



MEMORANDUM

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

FROM: Dr. Okema S. Branch, *Chief Academic Officer*
Steven D. Edwards, *Coordinator of Testing and Research SDE*

DATE: June 4, 2024

RE: Signature Request – 2024-2025 Title III Individual Program Application

Attached is the 2024-2025 Title III Individual Program Application for your approval. Your signature and the Chairman of the School Board signature is requested on the document.

The 2024-2025 Title III Individual Program Application is due to VDOE by July 1, 2024.

ejr
sdememo#9

Attachment: 2024-2025 Title III Individual Program Application



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

Place an "X" by the applicable

Original

Revision:

Revision #

Date:

Explain

Amendment:

Amendment #

Date:

Explain

A. COVER PAGE

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

2024-2025

Individual Program Application

Due by July 01, 2024

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

To be Completed by School Division

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

2024-2025 Title III, Part A Allocation:	13,338.42	EL Award Amount:	13,338.42	IY Award Amount:	<input type="text"/>
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Divisions that receive an Immigrant Children and Youth (IY) award must complete the "IY" tab after allocations are released.

LOCAL EDUCATIONAL AGENCY CERTIFICATION

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

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

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

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

on 06/06/24

Superintendent's Signature
JOHN B. GORDON, III
Superintendent's Name
06/06/24
Date

Board Chairperson's Signature
KAREN L. JENKINS
Board Chairperson's Name
06/06/24
Date

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

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

APPLICATION INFORMATION

Does the allocation total match the total in cell F24?

Yes

2023-2024 Allocation	2023-2024 Consolidated	Eligible Program		2024-2025 Allocation Total
	No	Title III, Part A, English Learners: (Total of: a + b; only a; or only b)		13,338.42
		a. EL Subgrant	Subtotal 13,338.42	
		b. Immigrant Children and Youth Subgrant	Subtotal 0.00	
		Title II, Part A Transferability		0.00
		Title IV, Part A Transferability		0.00
		Total Allocation		13,338.42

TRANSFERABILITY

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

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

REVISIONS AND AMENDMENTS

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

NOTE: Any changes to the program budget should first be reflected in an amended application, followed by a budget transfer within 7 business days of approval of the amended application. Budget transfers will not be accepted without an approved amended application reflecting budget changes.

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

B. BUDGET SUMMARY

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

		Title III, Part A Budget for 2024-2025 Award: S365A240046 Project Codes: APE60509 (IY) & APE60512 (EL)		
		Allocation:		13,338.42
OBJECT CODE	EXPENDITURE	EL SUBGRANT	IMMIGRANT CHILDREN & YOUTH	DOES BUDGET SUMMARY MATCH DETAIL BUDGET?
1000 - Personnel Services	Administrative			
	Non-Administrative			
	Private School Set-Aside			
	Total Personnel Services	0.00	0.00	Yes
2000 - Employee Benefits	Administrative			
	Non-Administrative			
	Private School Set-Aside			
	Total Employee Benefits	0.00	0.00	Yes
3000 - Purchased/Contracted Services	Contracted Services	6,804.00		
	Private School Set-Aside			
	Total Purchased/Contracted Services	6,804.00	0.00	Yes
4000 - Internal Services	Internal Services			
	Private School Set-Aside			
	Total Internal Services	0.00	0.00	Yes
5000 - Other Charges	Indirect Cost			
	Non-Administrative	1,904.00		
	Private School Set-Aside			
	Total Other Charges	1,904.00	0.00	Yes
6000 - Materials and Supplies	Administrative			
	Materials	4,630.42		
	Private School Set-Aside			
	Total Materials and Supplies	4,630.42	0.00	Yes
8000 - Capital Outlay	Non-Administrative			
	Total Capital Outlay	0.00	0.00	Yes
TOTAL SUBGRANT BUDGET		13,338.42	0.00	
TOTAL ALLOCATION		13,338.42		
DOES THE BUDGET SUMMARY MATCH THE TOTAL ALLOCATION?		Yes		Difference
TOTAL SET-ASIDE		0.00		
TOTAL PRIVATE SCHOOL SET-ASIDE		0.00		

