



MEMORANDUM

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

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

DATE: May 22, 2025

RE: Approval: 2025-2026 Title III, Part A, Language Instruction for English Learners and Immigrant Students Grant Application

Permission is requested to submit the 2025-26 Title III, Part A, Language Instruction for English Learners and Immigrant Students Grant Application to the Virginia Department of Education for approval. Following school board approval, signatures from the school board chair and yourself are required on the first page. The application is due to the VDOE by July 1, 2025.

The proposed budget for the 2025-2026 Title II, Part A grant is based on the 2024-2025 allocation of \$18,027.34, as recommended by the VDOE, pending final allocations.

The major expenditures in the 2025-2026 Title III, Part A grant application include:

- \$3,000 is allocated to support professional development initiatives at both the school and division levels, focusing on effective instructional practices for English Learners (ELs).
- \$3,550 is designated for the purchase of instructional software to enhance English language development and support EL student learning.
- \$8,450 is allocated for supplemental instructional materials and resources designed to support EL students in developing academic language and accessing core content.

Further adjustments to the 2025-2026 grant application will be made in September 2025 when the final allocations are released.

jcmemo#22

Attachment: 2025-2026 Title III, Part A, Language Instruction for English Learners and Immigrant Students Grant 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

2025-2026

Individual Program Application

Due by July 01, 2025

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:	
Suffolk City Public Schools	127	Jennifer Conner	
Mailing Address (Street, City or Town, Zip Code)	Phone:	757-925-6759	Ext: <input type="text"/>
100 N. Main Street	Email:		
Suffolk, VA 23434	jenniferconner@spsk12.net		

2025-2026 Title III, Part A Allocation:	18,000.00	EL Award Amount:	18,000.00	I/Y Award Amount:	
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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 06/12/25

Superintendent's Signature

Dr. John B. Gordon, III

Superintendent's Name

06/12/25

Date

Board Chairperson's Signature

Heather S. Howell

Board Chairperson's Name

06/12/25

Date

Application Submission, Approval, and LEA Expenditure of Funds: Applications for Federal Funds are due by July 01, 2025. Revisions and Amendments should be submitted in a timely manner.

Please note, in order for the funds to be expendable by July 01, 2025, the electronic application must be received at the Virginia Department of Education by July 01, 2025, 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

2024-2025 Allocation	2024-2025 Consolidated	Eligible Program		2025-2026 Allocation Total
18,027.34	No	Title III, Part A, English Learners: (Total of: a + b; only a; or only b)		18,000.00
		a. EL Subgrant	Subtotal 18,000.00	
		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		18,000.00

TRANSFERABILITY

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

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"/>	
	Amendment: <input type="checkbox"/>	Date: <input type="text"/>	
2.	Revision: <input type="checkbox"/>	Date: <input type="text"/>	
	Amendment: <input type="checkbox"/>	Date: <input type="text"/>	
3.	Revision: <input type="checkbox"/>	Date: <input type="text"/>	
	Amendment: <input type="checkbox"/>	Date: <input type="text"/>	
4.	Revision: <input type="checkbox"/>	Date: <input type="text"/>	
	Amendment: <input type="checkbox"/>	Date: <input type="text"/>	
5.	Revision: <input type="checkbox"/>	Date: <input type="text"/>	
	Amendment: <input type="checkbox"/>	Date: <input type="text"/>	
6.	Revision: <input type="checkbox"/>	Date: <input type="text"/>	
	Amendment: <input type="checkbox"/>	Date: <input type="text"/>	
7.	Revision: <input type="checkbox"/>	Date: <input type="text"/>	
	Amendment: <input type="checkbox"/>	Date: <input type="text"/>	
8.	Revision: <input type="checkbox"/>	Date: <input type="text"/>	
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10.	Revision: <input type="checkbox"/>	Date: <input type="text"/>	
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11.	Revision: <input type="checkbox"/>	Date: <input type="text"/>	
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12.	Revision: <input type="checkbox"/>	Date: <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 2025-2026 Award: S365A250046 Project Codes: APE60509 (IY) & APE60512 (EL)		
		Allocation:	18,000.00	
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	6,550.00		
	Private School Set-Aside			
	Total Purchased/Contracted Services	6,550.00	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	1,000.00		
	Private School Set-Aside			
	Total Other Charges	1,000.00	0.00	Yes
6000 - Materials and Supplies	Administrative			
	Materials	10,450.00		
	Private School Set-Aside			
	Total Materials and Supplies	10,450.00	0.00	Yes
8000 - Capital Outlay	Non-Administrative			
	Total Capital Outlay	0.00	0.00	Yes
TOTAL SUBGRANT BUDGET		18,000.00	0.00	
TOTAL ALLOCATION		18,000.00		
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.

