



MEMORANDUM

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

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

DATE: May 25, 2022

RE: Approval: 2022-23 Local Consolidated Grant Application

Permission is requested to electronically submit the 2022-23 Local Consolidated Grant Application for Title I, Part A and Title II, Part A. Per school board approval, your signature and the school board chair's signature are requested on page one. The 2022-23 Local Consolidated Grant is due to the VDOE by July 1, 2022.

The Title I budget is based on the 2021-22 allocation which is \$3,506,785 as recommended by the VDOE until final allocations are released.

The Title II, Part A budget is based on the 2021-22 allocation, which is \$502,803 as recommended by the VDOE until final allocations are released.

Final grant awards for Title I, Part A and Title II, Part A are generally received at the end of September 2022.

Oakland Elementary School was identified and added as an additional Title I school for our division. For the 2022-23 school year, the division will have ten Title I schools.

The 2022-23 Local Consolidated Grant Application includes the following major expenditures:

1. Title I, Part A - \$49,316 is allocated to continue to fund a class size reduction teacher at Mack Benn, Jr. Elementary School.
2. Title I, Part A - \$789,056 is allocated to continue to fund 16 reading specialists in the Title I schools.
3. Title I, Part A - \$493,160 is allocated to continue to fund 10 academic coaches in the Title I schools.

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4. Title I, Part A- \$400,470 is allocated to continue to fund 17.5 paraprofessional positions in the Title I schools.
5. Title II, Part A- \$338,488 is allocated to continue to fund class size reduction teachers at Elephant's Fork Elementary School, Mack Benn, Jr. Elementary School and John F. Kennedy Middle School.
6. Title II, Part A – Funds in the amount of \$34,830.52 were set aside for Nansemond Suffolk Academy and Suffolk Christian Academy.

Additional changes to the 2022-23 Local Consolidated Grant Application will occur in September 2022 when the final Title I, Part A and Title II, Part A allocations are released.

slb

jcmemo#53

Attachment – 2022-23 Local Consolidated Grant Application



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

Place an "X" by the applicable response.

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

A. COVER PAGE

2022-2023

Local Consolidated 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), Public Law 114-95*

To be Completed by School Division			
Applicant (Legal Name of Agency):	Division Number:	Consolidated Application Coordinator:	
Suffolk City Public Schools	127	Jennifer Conner	
Mailing Address (Street, City or Town, Zip Code):	Phone:	757-925-6759	Ext.:
100 N. Main Street VA 23434	Suffolk, 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 Title I, Part A, will be administered and implemented in compliance with all applicable statutes, regulations, policies, and program plans under ESEA. Additionally, the local educational agency agrees by signing below to implement the general and program specific assurances included in the application. The assurances and signed cover page are to be retained at the division level and, for the Title I, Part A, application (individual or consolidated form), a scanned PDF of the signed cover page must be emailed to ESSA@doe.virginia.gov.

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 9, 2022

Superintendent's Signature

Dr. John B. Gordon, III
Superintendent's Name

June 9, 2022
Date

Board Chairperson's Signature

Dr. Judith Brooks-Buck
Board Chairperson's Name

June 9, 2022
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.

PROGRAMS INCLUDED IN THE CONSOLIDATED APPLICATION

2021-2022 Allocation	2021-2022 Consolidated Yes or No	ELIGIBLE PROGRAMS		2022-2023 Consolidated Yes or No	2022-2023 Allocation Total
3,506,785.89	Yes	Title I, Part A, Improving Basic Programs Operated by the LEAs		Yes	3,506,785.00
		a. Division Allocation	Subtotal		3,506,785.00
0.00		Title I, Part C, Education of Migratory Children (Provide a. or b. subtotal)		No	0.00
		a. Division Allocation	Subtotal		
		b. Regional Program - Total of allocations for all divisions in the regional program	Subtotal		
0.00		Title I, Part D, Subpart 2, Neglected, Delinquent, or At-Risk - Basic		No	0.00
		a. Division Allocation	Subtotal		
502,803.99	Yes	Title II, Part A, Supporting Effective Instruction (Provide a. and b. subtotal)		Yes	502,803.00
		a. Division Allocation	Subtotal		502,803.00
		b. Transferability Funds (funds transferred from Title II, Part A)	Subtotal		0.00
12,969.71		Title III, Part A, Language Instruction for English Learners and Immigrant Students (Total of: only a; or only b.)		No	0.00
		a. EL Subgrant - Not part of a consortium	Subtotal		
		b. Immigrant Children and Youth Subgrant	Subtotal		
276,416.86	No	Title IV, Part A, Student Support and Academic Enrichment (Provide a. and b. subtotal)		Yes	58,416.86
		a. Division Allocation	Subtotal		276,416.86
		b. Transferability Funds (funds transferred from Title IV, Part A)	Subtotal		218,000.00
0.00		Title V, Part B, Subpart 2, Rural and Low-Income School Program		No	0.00
		a. Division Allocation	Subtotal		

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 out of the Title II, Part A, or Title IV, Part A programs, **PRIOR APPROVAL IS REQUIRED**, and a separate Transferability approval form must be submitted.
Transfer Request Form

Program from which funds will be transferred:		Select program(s) TO which funds will be transferred:	Amount
Title II, Part A	TO	Title I, Part A, Improving Basic Programs Operated by the LEAs	
		Title I, Part C, Education of Migratory Children	
		Title I, Part D, Subpart 2, Neglected, Delinquent, or At-Risk - Basic	
		Title III, Part A, Language Instruction for English Learners and Immigrant Students	
		Title IV, Part A, Student Support and Academic Enrichment	
		Title V, Part B, Subpart 2, Rural and Low-Income School Program	
Total			0.00

Program from which funds will be transferred:		Select program(s) TO which funds will be transferred:	Amount
Title IV, Part A	TO	X Title I, Part A, Improving Basic Programs Operated by the LEAs	99,000.00
		Title I, Part C, Education of Migratory Children	
		Title I, Part D, Subpart 2, Neglected, Delinquent, or At-Risk - Basic	
		X Title II, Part A, Supporting Effective Instruction	119,000.00
		Title III, Part A, Language Instruction for English Learners and Immigrant Students	
		Title V, Part B, Subpart 2, Rural and Low-Income School Program	
Total			218,000.00

B. LOCAL CONTACT BY PROGRAM AREA

Title I, Part A, Improving Basic Programs Operated by the LEAs						
Name of Contact:	Jennifer Conner				Title:	Coordinator of Compensatory Programs
Mailing Address:	100 N. Main Street, Suffolk, VA 23434					
Phone:	757-925-6759	Ext.	668509	Fax:		Email: jenniferconner@spsk12.net
Title I, Part C, Education of Migratory Children						
Name of Contact:					Title:	
Mailing Address:						
Phone:		Ext.		Fax:		Email:
Title I, Part D, Subpart 2, Neglected, Delinquent, or At-Risk						
Name of Contact:					Title:	
Mailing Address:						
Phone:		Ext.		Fax:		Email:
Title II, Part A, Supporting Effective Instruction						
Name of Contact:	Katherine Barbosa				Title:	Supervisor of Professional Learning
Mailing Address:	100 N. Main Street, Suffolk, VA 23434					
Phone:	757-925-6759	Ext.	668510	Fax:		Email: katherinebarbosa@spsk12.net
Title III, Part A, Language Instruction for English Learners and Immigrant Students						
Name of Contact:	Steven Edwards				Title:	Coordinator of Research & Testing
Mailing Address:	100 N. Main Street, Suffolk, VA 23434					
Phone:	757-925-6759	Ext.	668507	Fax:		Email: stevenedwards@spsk12.net
Title IV, Part A, Student Support and Academic Enrichment						
Name of Contact:	Jennifer Conner				Title:	Coordinator of Compensatory Programs
Mailing Address:	100 N. Main Street, Suffolk, VA 23434					
Phone:	757-925-6759	Ext.	665509	Fax:		Email: jenniferconner@spsk12.net
Title V, Part B, Subpart 2, Rural and Low-Income School Program						
Name of Contact:					Title:	
Mailing Address:						
Phone:		Ext.		Fax:		Email:

C. PROGRAM OVERVIEW (3 PAGES)

In narrative format:

1. Describe, as applicable, how the instructional program or program of services will align with Virginia's accountability plan and support student achievement, including the following:
 - Supporting student mastery of K-12 college-and-career ready reading and mathematics standards, and attainment of proficiency or better on corresponding assessments;
 - For high schools with a graduating class, supporting student completion of graduation requirements in a timely fashion; and
 - Ensuring that students are taught by effective teachers meeting Virginia licensing and professional teaching requirements and providing meaningful professional development and support to promote effective instruction to increase student achievement.
2. Describe the targeted population(s). (Examples are: subgroups of students, homeless and migrant students, instructional and administrative staff, paraprofessionals, parents, etc.)
3. Explain how the instructional program or program of services supplements, not supplants, the core instructional program or services offered by the LEA to all students and/or all schools.
4. Provide a description of the needs assessment that was conducted to support the proposed activities.
5. For Title I, Part A
 - a. Include the delivery model(s) used and grade spans served; and
 - b. Explain how the division ensures that meaningful parent and family engagement activities are planned and implemented at each Title I school.

1. Suffolk continues to be concerned with the significant learning loss due to COVID and will strategically plan to use local, state, and federal funds to address this concern. Suffolk Public Schools' funding is achieved through the combined efforts of all three levels of government: local, state, and federal. With these funds, the LEA is principally concerned with equitable distribution of revenues for the purpose of educating all students. In addition to addressing learning loss, Suffolk Public Schools' will continue to focus on increasing academic rigor and the graduation rate, closing the achievement gap, reducing drop-out percentages, building family, and community support and ensuring equity with student access to resources for virtual and in-person learning.

While focusing on instruction, school leadership, and teacher training to increase student achievement, Suffolk Public Schools will support effective programming for school improvement, retention of highly effective staff, technology education and integration, instructional resources, professional development, and family engagement through Title I-A Title II-A funding. When looking at student achievement from longitudinal data and staff reflections, all K-12 students in Suffolk City Schools will benefit from further intervention in literacy and mathematics to help them become life-long learners equipped with the skills, knowledge and attitudes to succeed as productive citizens in a local, national and global society. Emphasis will be placed upon instruction, student growth, and improved performance on state and local assessments.

In 2022-2023, ten Title I schools will operate under the Schoolwide Program Model. Students will be serviced by a reading specialist through both the pull-out and push-in instructional models. An integral part of the Title I program is its collaboration and co-teaching model with classroom teachers during grade level and vertical planning meetings. As schools work towards meeting higher academic standards and attaining SOL proficiency or better, federal resources will be used to support student achievement through the use of programs, resources, and services.