- 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 award including indirect costs.
 (3) Indirect costs claims are subject to the availability of funds and statutory or administrative restrictions. Title III, Part A and Title IV, Part A, place a statutory limitation or cap on administrative costs. Because the cap applies to the combined claims for indirect costs and direct administrative costs, divisions may not be able to claim the entirety of their indirect costs. The amount unrecovered may not be shifted to another federal award.
 (4) Expenses for parental involvement programs are to be incorporated into the appropriate object code(s) based on the category of the related charges.

C. DETAILED BUDGET BREAKDOWN

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

Does the Detailed Budget Breakdown Match the Total Allocation? Yes

DETAILED BUDGET DESCRIPTION OF OBJECT CODE 1000

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

N/A

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

N/A

Table with 4 columns: Item Description, Category, FTEs, Total Cost. Includes a total row at the bottom showing 0.00 for FTEs and 0.00 for Total Cost.

D. BUDGET SUMMARY

Section 5103(b)(2) of ESSA allows divisions to transfer all or a portion of the funds received from Title II, Part A, or Title IV, Part A, into: Title I, Part A; Title I, Part C; Title I, Part D; Title II, Part A; Title III, Part A; Title IV, Part A; or Title V, Part B.

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

OBJECT CODE	EXPENDITURE	AMOUNT TRANSFERRED INTO PROGRAM		DOES THE BUDGET SUMMARY MATCH THE DETAILED BUDGET BREAKDOWN?
		Title II, Part A, Transferability Award S367A240044 Project Code APE60016	Title IV, Part A, Transferability Award S424A240048 Project Code APE60023	
		0.00	0.00	
1000 - Personnel Services	Administrative			
	Non-Administrative			
	Private School Set-Aside			
	Total Personnel Services	0.00	0.00	Yes
2000 - Employee Benefits	Administrative			
	Non-Administrative			
	Private School Set-Aside			
	Total Employee Benefits	0.00	0.00	Yes
3000 - Purchased/Contracted Services	Contracted Services			
	Private School Set-Aside			
	Total Purchased/Contracted Services	0.00	0.00	Yes
	4000 - Internal Services	Internal Services		
Private School Set-Aside				
Total Internal Services		0.00	0.00	Yes
5000 - Other Charges		Indirect Cost		
	Non-Administrative			
	Private School Set-Aside			
	Total Other Charges	0.00	0.00	Yes
6000 - Materials and Supplies	Administrative			
	Materials			
	Private School Set-Aside			
	Total Materials and Supplies	0.00	0.00	Yes
8000 - Capital Outlay	Non-Administrative			
	Total Capital Outlay	0.00	0.00	Yes
	TOTAL BUDGET	0.00	0.00	
	TOTAL SET-ASIDE	0.00	0.00	
TOTAL PRIVATE SCHOOL SET-ASIDE	0.00	0.00		
DOES THE TRANSFERABILITY BUDGET SUMMARY MATCH THE TRANSFERABILITY ALLOCATION?		Yes	Difference	

F. PROGRAMS AND SERVICES FOR ELs AND THEIR FAMILIES

Federal Civil Rights Requirements

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

Description of an Effective LIEP Supported by Local and/or State Funds. The division must implement an effective language instruction educational program (LIEP) or a combination of LIEPs in order to meet the needs of ELs and demonstrate effectiveness in increasing their English language proficiency and student academic achievement. The chosen LIEP Model(s) must be state-approved.

