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| ***Elementary and Secondary***  ***Education Act of 1965* (ESEA)**  as Amended by the  ***Every Student Succeeds Act of 2015* (ESSA)** Title I, Part A **Improving Basic Programs**   |  | | --- | | Individual Application **Guidelines ♦ Instructions ♦ Assurances** |   **Application Submission Date:**  **July 1, 2024**  **ESEA Grant Award Period:**  **July 1, 2024 – September 30, 2025** Virginia Department of EducationDivision of Teaching and LearningOffice of ESEA Programs **P. O. Box 2120**  **Richmond, VA 23218-2120** |

# **Application Guidelines**

# **Purpose of Program and General Use of Funds**

The overarching purpose of the grant is to support student achievement under Virginia’s Accountability Plan provisions, including the following:

* Supporting student mastery of K-12 college-and-career ready reading and mathematics standards, and attainment of proficiency or better on corresponding assessments;
* For high schools with a graduating class, supporting student completion of graduation requirements in a timely fashion; and
* Ensuring that students are taught by effective teachers meeting Virginia licensing and professional teaching requirements and providing meaningful professional development and support to promote effective instruction to increase student achievement.

The purpose of Title I, Part A, Improving Basic Programs Operated by Local Educational Agencies, is to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.

# **Application Submission and Approval Deadline**

* The consolidated or individual application submission date is July 1, 2024; the application may be submitted prior to July 1.
* A school division that submits an approvable application by July 1, 2024, will have the 2024-2025 funds available on a reimbursement basis as of July 1, 2024. A school division that submits an approvable application after July 1, 2024, will have the 2024-2025 funds available on a reimbursement basis as of the date the application is received at the Department.
* The division should make every effort to submit program applications by the due date.
* Failure to adhere to the submission deadline indicates that the division may not have a process in place to ensure that it implements only approved programs and services and that funds are allocated only on approved activities.

**Submission to the Virginia Department of Education**

* Applications will be submitted using the web-based Online Management of Education Grant Awards (OMEGA) system. Instructions for the electronic application completion and submission process are explained on pages 3-4 of these guidelines.
* The application cover page signed by the division superintendent and the local school board chairperson should be retained and filed at the division level. **The signed application cover page should be uploaded to** [**essa@doe.virginia.gov**](mailto:essa@doe.virginia.gov) **by October 1, 2024, as evidence of the assurance of constitutionally protected prayer.** The signed application cover page should be retained at the local level and the online certification by the superintendent will indicate compliance with application assurances. Additional information on assurances is included in the “General Assurances and Program Specific Assurances” Tabs.

**Revisions and Amendments to Applications**

* Revisions are changes that are necessary to the program application or budget ***before*** approval can be granted. Revisions to the application are made after the original submission only if the application is denied.
* Amendments are changes that are made to the program application or budget ***after*** the approval of the application. If the amendment involves only programmatic changes, a budget transfer request is not required. If the amendment involves programmatic and budget changes, a budget transfer must also be submitted.
* The division should make every effort to submit revisions and amendments in a timely manner.
* 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 are not accepted without an approved amended application reflecting budget changes.
* Revisions and amendments should be identified on the Narrative Tab of the application in the upper right-hand corner. Indicate whether a revision or an amendment is being submitted and include the date. Next, select the “Explain” link. A section will be displayed where details about the changes to the application should be provided. Please be specific. Provide the number and date of the revision or amendment.
* All changes, whether submitted in a revision or amendment, should be made to the original or most recently approved version of the application. The file should then be resubmitted using OMEGA in a similar manner as was used for the original submission of the application file.

**Release of Federal Funds and Grant Award Period**

* At the conclusion of the approval process, Title I, Part A, funds are released to school divisions on a reimbursement basis. The grant award period is July 1, 2024, through September 30, 2025.  Under the Tydings Amendment, school divisions have until September 30, 2025 to encumber 2024-2025 funds (for more information on encumbering funds, refer to the [*Definition of Obligation of Funds*](https://www.doe.virginia.gov/home/showpublisheddocument/32423/638047209054070000)).
* Section 1127(a) of ESEA, as amended, requires school divisions to encumber 85 percent of their Title I, Part A, allocation by September of the following year, and limits the carryover of Title I, Part A, funds into the second fiscal year of the grant to 15 percent.
* Final reimbursements must be submitted to the Department by mid-November 2026. Reimbursements are submitted using the OMEGA system.
* If the 2024-2025 allocation amounts are not available to school divisions by the application submission date, the 2023-2024 ESEA Title I, Part A, allocation may be used as the estimated amount for budget purposes. When the eligible school division’s final 2024-2025 Title I, Part A federal allocations have been received, program applications must be revised or amended to reflect the final award amount.