Title I Schools will develop and implement their Schoolwide Performance Plans to facilitate achievement and SOL proficiency for students in reading, mathematics, science and history. Using district-based School Performance Quarterly Reviews, these plans will be monitored by the division leadership. The Academic Coaches will assist staff in their efforts to close the achievement gap through data-based decision making and collaborative team/data meetings. Staff will strengthen their school-based learning communities and Title I set-aside funds will be reserved to assist eligible homeless students who need academic support through tutorial assistance and/or purchase of school supplies and materials for at home study. The district's homeless education liaison will work closely with the non-Title I schools to ensure their homeless students are assessed academically for supplemental services, including books and materials funded through Title I.

As the high schools work to meet graduation requirements, they continue to monitor the performance of at risk students through the Virginia Early Warning System. This tool identifies at-risk students before they drop out, identifies what they need to do to get on track, and commits to a plan for improvement. Reading Specialists, paraprofessionals, academic and math coaches will deliver supplemental literacy and math instruction for students in need of Tier II and Tier III interventions. Administrators will continue to increase the frequency of classroom observations and coaching sessions, as needed, with the assistance of their academic coaches and instructional content supervisors. While concentrating on improved test performance, compelling evidence and scientific research suggest that schools must focus on significant resources and instructional expertise early to prevent reading problems and intervene at the first sign of a problem. It is for this reason that the Title I program is directed towards elementary students in K-5 grades only (Section 1113-F). Three primary reasons for intervening early: (1) to enhance the child's development, (2) to provide support and assistance, and (3) to maximize the child's overall academic performance as soon as possible. Middle and high schools are not included in this grade span and will not be afforded Title I services.

Suffolk Public Schools will continue its goal to employ effective staff who meet Virginia's licensing and professional teaching requirements. According to the 2021-2022 IPAL Report, the percentage of classes taught by teachers licensed to teach their core subjects was 91.26%. An area of focus is increasing the percentage of properly licensed and endorsed teachers at all schools in the division. Title II-A funding will support the division's efforts to hire instructional staff and paraprofessionals who meet Virginia's teacher licensing and professional teacher assistants' requirements as well as support currently employed instructional staff to achieve the status of properly licensed and endorsed. Title II-A funds will also support teacher mentoring and coaching, staff training, leadership institutes, online tutorials and/or conference attendance in core content areas. Funding from Title I-A and II-A will assist the division in meeting its professional development efforts to increase teacher, administrator and staff capacity to improve instruction. All licensed personnel have the opportunity to participate in professional development activities such as conferences, curriculum development, mentoring, and/or divisionwide professional learning communities. Additional training of staff will also emphasize data analysis, the science of reading, classroom management and the integration of technology into the curriculum. Content Supervisors and Specialists, funded locally, will continue to serve as instructional resources for schools and assist in the modeling/coaching of research-based instructional strategies so that schools can meet the K-12 college and career ready reading and math standards. To provide adequate support and training for staff, Title I funds will be used to facilitate professional development in literacy and mathematics for teachers in Title I schools. Additional support will focus on follow-up intervention and remediation based on assessment data and small group instruction.

C. PROGRAM OVERVIEW (CONTINUED)

2. The targeted populations for Title I-A funds will include: students requiring tier II & tier III level interventions for literacy and mathematics, students not mastering the Virginia Standards of Learning, students who are more than two years behind in mastery in the areas of literacy and math, homeless students, families, a class size reduction teacher, supplemental staff, and administrative staff (building and division level).

The targeted populations for Title II-A funds include: class size reductions teachers, instructional and administrative staff division-wide, mentors for new teachers, first and second year teachers, teachers that are not properly licensed and endorsed, and local private schools.

3. Title I -A funding supplements instructional programs at each of the ten identified Title I schools by providing reading specialist(s), an academic coach, and instructional assistants. These specific positions are not available at non-Title I schools. Additional resources and instructional materials are purchased by and for the schools to supplement literacy and mathematics instruction. These resources include but are not limited to: online subscriptions, decodable readers, tier II & tier III intervention materials, and evidence based interventions/programs.

Instructional support by the academic coaches includes modeling, planning, data analysis and the use of effective current research-based practices. Academic Coaches participated in Student-Centered Coaching training during the 2021-2022 school year and will continue to use coaching cycles with teachers to build their capacity. Title I funds will be used for itinerant math coaches to support math instruction across our Title I schools as well as build teacher capacity with the alignment of the written, taught, and tested mathematics curriculum which will result in increased student mathematics achievement across all grade levels.

Instructional assistants work with small groups to reinforce reading and math skills. These employees will concentrate on closing the achievement gap between high and low performing students by providing targeted instruction on the weakest SOL strands, PALS (Phonological Awareness Literacy Screening) and VKRP (Virginia Kindergarten Readiness Program) results.

4. A division-wide Title I Needs Assessment was distributed to multiple stakeholders for feedback and input of the current Title I program and focus of funding and support. Input was received from instructional staff, families, building administrators, and division level leaders. Also a division-wide climate survey was distributed which had specific questions focused on Title I programs at each of the identified schools. Results from the needs assessments were reviewed and discussed to determine program focus and funding areas for the upcoming school year. The source for low income data used in this grant application is the April 1, 2022 (all schools except for Florence Bowser Elementary) and the April 1, 2021 (Florence Bowser only) Report of Schools and LEAs Eligible and Near Eligible to Participate in CEP and State CEP School Requirement available on the VDOE SNS website.

5a. Each of the 10 Title I schools implement a schoolwide program that serves grades Kindergarten through fifth grade through pull-out services, push-in services, modeling and co-teaching by the reading specialists and academic coaches, as well as instructional support in whole and small group settings by the Title I funded paraprofessionals.

b. Suffolk Public Schools will continue its support of family engagement programs to actively engage parents and the community by offering skilled parenting sessions to all parents. Parent and community surveys are given annually. Each school develops a Family Engagement Plan based on needs. Family engagement activities will be held four times during the upcoming school year at each school and 4 times a year divisionwide. The Community Engagement Facilitator, a position funded through Title I works with the Title I schools to host quarterly family engagement activities at each Title I school. The division realigned the responsibilities of the Community Engagement Facilitator to monitor and support efforts to strengthen family engagement activities and support at school level. The division also offers division wide family engagement events throughout the year. Schools are required to submit documentation of their individual family engagement activities four times a year. Planning for these activities occurs during the fall. Our Parent Resource Center, which is located on the campus of a Title I school provides resources for parents and students. It is a place parents may go to receive academic support and gain access to the community services located in their neighborhoods. Materials and supplies for the Parent Resource Center are provided by the school division.

C. PROGRAM OVERVIEW (CONTINUED)

The center is staffed by the Title I Community Engagement Facilitator and a part-time Parent Relations Facilitator funded by Special Education. Through the use of Title I funds, the division has provided each of the Title I schools access to Family Engagement on Demand which provides free online videos and resources for families to support their child's learning at home.

D. 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.

Federal, State, and Local Services and Programs are coordinated and integrated to assist Suffolk Public Schools' personnel to serve all students. Title I, Part A and Title II, Part A funds are used in a supplementary manner to provide intensive academic support services to improve student achievement in literacy and math.

Supplemental Support - Title I funds will continue to support Reading Specialists who work at each Title I school to supplement the reading instruction provided by the general education classroom teachers for struggling readers and students who are in danger of not mastering the Virginia Standards of Learning. In addition, Title I funds are used to provide an academic coach at each Title I school, teacher assistants and funding for professional development on current evidence-based practices. Instructional support includes modeling, planning, data analysis and the use of effective current evidence-based practices. Academic Coaches participated in Student-Centered Coaching training during the 2021-2022 school year and will continue to use coaching cycles with teachers to build their capacity.

Class Size Reduction Teachers - Funds from both Title I - A and Title II-A will be used to support strategic math and/or reading instruction in schools that are not meeting proficiency in math and/or reading. Title II-A funds will provide class size reduction teachers for these schools: John F. Kennedy M.S., Mack Benn. Jr. E.S. and Elephant's Fork E.S. An additional class-size reduction teacher is provided for Mack Benn Jr. E.S. with Title I-A funding and Title IV-A will fund a class size reduction teacher at King's Fork Middle School. Furthermore, Title I paraprofessionals work with classroom teachers and reading specialists to decrease the student/adult ratio to allow for more individualized instruction. Under the supervision of licensed staff, these assistants work with small groups to reinforce the more challenging skills in reading and mathematics.

Professional Development - Funds from multiple sources, local funding, Title I-A, Title II-A, Title III-A, and Title IV-A are used to provide comprehensive professional development activities that support the division's strategic plan and the schools' improvement plan goals. Stipends for teacher mentors for first and second year teachers are provided with Title II-A funds. In addition, Title III funds are used to provide stipends for teachers who work with English learners. Further, the academic and math coaches funded with the Title I-A grant provide teachers with ongoing professional development in their classrooms by assisting with lesson planning, modeling lessons, data analysis, classroom management, and the alignment of the written, taught, and tested curriculum, etc. To ensure the transfer of this training into actual teaching practices, the division employs content supervisors and specialists, with local funding, to assist with modeling and monitoring evidence-based instructional strategies. They provide professional development at three levels within the division, teacher, school and division. Finally, Title II, Title III and Title I funds are used to provide in-service training for a variety of content areas to increase teachers' knowledge and instructional capacity.

These funds will also assist with division-sponsored training sessions virtually, online or in person for staff and paraprofessionals on effective tier I instructional practices, classroom management, differentiated instruction, evidence-based instructional strategies, Problem-Based Learning, the science of reading, mentoring/coaching, technology integration, and math instruction. Title I-A and Title II-A funds will support training of school administrators, academic/math coaches, and school staff, and for attendance at local and national conferences.

D. COORDINATION OF SERVICES (CONTINUED)

Kindergarten Transition - Transitional activities are included for our division's Early Start preschool program, Head Start and preschools located within Suffolk's attendance boundaries to help students and parents move smoothly from pre-kindergarten to kindergarten. They are funded with local funds, Virginia Preschool Initiative, and Head Start funding. Each Title I school includes transition plans for incoming kindergarteners within the community of their school. The Community Engagement Facilitator provides support to Early Start and Kindergarten teachers and families with this transition through training, observations, feedback and participating in community planning meetings (ECDC, Minus 9 to 5, Suffolk Redevelopment Housing etc.). All teachers and paraprofessionals will receive ongoing professional development in VKRP (Virginia Kindergarten Readiness Program) and STREAMin3 curriculum.