LIEP Model(s)

Narrative Boxes:

Box 1: Identify how evidence-based instruction is delivered to ELs at varying proficiency levels and grade span levels to develop their English language proficiency and increase their ability to meet challenging State academic standards. Include specialized programs for newcomer ELs, SLIFE, "opt-out" ELs, dually identified ELs, ELs at higher proficiency levels, and long-term ELs, if applicable. List the LIEP Model(s) used in the LEA.

LIEP Model(s)

Suffolk Public Schools applies federal, state, and local funds to support the ESL program according to established procedures. Expenditures are used to support academic learning, classroom supplies, identification and placement. English Learners are provided the opportunity to meet academic standards as their peers. At the elementary level, WIDA levels 1 and 2 receive targeted language instruction from blended classes or in co-taught content classes for ninety minutes per week. Newcomer EL are served in small groups to support their language acquisition skills. The WIDA 3 and 4 ELs receive targeted language and academic support similar to the levels 1 and 2. The levels 3 and 4 are supported twice a week based on their individual language proficiencies and skills needed. In the middle schools, WIDA levels 1 and 2 are provided language acquisition skills. The WIDA levels 3 and 4 are instructed in content language skills. At the high school level, WIDA levels 1 and 2 ELs received daily targeted language instruction in EL classes instructed by district level EL teachers. Dually identified EL students at proficiency levels 1 to 4.3 that are not opt-out students per their IEP, 504, and ELL plan are receiving direct LIEP services from an ELL teacher and a special education teacher. The students instructional and language skills are closely monitored during the school year by teachers of special education, general education, career technical education, English Learner, and school administrators. Joint meetings are held periodically to review the needs of dually identified ELLs and to ensure their plans and accommodations are followed or modified. Monitor status ELLs, opt-out students, long-term EL, and SLIFE students are identified and monitored throughout the school year.

Box 2: Using Local and/or State Funds: Describe the division's plan to provide effective professional development that specifically relates to the identification and teaching of ELs as identified in Box 1.

All professional development for educators of English learners has been and continues to be funded by local and state funding. All teachers, K-12, have had mandatory training on teaching and learning, alignment of learning plans with assessments, formative feedback, learning plan development, and measuring mastery through effective rubric development. The ELL program sponsors opportunities for staff to attend various professional learning offered by VDOE. Additionally, the English Learner teachers facilitate professional learning communities (PLC) within their designated schools to assist teachers and support English Learners and their families. The district has selected the LIEP model of "Content Classes with Integrated ESL" for instructional and language acquisition support. The English Learner teachers will incorporate the push-in strategy to service students. The pull-out model will be used when necessary with individual students. Students will be supported based on grade and proficiency levels. Teaching strategies focused on writing skills, strategies for improving reading in the content areas, culturally responsive teaching, and differentiation of instruction. English Learner, general education, and special education teachers all support dually identified students. Private school participation has been refused as part of the equitable services provision.

The English Learner teachers created an ELL Canvas Course to deliver and share professional learning resources with teachers and administrators. In the online application ELLEVATION, the strategies section has been shared with teachers and administrators. The English Learner teachers serve as a liaison to assist with EL needs and information shared. School reports are shared with administrators to track EL data with regard to test scores, opt-out students, dually identified students, and students WIDA levels served. Training is provided for the administration of the WIDA Screener and the ACCESS for ELLs testing. Additional training on interpreting the ACCESS for ELLs score reports and provided to teachers and administrators.

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

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

Box 3a: Provide the following information regarding the division wide EL population. This can be based on ACCESS Assessment SY data 2022-2023 which was reflected for ACCESS Accountability in the 2023-2024 SY.

The number of ELs division-wide (Level 1-4.3)	192
The number of endorsed ESL teachers directly serving ELs	4
The ratio of ELs (LEP Code 1 & 2) to endorsed ESL teachers in the LEA	22.75
The percentage of ELs who made PROGRESS (Target 52%)	46
The percentage of ELs who reached PROFICIENCY (4.4+ on the ACCESS for ELLs assessment)	10

Box 3b: If the LEA did not meet State PROGRESS targets for 2022-2023 Assessment SY which impacts the 2023-2024 Accountability SY target of 52%, as shown in Box 3a, then outline the corrective action steps that the LEA has taken in order to meet state ESSA ELP accountability targets as approved in Virginia.