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

[illegible]

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	Title II, Part A, Transferability Award S367A250044 Project Code APE60016		Title IV, Part A, Transferability Award S424A250048 Project Code APE60023		DOES THE BUDGET SUMMARY MATCH THE DETAILED BUDGET BREAKDOWN?
		0.00		0.00		
		AMOUNT TRANSFERRED INTO PROGRAM				
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.
	<u>LIEP Model(s)</u>
Suffolk Public Schools implements an evidence-based English Language Development (ELD) program aligned with the English Language Instructional Program (LIEP) model to support English Learners (ELs) at all grade spans and proficiency levels in developing English language skills and meeting challenging state academic standards. At the elementary and middle school levels, the division utilizes a combination of push-in and pull-out services, with ELs receiving 45 to 150 minutes of direct language instruction weekly. Instruction is differentiated based on students' WIDA proficiency levels: students at Level 1 receive intensive, scaffolded instruction using visuals and basic communication strategies, Level 2 students focus on foundational vocabulary and sentence structure, Level 3 students are supported with strategies such as sentence frames and guided reading as they engage with more complex academic texts, and Level 4 students refine their academic language and writing across disciplines. Newcomer ELs receive highly scaffolded, small-group instruction with visual supports and culturally responsive strategies to accelerate language acquisition and content access.	
At the high school level, ELs participate in daily or alternating-day 90-minute EL classes taught by certified ESL teachers. Dually identified ELs (with IEPs or 504 plans) at WIDA proficiency levels 1.0-4.3 who have not opted out of ESL services receive integrated instruction and accommodations from both ESL and special education staff, with progress closely monitored through collaborative planning and data reviews. Additional student groups—including opt-out ELs, Long-Term ELs, SLIFE (Students with Limited or Interrupted Formal Education), and monitored ELs—are systematically identified and supported throughout the year. Instructional decisions are informed by progress data collected via the ELLEVATION platform and collaborative team meetings involving general education, ESL, special education, and administrative staff. Suffolk Public Schools strategically applies federal, state, and local funds to ensure that all ELs receive equitable access to instruction, supports, and opportunities for academic success, in compliance with Title III requirements.	

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.
Suffolk Public Schools has established a comprehensive, multi-tiered professional development plan to support the effective identification and instruction of English Learners (ELs), including dually identified students. Local and state funds are used to ensure the appropriate instructional staff—general education, special education, and English Learner teachers—receive high-quality, evidence-based training aligned with state requirements and federal guidance. Professional development begins with mandatory training on EL identification procedures, including administration of the Home Language Survey, WIDA Screener, and ACCESS for ELLs assessments, to ensure accurate placement and compliance.	
Ongoing professional learning is delivered through district PD days, school-based PLCs, and monthly asynchronous ELLEVATION Strategy modules, enabling educators to build capacity in sheltered instruction, differentiated support, and integration of language development within content areas. The SIOP model and best practices for scaffolding instruction are emphasized to ensure ELs are supported across all proficiency levels. Additionally, training is provided on interpreting ACCESS score reports, monitoring opt-out and dually identified students, and using EL data to inform instruction.	
The division's four ESL teachers and a newly hired division ELL Literacy Coach actively participate in state-sponsored learning offered by the Virginia Department of Education (VDOE), university partners, and professional organizations such as the Virginia ESL Supervisors' Association (VESA). The ELL Literacy Coach also provides in-house training, modeling, and coaching to strengthen instructional delivery among the ESL team. The ELL Division Literacy Coach and ELL teachers collaborate with building staff to facilitate ongoing job-embedded support and monitor implementation. This system of sustained professional development ensures that EL students receive instruction from educators who are equipped to meet their unique academic and language development needs.	