Title I-A, Title II-A and Title IV-A funds will support teacher training on effective tier I instructional practices, differentiated instruction, and the integration of technology into the curriculum. These funds will support online course work and teacher attendance at conferences in these areas of focus into the core content areas for instructional and SOL improvement. Title II-A funds will be used to continue teacher training in the effective use of technology for planning and instruction. The administrators with oversight for these programs work collaboratively throughout the grant and school year to eliminate program redundancy. Teacher and Administrative quality is supported with multiple resources including funds from Title II - A, Title I-A, Title IV-A, local professional development funds, a new teacher mentor grant, the VDOE career switcher grant, and the Suffolk Education Foundation.

Family Engagement - The Community Engagement Facilitator, a position funded through Title I works with the Title I schools to host quarterly family engagement activities at each Title I school. The division realigned the responsibilities of the Community Engagement Facilitator to monitor and support efforts to strengthen the literacy and math program for the upcoming school year. The Community Engagement Facilitator is CLASS Observer Certified and he will continue to provide ongoing support and feedback to teachers serving at-risk students in the Early Start program. Our Parent Resource Center, which is located on the campus of a Title I school provides resources for parents and students. It is a place parents may go to receive academic support and gain access to the community services located in their neighborhoods. Materials and supplies for the Parent Resource Center are provided by the school division. The center is staffed by the Community Engagement Facilitator and a part-time Parent Relations Facilitator funded by Special Education.

Partnerships within the community have increased family engagement, promoted family literacy, created safety awareness programs and provided technology training for parents. Title III funds and other funding sources are used to provide translations for parent meetings and for written materials provided for parents to strengthen school and home communication.

E. MEASURABLE OBJECTIVES

What is a Measurable Objective?

A measurable objective has four components:

- a) Subject (Who is the target or focus?);
- b) Behavior (What will be changed/improved?);
- c) Specific criteria for assessing improvement, readiness, or achievement, and tools to be used to measure effectiveness; and
- d) Time period for performance or assessment.

- 1. State up to ten measurable objectives 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.
- 3. Migrant Programs: School divisions completing Title I, Part C, Education of Migratory Children, should include program specific Measurable Objectives in the narrative as outlined in the Title I, Part C, tab.

Measurable Objective 1:	Federal program(s) funds planned:	Title I-A & Title II -A
By Spring 2023, students in grades K-5 will show a 10% increase in reading performance as measured on the PALS, SOL, iReady, and local common assessments.		

Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:		
<p>1. Title I-A funds will support supplemental staff (supporting Tier I-CSR, Tier II & Tier III-intervention), academic coaches (instructional coaching for all staff working to align written, taught, tested curriculum), additional PD opportunities in the area of literacy, supplementary instructional materials and software to provide additional learning opportunities (books, subscriptions, manipulatives, supplemental programs, etc.), and opportunities for families to engage in extended learning opportunities to better understand how to support literacy at home.</p> <p>2. Title II-A funds will support: 6 class-size reduction teachers in targeted schools based on student performance on state and local reading assessments, training (conferences, consultants and/or Train-the-Trainer teams) for teachers and administrators on the Science of Reading, writing across the curriculum, using formative assessments, data analysis, diversity, literacy, student engagement, VTSS (Virginia Tiered System of Support), curriculum alignment, instructional coaching, professional learning communities, project/problem based learning/assessment, ESEA Technical Assistance.</p>		

Measurable Objective 2:	Federal program(s) funds planned:	Title I-A & Title II -A
By Spring 2023, students in grades K-5 will show a 10% increase in mathematics performance as measured on the SOL, iReady, and local common assessments.		

Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:		
<p>1. Title I-A funds will support: supplemental staff (supporting Tier I-CSR), academic coaches (instructional coaching for all staff working to align written, taught, tested curriculum), additional PD opportunities in the area of mathematics, supplementary instructional materials and software to provide additional learning opportunities (books, subscriptions, manipulatives, supplemental programs, etc.), and opportunities for families to engage in extended learning opportunities to better understand how to support mathematics at home.</p> <p>2. Title II-A funds will support: 6 class-size reduction teachers in targeted schools based on student performance on state and local math assessments, training (conferences, consultants and/or Train-the-Trainer teams) for teachers and administrators online and face to face on student engagement, VTSS (Virginia Tiered System of Support), curriculum alignment, STEAM (Science, Technology, Engineering, Arts and Math), instructional coaching, professional learning communities, project/problem based learning/assessment and ESEA Technical Assistance.</p>		

E. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 3	Federal program(s) funds planned	Title I-A
<p>By the end of the 2022-2023 school year, attendance at family engagement events (virtual & face-to-face) will increase by 10% as compared to attendance rates from the 2021-2022 school year as measured by sign-in sheets and receipt of family engagement feedback surveys (when applicable).</p>		

Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:		
<p>Title I-A funds will support a Community Engagement Facilitator to plan, coordinate, and implement parent engagement programs at all of the Title I schools, materials and supplies used to ensure events are engaging and allow for extended learning opportunities beyond the school, materials such as books and manipulatives to help build libraries of student materials at home, and light refreshments to support events that take place during meal time or instructional activities that include food (sorting skittles or items to measure during a cooking activity, for example).</p>		

Measurable Objective 4:	Federal program(s) funds planned	Title II-A
<p>By June 2023, 100% of teachers and paraprofessionals will be properly licensed and endorsed as measured by the IPALS report.</p>		

Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:		
<p>Title II-A funds will support reimbursement for taking and passing the Praxis assessment, training and stipends for mentors for newly hired teachers, professional learning for teachers and administrators on student engagement, effective tier I instructional strategies, curriculum alignment, project/problem based learning/assessment, instructional coaching support from conferences, consultants and/or train-the-trainer teams, and division-level membership for Learning Forward to provide school and instructional leaders access to current research on effective professional learning practices and implementation to improve teacher quality.</p>		

E. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 5:	Federal program(s) funds planned:	Title II-A
By June 2023, all instructional personnel will participate in at least ten professional development activities as evidenced by participation logs, artifacts, and Frontline reports.		

Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:		
1. Title II-A funds will support professional development/training and travel through conferences, consultants, or train-the-trainer teams (face to face or virtual) for teachers and administrators on student engagement, effective tier I instructional strategies, curriculum alignment, project/problem based learning/assessment, VTSS (Virginia Tiered System of Support), differentiating instruction, instructional coaching, and division-level membership for Learning Forward to provide school and instructional leaders access to current research on effective professional learning practices and implementation to improve teacher quality. 2. Title II-A funds will support professional development opportunities for administrators and division level leaders on monitoring effective teaching practices, the science of reading, monitoring and evaluating student learning, data-informed decision making, student engagement, and teacher evaluation and feedback.		

Measurable Objective 6:	Federal program(s) funds planned:	
(This section is currently blank.)		

Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:		
(This section is currently blank.)		

F. LOCAL EDUCATIONAL AGENCY BUDGET SUMMARY

		Title I, Part A	Title I, Part C	Title I, Part D	Title II, Part A	Title III, Part A		Title IV, Part A				Title V, Part B	DOES THE BUDGET SUMMARY MATCH THE DETAILED BUDGET BREAKDOWN?
Allocation:		3,506,785.00	0.00	0.00	507,803.00	0.00	0.00	Well-Rounded Education	Safe & Healthy Students	Technology	Sum	0.00	
OBJECT CODE	EXPENDITURE					EL	IY						
1000 - Personnel Services	Non Set-Aside	1,829,233.00											
	Set-Aside	649,152.00											
	Parent and Family Engagement Set-Aside												
	Private School Set-Aside										0.00		
	Administrative										0.00		
	Non-Administrative				348,688.00						0.00		
	Total Personnel Services	2,478,385.00	0.00	0.00	348,688.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	Yes
2000 - Employee Benefits	Non Set-Aside	795,260.00											
	Set-Aside	44,200.00											
	Parent and Family Engagement Set-Aside												
	Private School Set-Aside										0.00		
	Administrative										0.00		
	Non-Administrative				113,165.00						0.00		
	Total Employee Benefits	839,460.00	0.00	0.00	113,165.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	Yes
3000 - Purchased/Contracted Services	Non Set-Aside	50,000.00											
	Set-Aside	10,000.00											
	Parent and Family Engagement Set-Aside												
	Private School Set-Aside				29,830.52						0.00		
	Administrative										0.00		
	Non-Administrative				5,319.48						0.00		
	Contracted Services										0.00		
	Total Purchased/Contracted Services	60,000.00	0.00	0.00	35,150.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	Yes
4000 - Internal Services	Non Set-Aside												
	Set-Aside	3,000.00											
	Parent and Family Engagement Set-Aside												
	Private School Set-Aside										0.00		
	Administrative										0.00		
	Non-Administrative										0.00		
	Internal Services										0.00		
	Total Internal Services	3,000.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	Yes
5000 - Other Charges	Non Set-Aside												
	Set-Aside	5,000.00											
	Parent and Family Engagement Set-Aside												
	Private School Set-Aside				5,000.00						0.00		
	Administrative										0.00		
	Non-Administrative				1,000.00					0.00			
	Indirect Costs										0.00		
	Total Other Charges	5,000.00	0.00	0.00	6,000.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	Yes
6000 - Materials and Supplies	Non Set-Aside	68,440.00											
	Set-Aside	17,500.00											
	Parent and Family Engagement Set-Aside	35,000.00											
	Private School Set-Aside										0.00		
	Administrative										0.00		
	Non-Administrative										0.00		
	Materials										0.00		
	Total Materials and Supplies	128,940.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	Yes
9000 - Capital Outlay	Non Set-Aside												
	Set-Aside												
	Parent and Family Engagement Set-Aside												
	Private School Set-Aside										0.00		
	Non-Administrative										0.00		
	Total Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	Yes
TOTAL BUDGET		3,506,785.00	0.00	0.00	507,803.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL PARENT AND FAMILY ENGAGEMENT SET-ASIDE		35,000.00	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
TOTAL SET-ASIDE BUDGET (ADMINISTRATIVE COSTS FOR TITLE II, PART A)		728,852.00	N/A	N/A	6.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	N/A
TOTAL PRIVATE SCHOOL SET-ASIDE		0.00	N/A	N/A	24,830.52	0.00	0.00	0.00	0.00	0.00	0.00	0.00	N/A
IF ALLOCATION IS \$30,000 OR GREATER, DOES THE ALLOCATION MEET MINIMUM REQUIREMENT FOR EACH AREA?		N/A	N/A	N/A	N/A	N/A	N/A	Requirement Not Met - Redistribute Funds	Requirement Not Met - Redistribute Funds	Requirement Not Met - Redistribute Funds	N/A	N/A	N/A
DOES THE BUDGET SUMMARY MATCH THE TOTAL ALLOCATION?		Yes	Yes	Yes	Yes	Yes	Yes	No - Please review your entries.				Yes	Difference (\$8,416.00)

- 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 and Title IV, Part A 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.

