator of Professional Learning to support the Suffolk Public Schools Induction Program at the division, school, and mentor levels. This vital role involves facilitating high-quality coaching and job-embedded professional learning to nurture the growth and development of aspiring teachers.

-Coordinator of Academic and Intervention Support (30%): responsible for delivering focused professional development. This support encompasses aiding in the creation and execution of school performance plans, conducting academic assessments, monitoring school data, and enhancing student achievement. Additionally, the coordinator will provide evidence-based training to school administrators, educators, and instructional stakeholders, focusing on school improvement strategies, data-driven interventions, performance protocols, and their impact on student success.

-60 teacher mentors to model, coach, and support newly hired teachers (new to the profession and new to the division)

-21 lead mentors: A dedicated lead mentor will be assigned to each school, offering support to teacher mentors and mentees within their respective school community.

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

N/A

Table with 5 columns: Item Description, Measurable Objective, Category, FTEs, Total Cost. Rows include administrative assistant, coordinator of compensatory programs, teacher development coach, coordinator of academic and intervention support, lead mentors, and teacher mentors.

G. 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 IV, Part A, Transferability Award S424A240048 Project Code APE60022	
		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		
	Total Personnel Services	0.00	Yes
2000 - Employee Benefits	Administrative		
	Non-Administrative		
	Private School Set-Aside		
	Total Employee Benefits	0.00	Yes
3000 - Purchased/Contracted Services	Administrative		
	Non-Administrative		
	Private School Set-Aside		
	Total Purchased/Contracted Services	0.00	Yes
4000 - Internal Services	Internal Services		
	Total Internal Services	0.00	Yes
5000 - Other Charges	Indirect Cost		
	Non-Administrative		
	Private School Set-Aside		
	Total Other Charges	0.00	Yes
6000 - Materials and Supplies	Administrative		
	Non-Administrative		
	Private School Set-Aside		
	Total Materials and Supplies	0.00	Yes
8000 - Capital Outlay	Non-Administrative		
	Total Capital Outlay	0.00	Yes
TOTAL BUDGET		0.00	
DOES THE TRANSFERABILITY BUDGET SUMMARY MATCH THE TRANSFERABILITY ALLOCATION?		Yes	Difference -
TOTAL SET-ASIDE		0.00	
TOTAL PRIVATE SCHOOL SET-ASIDE		0.00	
DOES THE TRANSFERABILITY BUDGET SUMMARY MATCH THE TRANSFERABILITY ALLOCATION?		Yes	Difference -

I. TEACHER QUALITY

Section A

TEACHER QUALITY

Under USED's authority to ensure an orderly transition from ESEA to ESSA, states are no longer required to report highly qualified teacher (HQT) data. Instead, states may rely on licensure and other professional requirements for teachers. However, for program planning purposes for the 2024-2025 school year, the following information on teacher and paraprofessional quality from the 2023-2024 and 2022-2023 data collections may assist school divisions. These data may be obtained from the two most recent verified Instructional Personnel and Licensure Reports (IPAL), which provide division results on the licensure and endorsement status of instructional personnel.

See Instructional Personnel and Licensure Report (IPAL), as outlined in the 2023 Fall Master Schedule Collection Guide, September 11, 2023.

Teachers (all schools and all federal core content subjects)

	2023-2024	2022-2023
Number of class sections taught by properly licensed and endorsed teachers	3,904	3,700
Number of class sections not taught by properly licensed and endorsed teachers	530	458
Total class sections	4,434	4,158
Percent of classes taught by properly licensed and endorsed teachers	88.0%	89.0%

Section B

EQUITABLE DISTRIBUTION OF QUALIFIED, EXPERIENCED AND EFFECTIVE TEACHERS

In the next four blocks (Parts 1-4), please describe how the division assures that students in high poverty (Title I) and/or high minority schools are not taught by inexperienced, out-of-field, or ineffective teachers at a higher rate than students in other schools. To do this, divisions may wish to examine teacher licensure and endorsement data from the 2023-2024 school year or other available teacher quality data and teachers' experience levels at the highest poverty (Title I) and/or highest minority schools and indicate whether these percentages are similar in other non-Title I schools with lower poverty or minority percentages. Outline strategies used to ensure an equitable distribution, including mentoring programs to support new teachers and professional development activities to support teachers in working with diverse student populations. Examples may include such activities as professional development on cultural competency, supporting English learners or special education students, or working with students from poverty.

I. TEACHER QUALITY (CONTINUED)

Part 1 From data analysis, outline any identified gaps between Title I and non-Title I schools related to licensure/endorsements; experience; and effectiveness of teachers. If no gaps have been identified, describe how an equitable distribution of high quality teachers is maintained in each school.

Throughout the 2023-2024 academic year, Title I schools boasted a licensure rate of 90.97% among their teaching staff, while non-Title I schools maintained a rate of 89.14%. Division-wide, 88.05% of K-12 educators were properly licensed. These statistics underscore the ongoing commitment to bolstering the proportion of properly licensed and endorsed teachers in Title I schools compared to their non-Title I counterparts in the upcoming academic year. Additionally, regarding teachers with less than one year of full-time teaching experience, Title I schools averaged 1.11 teachers, while non-Title I schools averaged 3.08 teachers.

The division is unwavering in its dedication to supporting teachers in obtaining necessary endorsements. This assistance encompasses tailored professional development in areas of identified growth, reimbursement for PRAXIS exam passage specific to their endorsement area, tuition reimbursement, and enrollment in the iteach program—an alternative licensure pathway offering online classes and modules. Moreover, a hiring policy prioritizes filling vacancies in high-poverty or hard-to-staff schools, granting them an advantage in the hiring process. Strategic staffing remains a foremost priority for principals across all schools, as evidenced by SOL data and teachers' expertise in content and instructional delivery.