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 2023-2024 which was reflected for ACCESS Accountability in the 2024-2025 SY.	
	The number of ELs division-wide (Level 1-4.3)	183
	The number of endorsed ESL teachers directly serving ELs	4
	The percentage of ELs who made PROGRESS (Target 54%)	49%
	The percentage of ELs who reached PROFICIENCY (4.4+ on the ACCESS for ELs assessment)	10

Box 3b: If the LEA did not meet State PROGRESS targets for 2023-2024 Assessment SY which impacts the 2024-2025 Accountability SY target of 54%, 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 developed the following action plan to meet state ESSA ELP targets:

Conducted division-wide analysis of ACCESS for ELLs scores to identify trends and gaps in English language proficiency growth.
 Prioritized newcomer and long-term ELs with intensified support and modified instructional strategies.
 Implemented a professional development plan that includes training during district PD days, PLCs, and monthly asynchronous modules using Ellevation Strategies.
 Provided training on WIDA ELD Standards, the SIOP Model, and integrating language objectives into content instruction.
 Expanded use of high-quality, research-based instructional resources and formative assessments to inform instruction.
 Strengthened communication and collaboration between EL staff, general education teachers, and administrators through structured PLCs and data reviews.
 Provided family engagement opportunities to support EL student learning at home and ensure meaningful involvement in the educational process.
 Included EL progress in school improvement plans and leadership team meetings to maintain accountability and focus on ESSA targets.
 Allocated federal Title III funds strategically to support professional learning and supplemental resources that directly impact EL proficiency growth.
 Hired a Division ELL Literacy Coach for the 2024-2025 School Year to provide targeted instructional support, professional learning, and coaching aligned to English language proficiency standards.
 Posted Position for a Secondary ELL Specialist to strengthen language instruction and academic support for middle and high school English Learners.
 Included ELL Teachers in All Required Virginia Literacy Act (VLA) Trainings to ensure alignment with state literacy initiatives and support the integration of language and content instruction.

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 1-4, 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 - 4 450 min/wk

The minutes outlined above represent the minimum expectation for ELL instructional time. When schedules permit, teachers are encouraged to provide additional support to meet the diverse needs of their students. Expanding service time directly enhances ELL initiatives by enabling the delivery of differentiated instruction aligned to each student's English language proficiency level. Through the use of scaffolding, visual supports, and targeted language development strategies, these efforts ensure that ELLs can effectively access grade-level content, leading to improved academic outcomes across all subject areas.

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	<p>Describe the division's procedures to conduct the Title III program evaluation of division implemented programs and services for ELs. Include the following information:</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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)
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Suffolk Public Schools conducts a comprehensive annual evaluation of its Language Instruction Educational Program (LIEP) each spring to assess the effectiveness of Title III-funded programs and services for English Learners (ELs). The evaluation timeline includes stakeholder surveys administered each May to EL parents, teachers, and staff, with the 2025 surveys distributed on May 12 and scheduled to close on May 23. Results and findings from this survey will be included at a later date.

Stakeholders involved in the evaluation process include the Chief Academic Officer, the Coordinator of English, the Coordinator of Testing and Research, Coordinator of Data and Research, Coordinator of Compensatory Programs, division EL teachers, the division EL literacy coach, and building-level ESL contacts.

Input is gathered through surveys, collaboration meetings, and classroom observations to assess program implementation and the use of research-based instructional practices. The division uses the ELLEVATION platform to collect and monitor student data, including EL identification and progress, ACCESS for ELLs proficiency levels, academic achievement data from local and state assessments (e.g., SOLs), enrollment in advanced and specialized courses, participation in extracurricular activities, graduation rates, ELs with disabilities, Long-Term ELs, SLIFE, and reclassified Former ELs (ACCESS score ≥ 4.4).

Survey findings from 2024 the Title III survey revealed high parent satisfaction with family engagement and ESL services, while staff responses highlighted areas for growth in professional development and familiarity with ESL resources. Evaluation results are used to inform instructional improvements, program updates, and professional learning priorities for the following school year, ensuring ongoing responsiveness to the needs of EL students and their families.

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

Box 6: Discuss the results of the Title III program evaluation and describe the LIEP modifications to be introduced to address specific concerns identified in the evaluation process.

The results of the 2024 Title III program evaluation, including survey data from parents and staff, indicate that while there is strong parental satisfaction with family engagement and ESL services, there are clear opportunities for growth in professional development and the availability of ESL instructional resources. Staff survey responses highlighted a need for increased training on strategies for supporting English Learners (ELs), particularly for dually identified students with disabilities, and greater familiarity with available tools and supports. Additionally, the Spring 2025 Title II & IV Needs Assessment survey reinforced these findings, with stakeholders identifying professional development and additional EL resources as priority areas.