G. 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 "Federal Program Funding Source" and "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 I-A funds will be used to support the following school level staff:

- Reading specialists: provide supplemental targeted reading interventions for identified students who are reading below grade level.
-Academic coaches: provide instructional coaching for all staff working to align written, taught, tested curriculum
-Class size reduction teacher: teaches in a targeted school based on student performance on state and local literacy and math assessments with a goal of an 18:1 student to teacher ratio.
-Paraprofessionals: provide supplemental targeted reading interventions for identified students who are reading below grade level under the supervision of a licensed teacher
-The Community Engagement Facilitator: plans, coordinates, and implements parent engagement programs in the district (school and division level) to ensure events are engaging and allow for extended learning opportunities beyond the school.

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

- The administrative secretary: provides clerical and accounting support for the Title I program.
-The Coordinator of Compensatory Services: administers and monitors the Title I, Part A grant, prepares the consolidated application, coordinates Title I programs in all Title I schools, and ensures compliance of all Title I policies across the division.

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

- 4 class-size reduction teachers in targeted schools based on student performance on state and local literacy and math assessments with a goal of an 18:1 student to teacher ratio.
50 teacher mentors to model, coach, and support newly hired teachers (new to the profession and new to the division).

Please provide a detailed description of Title II, Part A and Title III, Part A Private School activities (if no private school set-aside is present, please enter N/A).

N/A

Table with 6 columns: Types of Staff Positions, Measurable Objective, Federal Program Funding Source, Category, FTEs, Total Cost. Rows include Reading Specialists, Academic Coaches, CSR teacher, Paraprofessionals, Administrative Secretary, etc.

DETAILED BUDGET DESCRIPTION OF OBJECT CODE 1000

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

FICA - 7.65%
 VRS - 18.29%
 Group Life - 1.34%
 Health Insurance - \$9,500

Please provide a detailed description of Title II, Part A and Title III, Part A Private School activities (if no private school set-aside is present, please enter N/A).

N/A

Item Description	Measurable Objective	Federal Program Funding Source	Category	Total Cost
Private School Set-aside		Title II, Part A		
Fringe Benefits for Title I Personnel	1,2,3	Title I, Part A		742,000.00
Fringe benefits for CSR	1,2	Title I, Part A		20,360.00
Fringe benefits for Community Engagement Facilitator	3	Title I, Part A		32,900.00
Fringe benefits for Administrative Secretary		Title I, Part A	Division	14,200.00
Fringe benefits for Coordinator of Compensatory Programs		Title I, Part A	Division	30,000.00
Fringe benefits for CSR teachers	1,2			112,400.00
FICA for mentor teachers	4			765.00
Total for Object Code:				952,625.00

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.

Title I-A funds will be used to support supplementary instructional software licenses/subscription renewals to provide additional learning activities such as Reading Eggs, Reading A-Z, and other research-based intervention programs.

Title I-A funds will be used to support professional development activities for instructional staff, building administrators, and division level leadership such as consultants, trainings, and conferences (virtual and face-to-face) that support and align with division and school level professional development initiatives in areas such as literacy, mathematics, improving tier I instruction, differentiated instruction, student engagement, technology integration, instructional coaching, and curriculum alignment.

Title I-A funds will be used to support vendors for family engagement activities.

Title II-A funds will support professional development for teachers and administrators on identified division and building level initiatives such as student engagement, effective tier I instructional strategies, curriculum alignment, project problem based learning, assessment, and instructional coaching support from conferences, consultants and/or train-the-trainer teams (virtual or face-to-face), and division-level membership for Learning Forward to provide school and instructional leaders access to current research on effective professional learning practices and implementation to improve teacher quality.

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

Private schools will use Title II-A funds to provide professional development (virtual or face-to-face) such as conferences, consultants, or coursework for staff based on their needs.

Item Description	Measurable Objective	Federal Program Funding Source	Category	Total Cost
Professional development such as conferences/consultants (virtual/face-to-face)		Title II, Part A		29,830.52
Instructional software licenses to supplement reading & math instruction	1,2	Title I, Part A		20,000.00
Professional development such as conferences/consultants (virtual/face-to-face)	1,2,3	Title I, Part A		30,000.00
Professional development such as conferences/consultants (virtual/face-to-face)	1,2,3	Title I, Part A	Division	10,000.00
Professional development such as conferences/consultants (virtual/face-to-face)	4, 5	Title II, Part A	Professional Development	5,319.48
Total for Object Code:				95,150.00

DETAILED BUDGET DESCRIPTION OF OBJECT CODE 6000

Provide a description for expenses related to object code 6000 Materials and Supplies. Include items that are consumed or materially altered when used and minor equipment that is not capitalized. Equipment under \$5,000, including computer equipment, should be reported under this object code unless the LEA has set a lower capitalization threshold. Indicate the quantity for each item.

Title I-A funds will be used to support the purchase of supplementary instructional materials to provide additional learning opportunities (books, leveled readers, decodable readers, subscriptions, manipulatives, technology devices and equipment, supplemental programs, etc.) in the core content areas (literacy, mathematics, science, and social studies) at the school level and division level.

Title I-A funds will be used to support materials and supplies used to ensure family engagement events are engaging and allow for extended learning opportunities beyond the school, materials such as books and manipulatives to help build libraries of student materials at home, and light refreshments to support events that take place during meal time or instructional activities that include food (sorting skittles or items to measure during a cooking activity, for example).

Title I-A funds will be used to support the purchase of instructional resources, supplies, bookbags, shoes, clothing and materials to assist students experiencing homelessness in or outside of the school setting.

Title I-A funds will be used to support the purchase of materials for administrative expenses such as binders, office supplies, etc.

Title I-A funds will be used to support the purchase of book vending machine at our newest Title I school, based on the needs identified by the division. This will be used as an incentive for improved student performance in reading. Students will earn tokens as a result of improvement in their reading ability performance which will then allow them to deposit the token(s) in the book vending machine to select a book of their choosing.

Please provide a detailed description of Title II, Part A and Title III, Part A Private School activities (if no private school set-aside is present, please enter N/A).

N/A

Item Description	Measurable Objective	Federal Program Funding Source	Category	Quantity	Total Cost
Private School Set-aside		Title II, Part A			
		Title III, Part A			
Supplementary Instructional Materials	1, 2, 3	Title I, Part A			68,440.00
Family Engagement materials	3	Title I, Part A	PFE (School Level)		35,000.00
Instructional materials and supplies for homeless students	1,2,3	Title I, Part A	Homeless		6,000.00
Administrative Expenses		Title I, Part A	Division		1,500.00
Book Vending Machines	1,3	Title I, Part A	Division		10,000.00
Total for Object Code:					120,940.00

H. TRANSFERABILITY

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](#)

OBJECT CODE	EXPENDITURE	Title I, Part A		Title I, Part C		Title I, Part D		Title II, Part A	Title III, Part A		Title IV, Part A	Title V, Part B		DOES THE BUDGET SUMMARY MATCH THE DETAILED BUDGET BREAKDOWN?
		Title II, Part A, Transferability Award S367A220044 Project Code APE5101	Title IV, Part A, Transferability Award S424A220048 Project Code APE6019	Title II, Part A, Transferability Award S367A220044 Project Code APE6014	Title IV, Part A, Transferability Award S424A220048 Project Code APE6019	Title II, Part A, Transferability Award S367A220044 Project Code APE6015	Title IV, Part A, Transferability Award S424A220048 Project Code APE6021	Title IV, Part A, Transferability Award S424A220048 Project Code APE6022	Title II, Part A, Transferability Award S367A220044 Project Code APE6016	Title IV, Part A, Transferability Award S424A220048 Project Code APE6023	Title II, Part A, Transferability Award S367A220044 Project Code APE6017	Title II, Part A, Transferability Award S367A220044 Project Code APE6018	Title IV, Part A, Transferability Award S424A220048 Project Code APE6024	
Amount Transferred to Program:		0.00	99,000.00	0.00	0.00	0.00	0.00	119,800.00	0.00	0.00	0.00	0.00	0.00	
1800 - Personnel Services	Non Set-Aside													
	Set-Aside		60,000.00											
	Parent and Family Engagement Set-Aside													
	Private School Set-Aside													
	Administrative Non-Administrative							51,318.00						
Total Personnel Services		0.00	60,000.00	0.00	0.00	0.00	0.00	51,318.00	0.00	0.00	0.00	0.00	0.00	Yes
1900 - Employee Benefits	Non Set-Aside													
	Set-Aside		18,000.00											
	Parent and Family Engagement Set-Aside													
	Private School Set-Aside													
	Administrative Non-Administrative							13,914.00						
Total Employee Benefits		0.00	18,000.00	0.00	0.00	0.00	0.00	13,914.00	0.00	0.00	0.00	0.00	0.00	Yes
3000 - Purchased/Contracted Services	Non Set-Aside													
	Set-Aside		8,000.00											
	Parent and Family Engagement Set-Aside		1,500.00											
	Private School Set-Aside													
	Administrative Non-Administrative							28,524.50						
Total Purchased/Contracted Services		0.00	9,500.00	0.00	0.00	0.00	0.00	28,524.50	0.00	0.00	0.00	0.00	0.00	Yes
4000 - Internal Services	Non Set-Aside													
	Set-Aside													
	Parent and Family Engagement Set-Aside													
	Private School Set-Aside													
	Administrative Non-Administrative													
Total Internal Services		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	Yes
5000 - Other Charges	Non Set-Aside													
	Set-Aside													
	Parent and Family Engagement Set-Aside													
	Private School Set-Aside							300.00						
	Administrative Non-Administrative							7,000.00						
Total Other Charges		0.00	0.00	0.00	0.00	0.00	0.00	7,300.00	0.00	0.00	0.00	0.00	0.00	Yes
6000 - Materials and Supplies	Non Set-Aside													
	Set-Aside		11,500.00											
	Parent and Family Engagement Set-Aside													
	Private School Set-Aside							1,511.00						
	Administrative Non-Administrative							10,000.00						
Total Materials and Supplies		0.00	11,500.00	0.00	0.00	0.00	0.00	11,511.00	0.00	0.00	0.00	0.00	0.00	Yes
8000 - Capital Outlay	Non Set-Aside													
	Set-Aside													
	Parent and Family Engagement Set-Aside													
	Private School Set-Aside													
	Administrative Non-Administrative													
Total Capital Outlay		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	Yes
TOTAL BUDGET		0.00	99,000.00	0.00	0.00	0.00	0.00	119,800.00	0.00	0.00	0.00	0.00	0.00	Yes
TOTAL PARENT AND FAMILY ENGAGEMENT SET-ASIDE		0.00	1,500.00	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
TOTAL SET-ASIDE BUDGET (ADMINISTRATIVE COSTS FOR TITLE II, PART A)		0.00	97,500.00	N/A	N/A	N/A	N/A	0.00	0.00	0.00	0.00	N/A	N/A	
TOTAL PRIVATE SCHOOL SET-ASIDE		0.00	0.00	N/A	N/A	N/A	N/A	8,244.45	0.00	0.00	0.00	N/A	N/A	Difference
DOES THE TRANSFERABILITY BUDGET SUMMARY MATCH THE TRANSFERABILITY ALLOCATION?		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

L 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 "Federal Program Funding Source" and "Category". Does the Transferability Detailed Budget Breakdown Match the Transferability 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 IV-A to Title I-A transferability funds will be used for one itinerant math coach to support math instruction across our Title I schools as well as build teacher capacity with the alignment of the written, taught, and tested mathematics curriculum which will result in increased student mathematics achievement across all grade levels. Title IV-A to Title II-A transferability funds will be used to pay for 1 class size reduction teacher to reduce the student-teacher ratio with a goal of 1 teacher to 18 students to provide additional support to students that are struggling academically.