**General Assurances and Program Specific Assurances**

* Assurances represent policies, procedures, and activities that must be developed by the school division to carry out the provisions of the law. The “General Assurances and Program Specific Assurances” are located in the application and in Appendix A of this document.
* The superintendent’s/designee’s and board chairperson’s signatures on the application cover page certify that the local educational agency will implement the general and program specific assurances.
* **The signed original of the application cover page must be retained at the division level and, for the Title I, Part A, application (individual or consolidated form), a scanned PDF of the signed cover page must be uploaded to the** [**essa@doe.virginia.gov**](mailto:essa@doe.virginia.gov) **by October 1, 2024.**

**Instructions for Electronic Completion and Submission of Application**

* + The application has been created in a Microsoft Excel format. Users can enter information in the white cells. Use the “Tab” key to move from cell to cell. **Do not** use the “Enter” key to advance to the next cell.
  + The completed application must be saved as an Excel document with the following name: “XXXTitleIPtA24-25.xlsm” (The “XXX” should be replaced by the three-digit LEA/Payee Code for your particular division). For example, Accomack County’s Title I, Part A, application should be saved as “001TitleIPtA24-25.xlsm” in the electronic files for the school division. **The file name cannot exceed 50 characters.**
  + The completed application should be uploaded to the OMEGA system by selecting the appropriate options to indicate the type of application (individual or consolidated) and then the appropriate federal program(s) in the application(s). Print copies will not be accepted.
  + OMEGA can be accessed through the Virginia Department of Education’s (VDOE’s) [Single Sign-on for Web System](https://p1pe.doe.virginia.gov/ssws/login_page.do) (SSWS).
  + A log-in ID and password are necessary to access the system.
  + If additional technical support is needed, please e-mail [OMEGA.Support@doe.virginia.gov](mailto:OMEGA.Support@doe.virginia.gov) or call (804) 750-8651.
  + All other correspondence should be directed as follows:
* School divisions located in Superintendents’ Regions 1 and 2 should contact Latonia Anderson, Title I Specialist, at [Latonia.Anderson@doe.virginia.gov](mailto:Latonia.Anderson@doe.virginia.gov) or at (804) 750-8173.
* School divisions located in Superintendents’ Regions 4 and 8 should contact Gueringè Richardson, Title I Specialist, at [Gueringe.Richardson@doe.virginia.gov](mailto:Gueringe.Richardson@doe.virginia.gov) or at (804) 750-8146.
* School divisions located in Superintendents’ Regions 5 and 7 should contact Sarah Gallagher, Title I Specialist, at [Sarah.Gallagher@doe.virginia.gov](mailto:Sarah.Gallagher@doe.virginia.gov) or at (804) 750-8151.
* School divisions located in Superintendents’ Regions 3 and 6 should contact Dr. Rob Wright, Title I/IV Specialist, at [Rob.Wright@doe.virginia.gov](mailto:Rob.Wright@doe.virginia.gov) or at (804) 750-8658.
* School divisions with specific questions related to Homeless Children and Youth should contact Dr. Patricia Popp, State Coordinator, at [homlss@wm.edu](mailto:homlss@wm.edu) or at (757) 221-4002.
* School divisions with specific questions related to preschool should contact Tiffanie Meehling, Associate Director of Pre-K Programs, at [Tiffanie.Meehling@doe.virginia.gov](mailto:Tiffanie.Meehling@doe.virginia.gov).

###### Instructions for Completing the Application

**Main Page Tab**

Select the school division from the drop-down box in cell F13. This feature will automatically insert your school division name and number throughout the application.

**Application Directory**

By clicking the buttons in this directory, you can navigate to specific sections of the application. To return to the directory, choose the “Back to Main Page” button in any section.

**Budget Check Tab**

This section is designed to warn you if there are errors in the alignment of budgets. If column D is blank after the Budget Summary and Transferability tabs have been updated, then the budgets are balanced. If there are error messages in column D, then please make the necessary corrections.

**A. Cover Page (Narrative Tab, Pages 1-3)**

1. Complete the school division information section.
2. The local school board must review and approve the application prior to submission to the Virginia Department of Education.
3. The designated division representative should complete the Local Educational Agency Certification by securing all appropriate signatures and by indicating the date of the school board meeting.
4. The 2023-2024 Title I, Part A funding allocation will appear in the column labeled 2023-2024 Allocation. Please indicate whether or not you submitted a consolidated application for 2023-

2024 by selecting “yes” or “no” from the drop-down list in the column marked 2023-2024 Consolidated Application.