In response to these findings, Suffolk Public Schools will continue to implement the "ESL/ELD" LIEP model, which provides explicit language instruction in the four language domains through push-in and pull-out services. Instruction will remain developmentally appropriate and aligned to the Virginia Standards of Learning (SOLs), with students grouped based on their WIDA proficiency levels to ensure targeted language development. To better support instructional staff, the division will expand access to professional development through the ELL Canvas Course and by increasing the use of Ellevation's shared strategies feature. These tools are designed to build educator capacity and increase consistency in instructional approaches across schools.

Modifications to the LIEP for the 2025–2026 school year include enhanced use of formative assessment data and WIDA ACCESS results to refine instruction and adjust grouping structures throughout the year. Dually identified students will continue to receive coordinated services from ESL, general education, and special education teachers, with increased emphasis on collaborative planning and progress monitoring. To address the need for better staff support, the ELL Literacy Coach and ESL team will expand job-embedded coaching and provide additional training focused on the instructional needs of long-term ELs, opt-out students, SLIFE, and ELs at higher proficiency levels. These efforts aim to ensure that all ELs receive equitable, rigorous, and supportive instruction that advances both their English language development and academic achievement.

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.

Suffolk Public Schools is committed to fostering strong, inclusive partnerships with families of English Learners (ELs) by ensuring they have meaningful access to communication and opportunities to participate in their child's education. Using local and state funds, the division provides a range of language assistance services to support Limited English Proficient (LEP) parents and families. Real-time interpretation services are available through Language Line, which allows school staff to communicate effectively with families during meetings, phone calls, and conferences. Written communication—including flyers, notifications, and consent forms—is translated into each family's preferred language. Additionally, the district's automated messaging platform, School Messenger, delivers voice and text communications in multiple languages, and the division's website includes a built-in translation feature to increase digital accessibility for all families.

To promote engagement, schools host parent workshops and family events specifically designed to include and support families of EL students. These events often feature student performances, refreshments, and interactive learning activities, and are held both on and off school campuses to remove participation barriers. Topics are selected based on school-identified needs and may include strategies for supporting reading at home, navigating school systems, or understanding assessment data. ELL teachers actively participate in these events to build trust, facilitate communication, and serve as liaisons between the school and EL families. Schools with higher EL populations provide home-language flyers and coordinate family engagement activities tailored to their specific communities. All outreach efforts are documented through agendas, invitations, handouts, and communication logs, demonstrating the division's sustained commitment to equitable access and family-centered engagement.

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.

Suffolk Public Schools' English Language Learner (ELL) program maintains strong partnerships with internal departments and external agencies to ensure English Learners (ELs) have equitable access to academic supports, enrichment opportunities, and family services. Within Title I elementary schools, ELL students receive both language development instruction and academic intervention aligned to their needs. Dually identified students are supported through coordinated efforts between ELL and Special Education staff to ensure compliance with IEP requirements and language acquisition goals. These collaborations ensure instruction is tailored, inclusive, and progress is closely monitored.

The ELL program also works closely with Title II to provide targeted professional development and expand the capacity of general education staff to support ELs. Division teachers and ELL staff participated in the SURN "Multilingual Learners 101 Workshop," which provided foundational knowledge in language development, assessment alignment, and classroom strategies for multilingual learners. Strategies from this workshop are now being implemented across classrooms and shared through PLCs and professional learning sessions. In addition, Title II funds supported teachers in preparing for and passing the Praxis 5362 (ESOL endorsement), and educators enrolled in the iTeach program are developing inclusive practices relevant to EL instruction.

The division encourages EL student participation in all extracurricular activities and specialized programs, including gifted education and college and career readiness initiatives. The ELL department collaborates with these programs to ensure that language is not a barrier to access. Language Line services are available across all schools to facilitate communication with families, ensuring multilingual parents can engage meaningfully with staff and access available school and community supports.

Community engagement is also a key focus. Parents of EL students are connected to local government agencies and service organizations that provide support in areas such as housing, healthcare, and workforce readiness. These partnerships have strengthened wraparound services and ensured that families of multilingual learners are better equipped to support their children's academic success.