Please provide a detailed description of Title II, Part A and Title III, Part A Private School activities (if no private school set-aside is present, please enter N/A).

N/A

Table with 6 columns: Types of Staff Positions, Measurable Objective, Federal Program Funding Source, Category, FTEs, Total Cost. Includes rows for 'Itinerant Math Coach' and 'Class Size Reduction teacher'.

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.

Title IV-A to Title I-A and Title II-A transferability funds will be used to support professional development such as conferences, consultants, and coursework for staff and administrators on research and evidence-based practices, the Science of Reading, STEM/VTSS (Virginia Tiered Systems of Support), School Improvement Institutes, instructional coaching, literacy, mathematics, improving tier 1 instruction, cultural competency, closing the achievement gap and student engagement.

Title IV-A to Title I-A transferability funds will be used to support online family engagement workshops and supplementary instructional software to provide additional learning opportunities in core content areas.

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

Title IV-A to Title II-A transferability funds for private schools will be used to support professional development such as conferences, consultants, and coursework for instructional staff and administrators based on needs.

Item Description	Measurable Objective	Federal Program Funding Source	Category	Total Cost
Private School Set-aside		Title IV, Part A, Transferability	Professional Development	6,431.75
Title I- Virtual Family Engagement Workshops	3	Title IV, Part A, Transferability	PPE (School Level)	1,500.00
Title I-Conferences and consultants to support training to improve literacy & mathematics instruction (virtual/face-to-face)	1.2	Title IV, Part A, Transferability	Division	5,000.00
Title I-Supplementary instructional software to provide additional learning opportunities in core content areas.	1.2	Title IV, Part A, Transferability	Division	3,000.00
Title II-Conferences and consultants to support divisionwide training	4.5	Title IV, Part A, Transferability	Professional Development	28,524.55

Total for Object Code: 44,456.34

DETAILED BUDGET DESCRIPTION OF OBJECT CODE 5000

Provide a description of the 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. Indirect costs cannot be claimed against capital outlay and equipment.

Title IV-A to Title II-A transferability funds will be used to support:
 local travel for meetings, school visits and conferences regarding topics aligned with the intent and purpose of Title II
 travel and reimbursement for expenses to attend conferences and trainings such as \SRA, ESEA Program Coordinators' Technical Assistance Academy and the National ESEA Conference.

Please provide a detailed description of Title II, Part A and Title III, Part A Private School activities (if no private school set-aside is present, please enter N/A)
 Title IV-A to Title II-A transferability funds for private schools will be used to support travel and reimbursement for expenses to attend professional development such as conferences for instructional staff and administrators based on needs.

Item Description	Measurable Objective	Federal Program Funding Source	Category	Total Cost
Private School Set-aside				300.00
Travel for trainings, conferences, meetings, school visits	4.5	Title IV, Part A, Transferability	Professional Development	7,000.00
Total for Object Code				7,300.00

J. 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. Teachers and administrators are informed of the availability of Title I, Part A and Title II, Part A services for their students including special education and English learners.
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 school administrators and bookkeepers 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. Monthly parent and family engagement activities are held at each Schoolwide Title I school for all students, parents, and the community at the respective schools.
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 Suffolk Public Schools' Parent Resource Center or from 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.

K. SPECIFIC PROGRAM APPLICATION FORMS**1. TITLE I, PART A - IMPROVING BASIC PROGRAMS****a. Effective Transitions**

Describe how the local educational agency will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable-

- i. through coordination with institutions of higher education, employers, and other local partners; and
- ii. through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

Suffolk Public Schools employs these strategies to effectively transition students from middle to high school. Annual meetings are held with our middle school students and parents to explain the requirements for graduation. We host our middle school students at a nightly event to introduce them, not only to the school, but to the various organizations, clubs and athletics that we offer, so they can become aware of the host of activities they can participate in. All middle school students complete a course in career explorations during their 6th or 7th grade year during which they explore the 16 career clusters and learn about various job opportunities within each area. High school courses are offered at the middle school, which allow students to take more advanced courses. We host a summer transition program which will again introduce them to the building, but this time more specific to the courses and classrooms. We continue to monitor student progression at each marking period and assist with various remediation opportunities for recovery. We partner with the colleges and universities to allow students to visit. We take them through Virginia Wizard to explore options of a potential career. We meet with each student to discuss those career options and plan schedules accordingly to perhaps enhance the skills for those careers or perhaps become credentialed within that field. All 8th grade students take the PSAT 8/9 to help them determine their college readiness and provide them with information on areas of improvement for college readiness skills. We host a mentoring event to have stakeholders, business and organizations from the community share with our students how the necessary skills, such as effective communication, time management, and organization can be great assets. We have a relationship with Paul D. Camp and their Upward Bound program, where our students are exposed to more options and opportunities regarding college. Students are also able to earn an Associate's Degree or General Education Certificate beginning the summer after they complete their ninth grade year. Upward Bound students are encouraged to follow this track, if possible. In addition high school courses are offered at the middle school, which allow students to take more advanced courses. The transition for students from high school to post-secondary education is a continuance of the transition for middle school. The district holds various informational nights for each parent to explain the specialty programs that are available to all students who qualify: IB, Project Lead the Way, Governor's School for the Arts, and College and Career Academy at Pruden. Students and parents are able to attend these informational sessions and learn more about options as early as 6th grade.

SPS provides a college fair in October within the district as well as one in late April or early May that is arranged by the high school. We also host the College and Career Readiness Fair in November where students can learn about the various career and college opportunities including information on various topics such as college standardized tests, financial assistance, apprenticeships and NCAA regulations. Colleges, universities as well as businesses and organizations come to share with our students and often offer onsite acceptance and possible job offers. Our district participates in the ACCESS program which provides assistance for college preparedness for all students. ACCESS and guidance counselors meet with our seniors early in the year to assist with applications, completing the FAFSA and scholarship assistance. ACCESS also provides field trips to visit colleges and other postsecondary programs throughout the school year. We also work with them in determining a college that would be suitable for them and their specific needs and academic ability. We have a senior spotlight each week where we share the names of those students who have been accepted to college as well as scholarships they received. We have colleges and universities visiting the schools quite often. It is our goal to introduce the students to as much as we can so they are able to make a sound decision for their transition from high school to post-secondary education.

b. Reduction of Exclusionary Discipline Practices

Describe how the local educational agency will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students, as defined in section 1111(c)(2).

All schools have implemented the Positive Behavior Interventions and Supports (PBIS) Program to reduce the number of students removed from the classrooms either by in-school or out-of-school suspensions. The PBIS program focuses on training for students and teachers on how to address and redirect inappropriate behavior in a positive manner by teaching students more appropriate alternatives. Each school has a PBIS Leadership Team that reviews discipline monthly to look for trends and behaviors to address on a schoolwide basis for improvement. In addition, division and state coaches provide support to the schools to implement more effective disciplinary practices.

In-school suspension (ISS) programs were implemented in schools to reduce the number of out of school suspensions. The purpose is to keep the students in their school buildings. Students are typically assigned to ISS between one (1) to three (3). They receive assignments from their classroom teachers and, while in ISS, participate in the reinforcement of tier 1 behavior interventions and intervention strategies for the behaviors that resulted in being assigned to ISS.

Suffolk Public Schools has established two (2) FOCUS Centers whereby students who are suspended less than 10 school days may attend in lieu of serving out-of-school suspension. At the FOCUS Centers, students are given intervention strategies as support and leave the FOCUS Center with a corrective plan of action.

Students with more severe behavior difficulties may be assigned to an alternative program, usually between nine (9) weeks to a year. This keeps the students in school while the students participate in more intensive interventions and are educated in a more restrictive school environment. While in alternative programs, students participate in behaviors intervention strategies, are counseled by classroom teachers using the check in/check out behaviors conferences daily, counseling by the Western Tidewater Community Services Board (WTCBSB), and the school counselor. When released from an alternative setting, the base schools assign the students mentors for a period of time for these students to adjust to the rigor of the academic setting.

c. Student Eligibility Criteria for Title I Targeted Assistance Schools

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

[Empty text box for describing eligibility criteria]

d. Title I, Part A, New Schoolwide School Programs for 2022-2023

Plans for any new schoolwide programs must be submitted in advance of the application. Contact your Title I specialist in the Office of ESEA Programs for due date and additional information. For those schools that are already schoolwide, remember that you must do an annual review including a need assessment. Funds should be targeted in accordance with the academic needs of the students.