Through addressing the needs of high-poverty or hard-to-staff schools and implementing strategic staffing practices, the division aims to fortify instructional quality and enhance outcomes for students in these educational settings.

Part 2 Describe strategies to address identified licensure/endorsement issues (e.g., Praxis, coursework, residencies, etc.). Strategies should align with initiatives detailed in the narrative and detailed budget description.

The district implements rigorous recruitment, training, and incentive initiatives to ensure the recruitment of qualified teachers across its schools. Prior to recruitment, principals meticulously review the electronic profiles and teaching experiences of all eligible candidates. For teachers striving to meet the state's requirements for licensure and endorsement, meetings with the Human Resources Director are arranged to assist in devising their plans and objectives. Strategies are devised to attract and retain effective teachers in high-poverty and high-minority schools, including enhanced data tracking of teacher distribution and performance through a newly implemented teacher evaluation tool. The district prioritizes strong leadership at all grade levels and establishes essential conditions for student success. Regular teacher recruitment fairs are conducted throughout the academic year. Additionally, starting from the 2023-24 school year, instructional staff, including teachers, paraprofessionals, long-term substitutes, and administrators, are eligible for either tuition reimbursement or coverage of costs to participate in the iteach program, aimed at supporting teachers in obtaining their Virginia teaching license. This initiative also promotes ongoing professional growth among staff members. These efforts are aimed at increasing the number of properly licensed and endorsed teachers while fostering continuous professional development and growth among instructional staff.

Part 3 Describe strategies to support inexperienced teachers (e.g., mentoring; coaching; targeted professional development, etc.). Strategies should align with initiatives detailed in the narrative and detailed budget description.

The New Teacher Induction program offers comprehensive support to both brand new educators and those new to Suffolk, aiding them in refining their classroom techniques. Suffolk Public Schools places a strong emphasis on fostering Professional Learning Communities led by school administrators, empowering teachers to proactively identify and address student weaknesses. A culture of collaboration encourages staff members to share their expertise and take on leadership roles, thereby promoting staff retention. To mitigate teacher turnover, needs assessments are conducted, and relevant professional development opportunities are provided. As staff turnover occurs, the Human Resources department ensures the equitable allocation of experienced personnel across school buildings. Newly hired staff and those identified by administrators as needing additional support are paired with teacher mentors. During pre-service, new teachers engage in a comprehensive orientation program spanning two days of professional learning, mentorship sessions, and divisional expectations. Lead mentors are designated for each school, offering invaluable support to teacher mentors and mentees within their respective school communities. Additionally, the Teacher Development Coach collaborates with the Director of Human Resources and Coordinator of Professional Learning to bolster the Suffolk Public Schools Induction Program at various levels. This pivotal role focuses on delivering high-quality coaching and job-embedded professional learning, nurturing the growth and development of aspiring educators. Data analysis reveals a 1 percentage point decrease in properly licensed and endorsed staff within the division, with over 100 vacancies projected for the upcoming school year. The presence of the Teacher Development Coach serves to address these challenges and fortify the recruitment and development of a skilled teaching workforce.

Part 4 Describe strategies to improve effectiveness of teachers, particularly related to poverty, diversity, cultural competency, English Learners, exceptional learners, etc. Strategies should align with initiatives detailed in the narrative and detailed budget description.

School administrators oversee the responsibility of cultivating Professional Learning Communities that proficiently harness data to aid teachers in promptly identifying and addressing students' weaknesses. In collaboration with central office staff, they provide customized professional development opportunities covering a range of topics, such as cultural competence, effective tier I instructional strategies, social-emotional learning support, assistance for English Learner students, interventions for tier II and III students, and specially designed instruction. Annual needs assessments are carried out to pinpoint specific professional development requirements and guarantee the delivery of pertinent activities.

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 II, Part A. (ESEA Section 8501 and Title VIII, Uniform Provisions, Part F, Subpart 1).

1. Are there private nonprofit schools in your school division's attendance area?

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 in the division were notified on the availability of equitable services funded by Title II, Part A. (Copies of the notification must be kept on file for monitoring purposes).

Regular Mail

Certified Mail

Telephone Calls

Meetings

Visits to the Private School

Other (Please specify) email _____

3. Determining Set-Asides from Title IIA Budget (These fields will calculate automatically once enrollment figures have been entered).

a. Proposed Budget	496,000.00
b. Amount of funds allocated for administration	62,089.81
c. Amount to use for set-aside calculations	433,910.19

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

a. Proposed Budget	0.00
b. Amount of funds allocated for administration	0.00
c. Amount to use for set-aside calculations	0.00

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 inquiries 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. Schools are informed of the availability of Title I, Title II, and Title IV-A services for their students including special education and English learners as well as their instructional staff.
6. Title I schools conduct an annual meeting that is open to all parents to explain the services available for their students through the Title I program.
7. Title I schools receive a Title I Handbook that explains the services provided through Title I and the procedures for accessing these services and funding.
8. Parents are included in each school's improvement planning process, which includes a review of the Title I and Title II services provided for the students and employees.
9. Quarterly parent and family engagement activities are held at each Title I school for all students, parents, and the community.
10. Division-wide parental and family engagement programs are open and available to all parents, students and staff.
11. The division ensures equitable access for teachers, principals, and staff to training, hiring or other Title II-A related activities through the division's website, by email, posted announcements on the school's bulletin boards and marquees, the division's Professional Development Blog, and the staff portal.
12. Detailed information can be obtained from the Title I schools.
13. Title I Schools have a Parent Advisory Committee which meets with school administrators and Title I staff in order to improve and gather parent input at the school level.