Through these sustained partnerships—with Title I, II, and IV, Special Education, and community-based agencies—Suffolk Public Schools is building an inclusive and supportive ecosystem for English Learners and their families. Early implementation data and anecdotal feedback indicate improved access to services, increased participation in professional learning, and stronger

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

Suffolk Public Schools will use Title III funds to provide supplemental supports that promote English Learners' (ELs) English language proficiency and academic achievement in alignment with Virginia's Standards of Learning (SOLs) and the state accountability framework. A recent needs assessment, including WIDA ACCESS for ELLs data and survey feedback, identified continued gaps in English proficiency among ELs across multiple grade spans, particularly in the domains of reading and writing. Additionally, staff and stakeholder input from the Spring 2025 Title II & IV Needs Assessment survey highlighted the need for increased professional learning and instructional resources tailored to the needs of ELs, including support for dually identified students.

To address these needs, Title III funds will support a multi-pronged approach focused on building instructional capacity, strengthening curriculum resources, and increasing family engagement. A key investment includes the purchase of Engage by Vista Higher Learning, a standards-aligned curriculum that provides interactive and culturally responsive materials to build academic language across all proficiency levels. Engage is aligned with the WIDA English Language Development (ELD) Standards and the Virginia SOLs and is designed to supplement core instruction with targeted language development.

Title III funds will also be used to provide ongoing professional learning for ELL teachers and content-area teachers, equipping them with strategies to scaffold instruction, differentiate based on language proficiency levels, and integrate academic language into core instruction. Endorsed ELL teachers will serve as liaisons and instructional coaches, supporting general education teachers through co-planning and resource sharing.

In coordination with Title I, Title III efforts are aligned to ensure comprehensive support for ELs. Title I funds provide foundational academic interventions, while Title III offers supplemental language development services, joint professional learning opportunities, and resources to engage EL families. Shared data systems are used to monitor progress and inform instruction, ensuring services are targeted and effective.

Through this coordinated and data-driven approach, the LEA expects to see increased student achievement among ELs, as measured by improved performance on the ACCESS for ELLs assessment, higher SOL pass rates, and growth in language proficiency levels. Title III-funded activities directly support an effective LIEP by supplementing core instruction with high-quality

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.

Suffolk Public Schools will use Title III funds to provide supplemental, high-quality professional development that equips classroom teachers, principals, support staff, and administrators with the tools needed to improve English Learners' (ELs) academic achievement and language development. A recent needs assessment, including WIDA ACCESS data and feedback from the Spring 2025 Title II & IV Needs Assessment Survey, identified a need for greater support in integrating language development into content instruction, understanding EL data, and applying scaffolding strategies, particularly for general education staff and school leaders. In response, Title III funds will support division-led professional learning facilitated by the ELL Division Literacy Coach, ELL Specialist, and endorsed EL teachers. These leaders will provide targeted coaching, modeling, and collaborative planning focused on evidence-based instructional practices for ELs. Title III funds will also support participation in regional and state conferences such as the Virginia ESL Supervisors' Association (VESA), with participants expected to share learning through school-based PD. Instructional support staff, including reading specialists and interventionists, will also be included to strengthen alignment between core and supplemental services. The impact of this professional learning will be evaluated through growth on WIDA ACCESS assessments, classroom walkthrough data, teacher feedback, and evidence of instructional implementation. These coordinated efforts ensure that Title III-funded PD directly supports improved EL outcomes and aligns with the division's broader goals under Virginia's accountability plan.

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.

Suffolk Public Schools will use Title III funds to provide supplemental support for parent, family, and community engagement activities that are culturally and linguistically responsive to the needs of English Learner (EL) families. A review of school-level feedback and the Spring 2025 Title II & IV Needs Assessment survey identified the need for increased family engagement, particularly in schools with high EL populations. To address this, Title III funds will be used to support family engagement events hosted at the school level, where EL teachers provide families with information on language development, academic expectations, and resources available to support their child's learning. Events will include translated materials, take-home learning resources, and interpreter services when needed to ensure accessibility. These events are designed to be interactive and often feature student-led presentations or performances to encourage participation and build community connections. In addition, Title III supports coordination with Title I parent involvement efforts, ensuring that EL families benefit from a unified approach that reinforces learning at home and builds strong school-family partnerships. PTA meetings at high-EL enrollment schools are also leveraged to share updates and resources. Through these coordinated efforts, the division aims to improve communication, strengthen trust with multilingual families, and support improved educational outcomes for EL 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 (2025-2026) 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 (2025-2026) 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)	Yes
Provide parent, family, and community engagement activities (as required under section 3115(c)(3)(A)). (See Box 11)	Yes

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 (2025-2026)
Upgrade program objectives and instructional strategies (section 3115(d)(1)).	X
Improve instruction for ELs through curricula, instructional materials, software, and assessment procedures (3115(d)(2)).	X
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)).	X
Support LIEPs for preschool programs (section 3115(d)(4)).	
Implement strategies to improve ELP and academic achievement for ELs (section 3115(d)(5)).	X
Provide parent, family, and community engagement activities to support the education of ELs (section 3115(d)(6)).	X
Provide resources, including educational technology, electronic networks for materials, training, and communication, and incorporation of these resources into curricula and programs, to improve the instruction of ELs (section 3115(d)(7)).	
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)).	X
Other (section 3115(d)(9)).	