Name of School(s) Implementing New Schoolwide Programs for 2022-2023

Oakland Elementary School (was Schoolwide 20-21, plan will be updated and submitted)

[Empty text box for listing schools implementing new programs]

Name of school below 40% poverty for which the division applied for a schoolwide waiver:

Oakland Elementary School

[Empty text box for school name]

Was the waiver granted by the SEA?	X	Yes		No
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e. Staff Information for Title I, Part A: Targeted Assistance Programs

Provide the number of full-time equivalent (FTE) staff funded through Title I, Part A, participating in targeted assistance programs by job category. For administrators and supervisors who serve both targeted assistance and schoolwide programs, report the FTE attributable to the targeted assistance duties only. See guidelines for full description of staff categories. *Staffing information in this section must be identical to the information listed on the 35% and Above or Below 35% Low-Income tab (whichever is applicable), in the TITLE I, PART A, ALLOCATION TO ELIGIBLE SCHOOLS section in Columns 8-11 for Targeted Assistance Program.*

Please include staff FTE and percentage qualified for the 2022-2023 school year.		
Staff Category	Staff FTE 2022-2023	Percentage Qualified 2022-2023
Teachers		
Paraprofessionals		
Other Paraprofessionals (paraprofessionals that do not provide instructional support such as parental involvement, computer assistance)		
Clerical support staff		
Administrators (nonclerical)		

f. Staff Information for Title I, Part A: Schoolwide Programs

Provide the number of FTE paraprofessionals who serve in schoolwide program schools and the percentage of these paraprofessionals who are qualified in accordance with Section 1119 (c) and (d) of ESEA. This number includes ALL paraprofessionals, not only Title I funded paraprofessionals.		
	Paraprofessionals FTE 2022-2023	Percentage Qualified 2022-2023
Paraprofessionals	149.00	100%

g. Recruitment and Retention of Properly Licensed and Endorsed Teachers

Describe how the local educational agency will identify and address, as required under State plans as described in section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

Strategies to attract and retain effective teachers in high-poverty and high-minority schools focus on teacher distribution and performance, as evidenced by the teacher evaluation instrument. At all grade spans, effective instructional leadership is a district priority for school administrators, as well as creating an environment for high student achievement across all content areas. In high poverty schools, this process is supplemented by a hiring policy that gives them an early advantage at filling their vacancies first. High poverty schools ensure that all staff participate in diversity training sessions. School administrators are expected to build Professional Learning Communities to help teachers diagnose students' weaknesses and intervene early. Staff are encouraged to share their expertise and assume leadership roles, which promotes staff retention. Teacher turnover is reduced through needs assessments and relevant professional development activities. As staff turnover occurs, HR looks at the experience levels in buildings to ensure equitable distribution of personnel.

h. Improvement Plan Requirements

The LEA understands that schools designated as comprehensive support and targeted support and improvement schools will be required to use an improvement planning tool as determined by the Office of School Quality.

i. Title I, Part A, Maintenance of Effort

Average Per Pupil Expenditure from Non-Federal Funds:

(A) For FY Ending June 30, 2020

(B) For FY Ending June 30, 2021

j. Title I, Part A, Eligible Attendance Areas

SOURCES OF DATA FOR DETERMINING UNDUPLICATED NUMBER OF CHILDREN, AGES 5-17, FROM LOW-INCOME FAMILIES (Indicate ALL Sources with an "X")

<input type="checkbox"/>	Free/Reduced Lunch/Household Applications	<input checked="" type="checkbox"/>	CEP
<input type="checkbox"/>	Temporary Assistance for Needy Families (TANF)	<input type="checkbox"/>	Children Eligible for Medicaid
		<input type="checkbox"/>	Most Recent U. S. Census Bureau Information

ELIGIBLE ATTENDANCE AREAS (Indicate with an "X")

Rank by:

Grade-Span Ranking - select the Grade Span(s) you are serving below

Rank Order Division Average

Grade Span(s) Served:

First Grade Span Second Grade Span, if applicable

PRIVATE SCHOOL MEMBERSHIP

Is your school division in the Bypass for Private Schools?

Yes No

If your division is in the Bypass, do not enter the private school membership numbers.

If your school division is not in the bypass for private schools, does the division maintain documented efforts to obtain private school membership and the signed affirmation of consultation with private school officials?

Yes No No Private Schools

Grade Span Averages

Grade Spans	Grade Span Average
PK - PK	
PK - KG	
PK - 01	
PK - 02	
PK - 03	
PK - 04	
PK - 05	42.3%
PK - 06	
PK - 07	
PK - 08	
PK - 12	
KG - 01	
KG - 02	
KG - 03	
KG - 04	
KG - 05	
KG - 06	
KG - 07	
KG - 08	
KG - 12	
01 - 05	
01 - 07	
01 - 08	
02 - 04	
02 - 05	
02 - 06	
03 - 04	
03 - 05	
03 - 06	
03 - 07	
03 - 08	
04 - 05	
04 - 06	
04 - 07	
04 - 08	
05 - 06	
05 - 07	
05 - 08	
06 - 06	
06 - 07	
06 - 08	39.3%
06 - 12	
07 - 08	
07 - 09	
07 - 11	
07 - 12	
08 - 08	
08 - 09	
08 - 12	
09 - 10	
09 - 11	
09 - 12	35.3%
10 - 12	
11 - 12	

k. Required and Allowable Set-Asides for Divisions Operating Title I, Part A, Basic Programs

DIVISION LEVEL: IMPROVEMENT ACTIVITIES		A	B
Up to 5 percent may be set aside for divisions to provide financial incentives and rewards to teachers who serve in schools identified			
Five percent of the total allocation representing the maximum allowable set-aside for Comprehensive Support and Improvement and			180,289.25
Indicate amount of set-aside for each category, if applicable:			
	Set-Aside for Teacher Incentives and Rewards Comprehensive	0.00	
	Set-Aside for Teacher Incentives and Rewards Targeted	0.00	
	Total Amount Set-Aside for Comprehensive Support and Improvement and Targeted Support and Improvement		0.00
DIVISION LEVEL: PROGRAM ADMINISTRATION			
	(1000) Personal Services		190,629.00
	(1000) Personal Services - Salary Differential		518,523.00
	(2000) Employee Benefits		62,200.00
	(2000) Employee Benefits - Differential		0.00
	(3000) Purchased/Contracted Services		18,000.00
	(4000) Internal Services		3,000.00
	(5000) Other Charges		5,000.00
	(6000) Materials and Supplies		37,440.00
	(8000) Capital Outlay		0.00
Initiatives			
	Title I Early Childhood Budget (Personnel and Program)		0.00
	Private School Services (as necessary; not applicable for bypass divisions) These funds are in addition to school-level allocations for private school services.		
	Additional Private School Funds		0.00
Parent and Family Engagement (Required if allocation is \$500,000 or more)			
	Amount of school division allocation ESEA funds (from Page 2):	3,605,785.00	
	1 percent of allocation (This amount is calculated if school division receives \$500,000 or more from Title I, Part A.)	36,057.85	36,057.85
	90 percent of 1 percent must be used at the school level	32,452.07	
	10 percent of 1 percent is set aside by the school division for parent and family engagement initiatives	3,605.79	
	Additional Parent and Family Engagement Funds	442.15	
	Has the required parent and family engagement set aside been met?	Yes	
	Homeless (as necessary based on needs identified on homeless tab, question 2)		6,000.00
	Foster Care (as necessary)		
	Neglected/Delinquent (as necessary)		0.00
School Division Set-Asides TOTAL (Freds Box A on Allocation to Eligible Schools Page)			877,292.00

TITLE I, PART A, ALLOCATION TO ELIGIBLE SCHOOLS

A.					B. Low-Income Factor 35 percent and Above										
Division's Title I Allocation :					*PER PUPIL EXPENDITURE CALCULATION										
Minus Set-Asides (if applicable):					Step 1:										
Amount for Distribution to Schools:					Amount for Distribution to Schools		Low-Income Pupils in Public Schools Served		=		Per Pupil Expenditure (PPE)				
Divisionwide Average From Low-Income Families															
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	
List of schools from highest poverty to lowest	Is School Served? Yes or No	Grade-Span of School	Targeted Assistance School? Yes or No	Schoolwide Program School? Yes or No	Number of Title I, Part A FTE Teachers funded with funds	Number of Title I, Part A FTE Para professionals funded with funds	Low-Income Private School Membership	Low-Income Public School Membership	Percent Low-Income	Minimum School Allocation	Distribution Balance: 2728493 from Box A	School Reallocation Amount	School Allocation Total (Columns 8 and 9)	Adjusted PPE	
TOTALS FOR DIVISION					27.90	17.50	0.00	2,401.00		2,728,493.00	2,728,493.00	0.00	2,728,493.00		
Balance to Reallocate										0.00					
Booker T. Washington Elementary	Yes	PK - 05		Yes	3.09	1.00	0	220	70.5%	250,007.69	2,478,485.31		250,007.69	1,136.40	
Mack Benn Jr. Elementary	Yes	PK - 05		Yes	5.09	3.00	0	405	63.8%	460,241.43	2,018,243.89		460,241.43	1,136.40	
Elephant's Fork Elementary	Yes	PK - 05		Yes	3.09	3.00	0	272	53.9%	309,100.41	1,709,143.47		309,100.41	1,136.40	
Hillpoint Elementary	Yes	PK - 05		Yes	1.09	2.50	0	325	49.7%	369,329.54	1,339,813.93		369,329.54	1,136.40	
Southwestern Elementary	Yes	PK - 05		Yes	2.09	2.00	0	206	39.0%	234,099.11	1,105,715.82		234,099.11	1,136.40	
Nansamond Parkway Elementary	Yes	PK - 05		Yes	2.09	1.00	0	144	38.0%	163,641.40	942,074.43		163,641.40	1,136.40	
Kilby Shores Elementary	Yes	PK - 05		Yes	2.09	1.00	0	163	37.6%	185,232.97	756,841.46		185,232.97	1,136.40	
Florence Bowser Elementary	Yes	PK - 05		Yes	2.09	2.00	0	270	37.1%	306,827.62	450,013.84		306,827.62	1,136.40	
Creekside Elementary	Yes	PK - 05		Yes	3.09	1.00	0	240	36.7%	272,735.66	177,278.18		272,735.66	1,136.40	
Oakland Elementary	Yes	PK - 05		Yes	2.09	1.00	0	156	36.2%	177,278.18	0.00		177,278.18	1,136.40	

I. 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 I, Part A. (ESEA Section 1117(a) and Title VIII Uniform Provisions, Part F, Subpart 1).

1. Are there private nonprofit schools which students residing within the Title I attendance zone attend?

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

No (If division participated in the bypass)

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 I, 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. Number of Public School Low-Income Children in Title I Schools 2,401.00

4. Number of Private School Low-Income Children Residing in Title I Attendance Zones 0

5. Percentage used to determine proportionate share for equitable services. 0.0000000

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

a. Total Title I, Part A Allocation	3,506,785.00
b1. Proportionate share of Title I funds available to provide equitable services - 35% and Above Low-Income	0.00
b2. Proportionate share of Title I funds available to provide equitable services - Below 35% Low-Income	0.00
c1. Amount of funds for 1% for parent and family engagement (If LEA's Title I allocation exceeds \$500,000) - 35% and Above Low-Income	0.00
c2. Amount of funds for 1% for parent and family engagement (If LEA's Title I allocation exceeds \$500,000) - Below 35% Low-Income	0.00
d. School Division Admin set-aside (Optional)	
e1. Total Private School Set-Aside for Non-Administration - 35% and Above Low-Income	0.00
e2. Total Private School Set-Aside for Non-Administration - Below 35% Low-Income	0.00
Has the required private school set-aside been met? - 35% and Above Low-Income	Yes
Has the required private school set-aside been met? - Below 35% Low-Income	Yes

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

a. Total Title I, Part A Transferability	99,000.00
b1. Proportionate share of Title I funds available to provide equitable services - 35% and Above Low-Income	0.00
b2. Proportionate share of Title I funds available to provide equitable services - Below 35% Low-Income	0.00
c1. Amount of funds for 1% for parent and family engagement (If LEA's Title I allocation exceeds \$500,000) - 35% and Above Low-Income	0.00
c2. Amount of funds for 1% for parent and family engagement (If LEA's Title I allocation exceeds \$500,000) - Below 35% Low-Income	0.00
d. School Division Admin set-aside (Optional)	
e1. Total Private School Set-Aside for Non-Administration - 35% and Above Low-Income	0.00
e2. Total Private School Set-Aside for Non-Administration - Below 35% Low-Income	0.00
Has the required private school set-aside been met? - 35% and Above Low-Income	Yes
Has the required private school set-aside been met? - Below 35% Low-Income	Yes

8. Complete the chart below:

- In Column A, list all private schools which students residing within the Title I attendance zone attend.
- In Column C, enter the number of students in private schools participating in services for the 2022-2023 award year.
- In Column D, enter the description of services provided for participating children.
- In Column E, enter the amount of funds obligated to support eligible students.