Suffolk Public Schools has increased the number of endorsed ESL teachers by 400 percent from one ESL teacher to four ESL teachers to support all ELs especially the level ones and level twos. The division has purchased various supportive instructional materials for elementary, middle and high school. The ESL teachers are actively engaged in professional learning and has participated in many professional learning activities by VDOE. Three of the ESL teachers is responsible for teaching a first block ESL course at one of the three high schools

Box 4: Identify the amount of targeted language instruction for ELs the division determines appropriate at each proficiency level and/or grade span level.

- Example by Grade: K- 30 minutes, 5 times a week, LIEP Model – ELD.
- Example by ELP Level: Level 1: 45 minutes, 5 times a week, Grades K-2, LIEP Models – Newcomer and Content Classes with Integrated EL Support.

Choose a reporting format that supports your division EL scheduling policy.

Kindergarten Levels 1-5: 150 min/wk

Grades 1 - 4
Level 1 - 90 min/wk; Level 2 - 90 min/wk; Level 3 - 45 min/wk; Level 4 - 45 min/wk

Grades 5 - 8
Level 1 - 90 min/wk; Level 2 - 90 min/wk; Level 3 - 45 min/wk; Level 4 - 45 min/wk

Grades 9 - 12
Levels 1 - 5 450 min/wk

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

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

Box 5: Describe the division's procedures to evaluate programs and services for ELs. Include the following information:

- A timeline for evaluation;
- The titles of stakeholders involved in the evaluation process; and
- The data collected by the division to determine the effectiveness of the LIEP. Data elements may include:
 - EL academic achievement indicators by grade span or content area,
 - Specific LIEP secondary courses,
 - Student or parent surveys,
 - EL graduation rates,
 - ELs with disabilities,
 - Long Term ELs,
 - SLIFE, and
 - Formerly ELs (4.4+ on the ACCESS for ELLs assessment).

The division will evaluate the Language Instructional Educational Program (LIEP) every three years in the spring. Suffolk Public Schools administer an annual survey to stakeholders (parents including EL parents, students, administrators, and teachers). The survey includes a focus on ESL program implementation, policies, and procedures. Classroom instruction is observed to ensure evidence of research-based instructional, language acquisition, and academic content skills practice. A combination of surveys and data auditing will be implemented. Multiple stakeholder groups are asked to provide input into the program evaluation. The program evaluation focuses on EL academic achievements and supports. The online application ELLEVATION is used to track EL identification, monitoring, and progression. The division has created reports that are updated nightly and shared with multiple stakeholder groups, which include various tracking and monitoring data reports: EL identification and proficiency, SLIFE, Newcomers, long-term ELs, ELs promoted or retained, ELs enrollment in advanced courses, ELs participating in extracurricular activities, EL graduation rates, and formerly ELs. The division reviews school and division data related to EL students' academic performance in reading and mathematics on local and state Standards of Learning (SOLs) assessment and the annual ACCESS for ELLs data. Evidence of EL student performance is used to guide decision making related to instructional improvements, informing professional learning needs relative to English Learners, directing policy regarding English learners, EL student advocacy, and for the development and enhancement of the ESL program.

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

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

The district has selected the LIEP model of "Content Classes with Integrated ESL" for instructional and language acquisition support. The English Learner teachers will incorporate the push-in strategy to service students. The pull-out model will be used when necessary with individual students. Students will be supported based on grade and proficiency levels. Teaching strategies will focus on writing skills, strategies for improving reading in the content areas, culturally responsive teaching, and differentiated instruction. English Learner, general education, and special education teachers all support dually identified students. Private school participation has been refused as part of the equitable services provision.