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 (2022-2023 or 2023-2024).
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

In 2023-2024, the division will increase by 10% the number of teachers and administrators participating in ELL professional learning activities. Continue to increase participation at the 2024 VESA conference for teachers and administrators.

In 2023-2024, five instructional staff members attended the VESA Conference. Participation increased in 2024-2025, with six instructional staff members in attendance.

Measurable Objective 2:

2023-2024

During the 2023-2024 school year, 20% of English Learners (ELs) are expected to demonstrate progress in English language proficiency by advancing at least one proficiency level. 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 enhance the division ESL program.

Based on the 2023-2024 ACCESS data, 37% of the ELL population grew at least 1 proficiency level.

Measurable Objective 3:

2023-2024

During the 2023-2024 school year, 75% of English Learners (ELs) who take the Standards of Learning (SOL) reading assessments are expected to achieve a proficient score. 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 enhance the division ESL program.

On the 2023-2024 SOL reading assessments, 100 English Learner (EL) students were tested, with 50% achieving a score at the proficient level.

Measurable Objective 4:

2023-2024

During the 2023-2024 school year, 70% of English Learners (ELs) taking the Standards of Learning (SOL) mathematics assessments are expected to score at the proficient level. 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.

On the 2023-2024 SOL math assessments, 100 English Learner (EL) students were tested, with 55% achieving a score at the proficient level.

H. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 5:

Section 2 - A minimum of 3 MOs for the 2025-2026 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 LIEP 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 2025-2026 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:

By the end of the 2025–2026 school year, Suffolk Public Schools will increase the percentage of English Learners (ELs) demonstrating progress toward English language proficiency from 49% to at least 60%, as measured by the ACCESS for ELLs assessment, in alignment with the state-established EL progress target.

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

To support this goal, the division will implement targeted English language development instruction aligned with the WIDA English Language Development Standards. Increased collaboration between ESL and content teachers will be promoted through co-teaching models and shared instructional planning. Professional learning opportunities will be expanded to focus on scaffolding academic language and integrating language objectives into core content areas. The division will continue to utilize the ELLEVATION platform to monitor EL progress, identify students not making adequate growth, and implement timely, targeted interventions. Additional support will be provided to newly identified and long-term ELs through individualized instructional plans and regular progress monitoring. Family engagement will also be strengthened through multilingual communication tools and partnerships with local agencies to extend language development support beyond the classroom.

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

By June 2027, at least 95% of instructional staff who participate in grant-funded professional learning will implement and share their learning with colleagues at the school or division level. The effectiveness of the professional development will be evaluated through participant feedback surveys, observation data, and student achievement outcomes. Evidence of participation and implementation will be documented through participation logs, artifacts, Frontline reports, and evaluation data.

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

Title III funds will support participation in targeted conferences such as VESA and SURN, with attendees required to share key takeaways through PLCs or staff trainings. Division-led EL-focused PD sessions will reinforce evidence-based strategies, with implementation documented through lesson plans, student work, and observation data.

Measurable Objective 3:

By June 2027, Suffolk Public Schools will enhance engagement with families of English Learners by organizing at least three (3) school- or division-level events each school year. These events will focus on fostering family-school partnerships, increasing access to educational resources, and providing support to help families advocate for their children's academic success.

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

Family engagement events will be held at schools with high English Learner (EL) populations, supported by both the schools and the division's Office of Community Engagement. These events may be coordinated in conjunction with Title I family engagement activities or other school-based events to maximize participation and impact.

H. MEASURABLE OBJECTIVES (CONTINUED)**Measurable Objective 4:****Effective research-based services and activities that will be implemented and supported by the requested funds to achieve the objective.****Measurable Objective 5:****Effective research-based services and activities that will be implemented and supported by the requested funds to achieve the objective.**

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

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 avasilable 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.