A	B	C	D
Private Schools	Participation Status for 2022-2023 Award Year? (Yes/No)	Number of Participating Children	Description of Services
Suffolk Christian Academy	No		
Nansemond Suffolk Academy	No		
Star Pointe Academy	No		
Montessori Academy of Virginia	No		
Isle of Wight Academy	No		
Portsmouth Christian School	No		
Greenbrier Christian Academy	No		
Total Identified Students		0	

9. Enter the private school services set-aside in the detailed budget description and Budget Summary.

m. Narrative: School Improvement

This section should only be completed if the school division has schools identified for Comprehensive Support and Improvement or Targeted Support and Improvement.
Comprehensive Support and Improvement

Describe how the local educational agency will carry out its responsibilities under Section 1111(d)(1). Please include the names of the schools in improvement.

Targeted or Additional Targeted Support and Improvement

Describe how the local educational agency will carry out its responsibilities under Section 1111(d)(2). Please include the names of the schools in improvement.

Mack Benn, Jr. Elementary was identified as an ATSI school during the 2020-2021 school year based on 2019-2020 status. This section will be updated once the 2022-2023 status is received.

n. Skipped School Provision

If on the Allocation to Eligible Schools a school was "skipped" that was eligible for Title I under the Eligible Attendance area you selected, provide the name(s) of the school in the box below.

N/A

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

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

Did the school(s) meet the criteria for skipped schools provision and the division allocates to the skipped schools the amount of funding the schools would have received were they served under Title I, Part A?

Place an "X" in the appropriate yes or no box.

Yes

No

If yes, explain how the provision was met in the section below. If no, explain why the school was skipped in the section below.

p. Title I, Part A, Homeless Children and Youth

Any LEA receiving Title I, Part A funds must include in its local plan a description of how the plan is coordinated with the

Local Homeless Education Liaison: Randolph Boone

98 Total number of children and youth identified as homeless in the school division (year-to-date) for 2022-2023 based on the definition in Title IX, Part A, Section 725. (*Place mouse cursor over comment in cell A8 for definition.)

1. Describe the process used to identify students experiencing homelessness and how the needs of homeless children and youths are determined.
 Families who are homeless, in transition, living in hotels, etc. are referred to our Department of Student Services. The division's liaison for homeless families provides the parent with enrollment information that describes their rights. The division's liaison or the McKinney-Vento Specialist meets privately or over the phone to ensure they are aware of procedures and rights. The liaison facilitates free lunch services, transportation, enrollment, and contacts the receiving school. The school-based school counselor works closely with the division's Homeless Liaison to ensure the students receive homeless support and services. Homeless education information is also located on the division's website, included in the student handbook, and is available at each school.

2. Describe the method used for determining the amount reserved to serve students experiencing homelessness.	
a. List staff (names and positions) consulted to determine the reservation.	Mr. Randolph Boone, Coordinator of Student Services, base-school liaisons (usually school counselors). There are 19 base-school liaisons. There is also one (1) McKinney-Vento Specialist (part-time).
b. What needs were identified?	Suffolk Public Schools has identified at least 98 students that are considered homeless during the 2021-2022 school year. Data for the last three years show that the elementary students have difficulty with reading and math skills and secondary students need additional support and resources to meet the rigor of the secondary curriculum. The needs identified are directly related to providing educational services and addressing barriers to those needs. The identified
c. What costs are associated with those needs?	Title I funds are supplemental and, as such, are used to supplement the students educational program. As determined by each school, funds allocated for homeless students are used to purchase school supplies, pay for course fees, uniforms, toiletries, clothing/shoes, testing fees based on the needs of each student.
d. What other school division funds are budgeted specifically to meet the needs of students experiencing homeless?	According to the Department of Finance of Suffolk Public Schools, shared costs to Suffolk for transporting McKinney-Vento students among neighboring school divisions have averaged \$80,000 for the last three years. A McKinney-vento sub grant provides \$1,000 that is set aside to be used for instructional supplies, testing costs, administrative costs such as printing posters and brochures. In addition, Suffolk Public Schools submitted a proposal for the

p. Title I, Part A, Homeless Children and Youth (Continued)

	<p>e. How did the school division determine the Title I, Part A set-aside is sufficient to meet the needs of students experiencing homelessness?</p>	<p>Funds may be used to purchase research-based materials to enhance and support at home or "push-in" approaches to instruction for SOL proficiency across the content areas. Each school identifies the students in need and collaborates with the Coordinator regarding services through Title I funding. Additionally, Suffolk Public Schools will continue to partner with the homeless shelters regarding the needs of students in their after-school tutorial program.</p>
	<p>f. What process will the school division use to reassess how it meets the needs of these students throughout the year?</p>	<p>Administrators are required to monitor McKinney-Vento students and determine needs ongoing throughout the school year. The Coordinator of Student Services collaborates with school administrators to ensure the needs of the identified students are met.</p>
	<p>g. How much of last year's homeless set-aside was used to serve students experiencing homelessness?</p>	<p>\$4,851.00</p>

3. Describe the services provided to students experiencing homelessness by the Title I, Part A program to support their enrollment, attendance, and success. Include a description of the services provided with funds reserved under Title I, Part A, Section 1113(c)(3)(A)-(C). Place cursor over this comment for the legislative text.

The Title I set-aside funding for students experiencing homelessness the in 2022-23 is \$6,000.00. Each school will be allocated funding based on the number of students enrolled in their school who are experiencing homelessness in order to support their instruction. The Title I Coordinator works collaboratively with the division's Homeless Education Liaison, the Community Engagement Facilitator and school staff to identify student needs and to provide services.

*If an LEA has not identified any students experiencing homelessness during the last three school years, no set aside is required if the following McKinney-Vento Education of Homeless Children and Youth Program (Title IX, Part A) requirements have been fulfilled:

- a. The LEA can document outreach and coordination activities with other entities and agencies to identify homeless children and youths [Section 722(g)(6)(i)]
- b. Public notice of the educational rights of homeless children and youths is disseminated in locations frequented by parents or guardians of such children and youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens in a manner and form understandable to the parents and guardians of homeless children and youths, and unaccompanied youths [Section 722(g)(6)(iv)]
- c. The LEA can document that school personnel receive professional development and support to assist in the identification and support of homeless children and youths [Section 722(g)(6)(ix)]

Guidance related to the local homeless education liaison, the definition of homelessness for educational purposes, identification strategies, professional development, and other services that can be provided through Title I, Part A, funding can be found on the Project HOPE-VA website: www.wm.edu/hope or by contacting Project HOPE-VA, Virginia's Education for Homeless Children and Youth Program: phone: 757-221-4002 or email: homlss@wm.edu.

4. TITLE II, PART A, TEACHER QUALITY

a. Teacher Quality

Section A

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 2022-2023 school year, the following information on teacher and paraprofessional quality from the 2021-2022 and 2020-2021 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 Superintendent's Memorandum Number #266-21, September 17, 2021.

Teachers (all schools and all federal core content subjects)

	2021-2022	2020-2021
Number of classes taught by properly licensed and endorsed teachers	3,979	3,983
Number of classes not taught by properly licensed and endorsed teachers	381	205
Total classes	4,360	4,188
Percent of classes taught by properly licensed and endorsed teachers	91.26%	95.11%

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

2022-2023 school year or other available teacher quality data and teachers' experience levels at the highest poverty (Title I) and/or highest minority schools at each grade span 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.

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.

During the 2021-2022 school year, the percentage of teachers properly licensed and endorsed in the 9 Title I elementary schools was 93.7% compared to 94.7% of the teachers at the 2 non Title I elementary schools. Division-wide K-12 91.26% of the teachers were properly licensed. This data would indicate that increasing the percentage of properly licensed and endorsed teachers at the Title I schools as compared to non Title I schools is an area of focus for this upcoming school year. Support will be given by the division in attaining these endorsements through professional development in areas of needed growth as well as funding to reimburse the passage of the PRAXIS exam(s) in their endorsement area. To address these needs in high poverty/ hard-to-staff schools, this process is supplemented by a hiring policy that gives them an early advantage at filling their vacancies first. Strategic staffing is a priority among principals in all schools, as evidenced by SOL data and teachers' expertise in content and delivery.

a. Teacher Quality (Continued)

Part 2: Describe strategies to address identified licensure/endorsement issues (e.g., Praxis, coursework, residencies, etc.)

The district, through high-quality recruitment, training and incentive programs, will ensure that a pool of qualified teachers are employed in the schools. Prior to hiring, principals also review all qualified applicants' electronic files and their previous teaching experiences. For teachers who need to meet the state's qualified teacher status, meetings are scheduled with the Human Resources Director to assist them with the development of their plans and goals. Strategies to attract and retain effective teachers in high-poverty and high-minority schools focus on getting better data on teacher distribution and performance, as evidenced by the new teacher evaluation instrument. At all grade spans, strong leadership is a district priority for school administrators, as well as establishing conditions for student success (non-negotiable). Teacher recruitment fairs are held at various locations throughout the year.

Part 3: Describe strategies to support inexperienced teachers. (e.g., mentoring, coaching; targeted professional development, etc.)

New Teacher Induction supports brand new and new-to-Suffolk teachers to help them improve their practices in the classrooms. Suffolk Public Schools expects school administrators to build Professional Learning Communities so that teachers are aware of measures to diagnose students' weaknesses and intervene early. Staff are encouraged to share their expertise and assume leadership roles, which promotes staff retention. Teacher turnover is reduced through needs assessments and offering of relevant professional development activities. As staff turnover occurs, HR looks at the experience levels in buildings to ensure equitable distribution of personnel. Teacher mentors are assigned to newly hired staff and any staff that needs additional support as identified by administrators. Each year during pre-service new teachers participate in new teacher orientation which consists of two days of professional learning, mentor meetings, division expectations etc.