The English Learner teachers created an ELL Canvas Course to deliver and share professional learning resources with teachers and administrators. In the online application ELLEVATION, the strategies section has been shared with teachers and administrators. The English Learners teachers serve as a liaison to assist with EL needs and information updates.

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

Box 7: Using Local and/or State Funds: Describe how the division provides outreach to LEP parents and families to allow them the opportunity to participate in their student's education. Include how the division provides language assistance, such as third party vendors, contracted interpreters and translators, or telephone or digital language services, to parents who may require it.

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

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

Box 8: Coordination of Service. Describe the partnership between this program community, organizations, and other local, state and/or federal programs within the division. Possible services could include: community partnerships, specialized programs, such as the gifted program, college and career readiness, special education, preschool, Title I, Title II, and Title IV. Provide data if available to support the effective outcomes of these collaborations.

The divisional ESL program works in coordination with various other departments. The ESL program is supported by other departments and agencies through their resources. In elementary schools, the ELL students are served by Title I teachers. ELL students who qualify are participating in divisional specialty programs. The dually identified ELL is supported by both the ESL and special education programs. The ELL students participate in extra-curricular activities and programs. The division has encouraged content teachers to pursue the ESL endorsement. Also, the parents of ELL students are provided opportunities to meet with local governmental agencies and other local service providers to review and discuss what may be available through those agencies to support their families.

Application ESSA Compliance Components using Title III Funds

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

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

Box 9: Title III-funded personnel, resources and initiatives: Describe how the LEA will use Title III funds to provide supplemental support to help ELs increase EL proficiency, meet the challenging State academic standards, and align with Virginia's accountability plan. Also, describe how the activities funded from Title III, Part A, are expected to increase student achievement and EL progress and proficiency. The description must include a brief needs assessment with data, to demonstrate why the resources, materials, personnel, curriculum enhancement, coordination with other programs and other creative initiatives to be funded by Title III, will support an effective LIEP. This description must align with expenditures outlined in the Budget Summary and Detailed Budget Description in the Budget Tab.

The division Title III funds are allocated toward professional learning to support staff knowledge and skills necessary to support the enhanced proficiency of ELL students and communicating with their parents. Increasing the ELLs proficiency in English will provide greater access to the curriculum and thus the Standards of Learning (SOL), therefore, enhancing an ELL's opportunity to demonstrate mastery on SOL tests. ELL teachers who are endorsed will be assigned to support teachers of ELLs with scaffolding content and resource gathering.

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

Box 10: Title III Professional Development: Describe how the LEA will use Title III funds to provide supplemental support for effective professional development (PD) to support: 1) classroom teachers, 2) principals, 3) support staff, 4) administrators, and 5) others. This description must include a brief needs assessment with data, to demonstrate how Title III funds will support effective PD to improve EL educational outcomes. This description must align with expenditures outlined in the Budget Summary and Detailed Budget Description in the Budget Tab.

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

Box 11: Title III Parent Engagement: Describe how the LEA will use Title III funds to provide supplemental support to parent, family and community engagement activities. Identify strategies used in coordination with other related programs, such as Title I, Part A, college and career readiness, and preschool programs. This description must include a brief needs assessment with data to demonstrate how Title III funds will support effective parent and family engagement to improve EL educational outcomes. This description must align with expenditures outlined in the Budget Summary and Detailed Budget Description in the Budget Tab.

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

G. TITLE III PROGRAM DETAILS

Possible Subgrant Activities

Sec. 3115(c)(1)(2)(3) – LEA Required Subgrant Activities Respond YES or NO using the dropdowns if Title III funds will be used this year (2024-2025) to support required activities. Refer to the Title III Budget Tab and the Title III Program Narrative Tab boxes 8-11 to support your responses.

Box A.

Required LEA Activities Under Title III Funding	Respond YES or NO using the dropdowns if Title III funds will be used this year (2024-2025) to support required activities. Refer to the Title III Budget Tab and the Title III Program Narrative Tab boxes 8-11 to support your response.
If applicable, other activities and strategies that enhance or supplement LIEPs, including coordination and alignment across programs (as required under section 3115(c)(3)(B)). (States are not required to enter counts for the last row if the State reports counts for 3115(c)(3)(A)). (See Box 8)	No
Support the development and implementation of LIEPs (as required under section 3115(c)(1)). (See Box 9)	No
Provide professional development to teachers and other personnel serving ELs (as required under section 3115(c)(2)). (See Box 10)	No
Provide parent, family, and community engagement activities (as required under section 3115(c)(3)(A)). (See Box 11)	No

Optional LEA Activities Under Title III Funds

Box B.

Optional LEA Activities Under Title III Funds	Place an X to Show How Funds Will be Used This Year (2024-2025)
Upgrade program objectives and instructional strategies (section 3115(d)(1)).	
Improve instruction for ELs through curricula, instructional materials, software, and assessment procedures (3115(d)(2)).	
Provide tutorials, career and technical education (section 3115(d)(3)(A)).	
Provide intensified supplemental instruction, including translated materials, interpreters, and translators (section 3115(d)(3)(B)).	
Support LIEPs for preschool programs (section 3115(d)(4)).	
Implement strategies to improve ELP and academic achievement for ELs (section 3115(d)(5)).	
Provide parent, family, and community engagement activities to support the education of ELs (section 3115(d)(6)).	
Provide resources, including educational technology, electronic networks for materials, training, and communication, and incorporate	
Offer programs to help ELs achieve success in postsecondary education (section 3115(d)(8)).	
Improve the instruction of ELs with disabilities (section 3115(d)(9)).	
Other (section 3115(d)(9)).	Software Purchase

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

Box C.

LIEPs	Language of Instruction (if applicable)
Transitional Bilingual	N/A
Dual Language or Two-way Immersion	N/A

H. MEASURABLE OBJECTIVES:**Section 1**

In Section 1 of the MOs, the LEA must address the MOs in Section 2 of the previous year's application and report whether 1) the LEA met the intended outcomes/targets; 2) reasons why the intended outcomes/targets were not met; and 3) how the MO will be modified, if applicable. The LEA may also choose to use MOs from Section 1 of the application submitted two years previously. The LEA should include a description of the data analysis and process used to determine if the intended MO outcome/target was met. Be sure to address all of the following:

1. Specify the measurable objective from the previous application.
2. Specify the application year (2021-2022 or 2022-2023).
3. State the original MO goal and then describe the actual data results; and
4. Describe the activities implemented and the actual progress made towards reaching the MO.

Measurable Objective 1:

2023-2024 Goal: The division will continue to offer professional learning to staff supporting ELL students through local, state and national meetings.

Result: In 2022-2023, the division increased the percentage of staff participating in ELL professional learning activities by 10% (60 to 66) over the 2021-2022 year.

Measurable Objective 2:

2023-2024 Goal: By the end of the school year, 50% percent of ELs students will demonstrate progress toward acquiring proficiency in English by moving from one English language level to the next.

Results: The 2023 ACCESS for ELLs data reflects 36 of 79 (46%) students made pro

H. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 3:

2023-2024 Goal: By the end of the school year, 60% percentage of the ELLs taking the Standards of Learning reading assessments will score at the proficient level.
Results: In 2023, 32% of EL students passed the 2022-2023 Standards of Learning reading assessments

Measurable Objective 4:

2023-2024 Goal: By the end of the school year, 60% percentage of the ELLs taking the Standards of Learning mathematics assessments will score at the proficient level.
Results: In 2023, 41% of EL students passed the 2022-2023 Standards of Learning mathematics assessments

Measurable Objective 5:

N/A

H. MEASURABLE OBJECTIVES (CONTINUED)

Section 2 - A minimum of 3 MOs for the 2024-2025 SY should be completed for Section 2

1. State between three to five measurable objectives, that will support the goals of your LEA's EL program. These objectives must be funded with identified Title III, Part A, federal funds as written in this application.