Part 4: Describe strategies to improve effectiveness of teachers, particularly related to poverty, diversity, cultural competency, English Learners, exceptional learners, etc.)

School administrators are expected to build Professional Learning Communities to facilitate using data to help teachers diagnose students' weaknesses and intervene early. School administrators and central office staff provide differentiated professional development opportunities to teachers and staff on cultural competence, effective tier I instructional strategies, supporting students through social emotional learning, and specially designed instruction. Needs assessments are conducted regularly to determine professional development needs and relevant activities.

b. 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	502,803.00
b. Amount of funds allocated for administration	0.00
c. Amount to use for set-aside calculations	502,803.00

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	119,000.00
b. Amount of funds allocated for administration	0.00
c. Amount to use for set-aside calculations	119,000.00

Calculation of Set-Asides

- What is the PUBLIC SCHOOL DIVISION'S projected K-12 enrollment for the 2022-2023 school year? 14,000
- Complete the chart below:
 - In column A, list all eligible private schools in the geographic boundaries of 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 the K-12 enrollment of private schools participating in services for the 2022-2023 award year.
 - Columns D and E will automatically calculate the value of services for the 2022-2023 award year.
 - In column F, indicate the method of notification for each private school.
- For the 2022-2023 award year, enter the estimated private school-set aside (cell B74) onto the Summary 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.

Value of Services for Participating Private Schools from the Title IIA 2022-2023 Budget	Value of Additional Services for Participating Private Schools from the 2022-2023 TRANSFERABILITY Budget	Total value of services for Public Schools from the 2022-2023 Budget	Total Value of Additional Services for Public Schools from the 2022-2023 TRANSFERABILITY Budget
34,830.52	8,243.45	467,972.48	110,756.55

A	B	C	D	E	F	G
Name of Each Private School	Participation Status for 2022-2023 Award Year? (Yes/No)	K-12 Enrollment	Estimated Value of Services from the 2022-2023 Title IIA budget, per school (calculated field)	Estimated Value of Additional Services from the 2022-2023 Transferability Funds (calculated field)	Method of Notification (for Non-Participating Schools Only)	Notes
Suffolk Christian Academy	Yes	229	7,654.69	1,811.66		
Nansemond Suffolk Academy	Yes	813	27,175.83	6,431.79		
Star Pointe Academy	No		0.00	0.00	email, letter, virtual meeting	
Montessori Academy of Virginia	No		0.00	0.00	email, letter, virtual meeting	
			0.00	0.00		
			0.00	0.00		
			0.00	0.00		
			0.00	0.00		
			0.00	0.00		
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			0.00	0.00		
			0.00	0.00		
			0.00	0.00		
			0.00	0.00		
			0.00	0.00		
Total Private School Set-Asides			34,830.52	8,243.45		
			Use this Figure for Private School Set-Asides in the 2022-2023 Budget	Use this Figure for Private School Set-Asides in the 2022-2023 Transferability Budget		

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 I, Part A – Improving Basic Programs****The school division/grantee will:**

- I. Ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part;
- II. Provide services to eligible children attending private elementary schools and secondary schools in accordance with Section 1117, and timely and meaningful consultation with private school officials regarding such services;
- III. Participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C.9622(b)(3));
- IV. Coordinate and integrate services provided under this part with other educational services at the local educational agency or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program;
- V. Collaborate with the State or local child welfare agency to—
 - A. Designate a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency; and
 - B. Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care, which procedures shall—
 1. Ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with Section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A)); and
 2. Ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if—
 - a. The local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation;
 - b. The local educational agency agrees to pay for the cost of such transportation; or
 - c. The local educational agency and the local child welfare agency agree to share the cost of such transportation;
- VI. Ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification,
- VII. In the case of a local educational agency that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under Section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a));
- VIII. Develop agreements and carry out the following coordination activities with Head Start and, if feasible, other early childhood programs;
 - A. developing and implementing a systematic procedure for receiving records regarding such children, transferred with parental consent from a Head Start program or, where applicable,
 - B. another early childhood education program; establishing channels of communication between school staff and their counterparts (including teachers, social workers, and health staff) in such Head Start agencies or other entities carrying out early childhood education programs, as appropriate, to facilitate coordination of programs;

PROGRAM SPECIFIC ASSURANCES (CONTINUED)

- C. conducting meetings involving parents, kindergarten or elementary school teachers, and Head Start teachers or, if appropriate, teachers from other early childhood education programs, to discuss the developmental and other needs of individual children;
 - D. organizing and participating in joint transition-related training of school staff, Head Start program staff, and, where appropriate, other early childhood education program staff; and
 - E. linking the educational services provided by such local educational agency with the services provided by local Head Start agencies.
- IX. For each local educational agency that uses funds under Title I, Part A, or Title III, Part A, identify all English learners within 30 days of enrollment, and, not later than 30 days after the beginning of the school year (or, for those children who have not been identified as English learners prior to the beginning of the school year but are identified as English learners during the school year, within the first two weeks of the child being placed in a language instruction educational program), the local educational agency shall notify the children's parents of an English learner identified for participation or participating in such a program, of—
- A. The reasons for the identification of their child as an English learner and in need of placement in a language instruction educational program;
 - B. The child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;
 - C. The methods of instruction used in the program in which their child is, or will be, participating and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;
 - D. How the program in which their child is, or will be, participating will meet the educational strengths and needs of their child;
 - E. How such program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;
 - F. The specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for English learners, and the expected rate of graduation from high school (including four-year adjusted cohort graduation rates and extended-year adjusted cohort graduation rates for such program) if funds under this part are used for children in high schools;
 - G. In the case of a child with a disability, how such program meets the objectives of the individualized education program of the child, as described in Section 614(d) of the Individuals with Disabilities Education Act (20 U.S.C. 1414(d));
 - H. Information pertaining to parental rights that includes written guidance—
 - 1. Detailing the right that parents have to have their child immediately removed from such program upon their request;
 - 2. Detailing the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and
 - 3. Assisting parents in selecting among various programs and methods of instruction, if more than 1 program or method is offered by the eligible entity;
- X. Use Virginia's Foundation Blocks for Early Learning to align preschool and K-12 curriculum; and
- XI. Use PALS Pre-K (if there is a Title I preschool program) and report data to the PALS office at the University of Virginia using the student's State Testing Identifier (STI).

PROGRAM SPECIFIC ASSURANCES (CONTINUED)**Title I, Part C – Education of Migratory Children****The school division/grantee will:**

- I. It will use funds received only for programs and projects, including the education of Priority for Services migrant students and the acquisition of equipment, in accordance with Section 1306;
- II. It will consult with parent advisory councils for migrant education programs of one school year in duration and that all such programs and projects are carried out in a manner that provides for the same parental involvement as is required for programs and projects under Section 1116 and that the programs and projects are provided in a format and language understandable to the parents;
- III. It will make adequate provision for addressing the unmet educational needs of preschool migratory children and migratory children who have dropped out of school;
- IV. The effectiveness of programs and projects will be determined, where feasible, using the same approaches and standards that will be used to assess the performance of students, schools, and local educational agencies under Title I, Part A;
- V. The programs and projects will provide for: (A) advocacy and outreach activities for migratory children and their families, including informing children and parents of, or helping such children and families gain access to, other education, health, nutrition, and social services; (B) professional development programs, including mentoring, for teacher and other program personnel; (C) family literacy programs; (D) the integration of informational technology into educational and related programs; and (E) programs to facilitate the transition of secondary school students to postsecondary education or employment; and
- VI. It will assist the state in determining the number of migrant children under Section 1303(a)(1).

Title I, Part D, Subpart 2 – Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent or At-Risk**The school division/grantee will:**

- I. It will give priority to such children and youth who are likely to be released from incarceration within a two-year period;
- II. It will carry out the evaluation requirements of Section 1431. Each local educational agency that conducts a program under Subpart 2 will evaluate the program, disaggregating data on participation by gender, race, ethnicity, and age, not less than once every three years, to determine the program's impact on the ability of participants to:
 - A. maintain and improve educational achievement;
 - B. accrue school credits that meet state requirements for grade promotion and secondary school graduation;
 - C. make the transition to a regular program or other education program operated by a local educational agency;
 - D. complete secondary school (or secondary school equivalency requirements) and obtain employment after leaving the correctional facility or institution for neglected or delinquent children and youth; and
 - E. participate, as appropriate, in postsecondary education and job training programs.

Title II, Part A - Teacher Quality**The school division/grantee will:**

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

PROGRAM SPECIFIC ASSURANCES (CONTINUED)**Title III, Part A - Instruction for English Learners and Immigrant Children and Youth**

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 will:

- 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
 - (ii) the options that parents have to decline to enroll their child in such program or to choose assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the eligible entity.
 - b.
 - 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 private entities, institutions of higher education, and other stakeholders in developing the Title III local plan described in the program overview section;
- 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.

PROGRAM SPECIFIC ASSURANCES (CONTINUED)**Title IV, Part A - Student Support and Academic Enrichment Grants**

In accordance with ESEA Section 4106(e) (2) and (f), each school division/grantee or consortium of school divisions receiving Title IV, Part A, funds will:

- I. Prioritize the distribution of funds to schools served based on one or more of the following criteria—
 - A. Are among the schools with the greatest needs;
 - B. Have the highest percentages or numbers of children counted under Section 1124(c) (i.e., children counted for purposes of basic grants to LEAs under Title I, Part A of the ESEA);
 - C. Are identified for comprehensive support and improvement under Section 1111(c)(4)(D)(i) (i.e., are among the lowest-achieving schools);
 - D. Are implementing targeted support and improvement plans as described in Section 1111(d)(2) (i.e., have consistently underperforming student subgroups); or
 - E. Are identified as a persistently dangerous public elementary school or secondary school under Section 8532. (ESEA Section 4106(e)(2)(A));
- II. Divisions or consortia that receives \$30,000 or more will use—
 - A. Not less than 20 percent of funds to support one or more of the activities authorized under Section 4107 pertaining to well-rounded educational opportunities;
 - B. Not less than 20 percent of funds to support one or more activities authorized under Section 4108 pertaining to safe and healthy students; and
 - C. A portion of funds to support one or more activities authorized under Section 4109(a) pertaining to the effective use of technology, including an assurance that it will not use more than 15 percent of the remaining portion for purchasing technology infrastructure as described in Section 4109(b). (ESEA Section 4106(e)(2)(C)-(E));
- III. Reserve not more than 2 percent for the direct administrative costs of carrying out the division's responsibilities (ESEA Section 4105(c));
- IV. Comply with Section 8501-8504, regarding equitable participation of private school children and teachers (ESEA Section 4106(e)(2)(B)); and
- V. Complete an annual State report regarding how funds for the SSAE program are being used (ESEA Section 4106(e)(2)(F)).