If state EL Progress targets were not met (Box 3b), you MUST identify an EL Progress target as a MO. Below are some additional areas of focus that could be identified as LEA measurable objectives, where Title III funds are used to provide supplemental support:

- EL Absenteeism targets
- EL Graduation targets
- EL Parent engagement targets.
- EL subgroup SOL targets.
- EL Professional development targets.
- LIEP curriculum development.
- Increasing EL participation in CTE.

This is not an exhaustive list and MOs should be based on an IIEP needs assessment

2. Describe the evidence-based research that supports the services and activities (programs, resources, people, and techniques) that will be implemented to achieve each objective. Review boxes 9, 10, and 11 in the Title III Program Tab to incorporate funding identified with measurable targets for the 2024-2025 SY. Be specific about how people, resources and professional development identified in the Budget Tab, are used to meet each measurable objective.

What is a Measurable Objective?

A measurable objective has four components:

- 1) **Subject** (Who is the target or focus?);
- 2) **Behavior** (What will be changed/improved/utilized?);
- 3) **Specific criteria** for assessing improvement, readiness, or achievement and tools to be used to measure effectiveness; and
- 4) **Time period** for performance or assessment

Measurable Objective 1:

In 2023-2024, the division will increase by 10% the number of teachers and administrators participating in ELL professional learning activities

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

Continue to increase participation at the 2024 VESA conference for teachers and administrators.

H. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 2:

2023-2024 school year, 20% percentage of ELLs will demonstrate progress toward acquiring proficiency in English by moving from one English language level to the next.

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

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

Measurable Objective 3:

2023-2024 school year, 75% percentage of the ELLs taking the Standards of Learning reading assessments will score at the proficient level.

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

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

H. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 4:

2023-2024 school year, 70% percentage of the ELLs taking the Standards of Learning mathematics assessments will score at the proficient level.

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

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

Measurable Objective 5:

N/A

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

N/A

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

Complete if IY funds are allocated

Purpose of Immigrant Children and Youth (IY) Funds

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

Description of Program and Services for Immigrant Students

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

N/A

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

N/a

J. PRIVATE SCHOOL PARTICIPATION

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

1. How many English Learners Level 1-4.3 received services in the public school division for the 2024-2025 school year?

2. Are there eligible private schools in the school division's attendance area? Mark Yes if you have Private Schools, even if they refuse funds.
 Yes (If yes, complete the remainder of this page.) No (If no, it is not necessary to complete the rest of this page.)

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

Regular Mail Certified Mail
 Telephone Calls Meetings
 Visits to the Private School Other (Please specify)

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

a. Title III Budget	13,338.42
b. Proportionate Share	0
c. Additional set-aside for equitable services (if necessary)	
d. Amount to use for set-aside calculations	0.00

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

a. Title III Budget	0.00
b. Proportionate Share	0

K. GENERAL EDUCATION PROVISIONS ACT (GEPA) SECTION 427

Section 427 of the General Education Provisions Act (GEPA) requires applicants for federal funds to include in their applications a description of the steps the applicant will take to ensure equitable access to, and participation in, federally-assisted programs for students, teachers, and other program beneficiaries with special needs. The provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, the applicant should determine whether these or other barriers may prevent students, teachers, etc., from such access or participation in the federally-funded project or activity. The description in the application of steps to be taken to overcome these barriers need not be lengthy; the application may provide a clear and succinct description of how the applicant plans to address those barriers that are applicable to their circumstances.

Describe the steps the division will take to ensure equitable access to, and participation in, grant-funded programs for students, teachers, and other program beneficiaries with special needs as required by the General Education Provisions Act (GEPA) 427, OMB Control No. 1894-00045, Section 427.

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

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