1. After completing step 1 above, in the far-right column labeled 2024-2025 Allocation Total, enter your school division’s allocation for Title I, Part A, to be included in the 2024-2025 Individual Application. If you do not know your 2024-2025 allocation, you may use the 2023-2024 amount.
2. If the division does not intend to transfer funds between qualifying programs, the “Transferability” section should be left blank. If the division does intend to transfer funds, please note that prior approval is required on the Transferability section of the application before submitting the Transferability paperwork. The transfer request form is provided on the [ESEA Transferability webpage](https://www.doe.virginia.gov/programs-services/federal-programs/essa/esea-transferability) (updated each June) on the Virginia Department of Education website.

**B. Program Overview (Narrative Tab, Pages 4-5)**

In narrative format:

1a. Write in the name of any core reading program and supplemental or intervention reading programs used in Title I schools and non-Title I schools paid for with local funds.

1b. Write in the name of any core math program and supplemental or intervention math programs used in Title I schools and non-Title I schools paid for with local funds.

1c. Describe the division's instructional program as supported by the federal grant. Explain how the instructional program is supported through evidence-based practices and how the instructional program or program of services supplements, not supplants, the core instructional program or services offered by the LEA to all students and/or all schools. For Title I, Part A, include delivery model (targeted assistance and/or schoolwide), subject(s) addressed, grade span(s), etc.

1. Identify the multiple data sources relevant to the purpose of Title I, Part A, and describe the needs assessment process including a brief analysis of student achievement data, teacher licensure, parent engagement activities and other data sources reviewed. This data analysis will correlate with the measurable objectives that will guide the development of the program to be funded with the requested ESEA federal funds.
2. For Title I, Part A, explain how the division ensures that meaningful parent and family engagement activities are planned and implemented at each Title I school. Please also include all PFE related expenses, including: personnel, activities, stipends etc.
3. Describe the results of prior activities funded with Title I and how the division will use data to continually update and improve activities supported with Title I, Part A, funds. Describe progress made toward meeting measurable objectives from the 2023 application.

**C. Coordination of Services (Narrative Tab, Page 6)**

Describe the partnership between Title I, Part A funded programs and other federal, state and/or local programs in the delivery of services to the targeted population(s) within your division. Describe the collaboration of program staff, parents, and the community to provide services and activities that will contribute to the attainment of the measurable objectives in the application.

**D. Measurable Objectives (Narrative Tab, Pages 6-11)**

1. In the tables on pages 6-11, as needed, state the measurable objectives that will guide the development of the programs to be funded with the requested federal funds. Measurable objectives may be continued from the previous school year with an adjusted time period.
2. Describe the evidence-based research strategies, services, and activities (programs, models, instructional methods, and techniques) that will be implemented to achieve each objective and that will be supported by the requested funds.
3. A definition and examples of measurable objectives are listed below.

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| **What is a Measurable Objective?**  A measurable objective has four components:   1. Subject (Who is the target or focus?); 2. Behavior (What will be changed/improved?); 3. Specific criteria for assessing improvement, readiness, or achievement, and tools to measure effectiveness; and 4. Time period for performance or assessment.  **Examples:**  1. In the spring of 2025, students with disabilities will demonstrate a five percent increase in the subgroup’s mathematics performance on the Standards of Learning assessment. 2. By the end of the 2024-2025 school year, 95% of grade 2 students will demonstrate on-grade-level reading proficiency by meeting or exceeding grade level benchmarks on the VALLSS assessment. |

It is anticipated that 2023-2024 student-level Standards of Learning (SOL) test results will not arrive in the school divisions prior to the application deadline.  For the purposes of establishing measureable objectives, a division may use progress monitoring data or other measures such as MAP data, PALS data, or benchmark testing data as applicable. Though unofficial, schools and school divisions may examine these data for student progress trends that may be used to determine needed activities to improve student achievement.

Measurable objectives related to teacher and paraprofessional quality should be guided by data from the Instructional Personnel Report (IPAL). The report will give the division data regarding the highly qualified status of teachers and paraprofessionals from the 2023-2024 school year to inform plans for the 2024-2025 school year. These data may be used to determine needed activities to improve teacher quality efforts.

**E. Budget Summary (Budget Tab, Page 12)**

1. Lines 9 – 47 are locked. The Budget Summary in the 2024 – 2025 Title I, Part A individual application will automatically populate when budget amounts and set aside categories are entered in the Detailed Budget. (This feature is not in the consolidated application.)
2. The set asides and non-set asides in the Budget Summary will automatically populate by object code. If funds are transferred in, you will need to complete the summary budget located on the Transferability Tab for those funds.
3. The anticipated costs to provide materials or services to private schools will automatically populate on the appropriate lines when the private school set aside category is chosen in the Detailed Budget lines.
4. The Budget Summary page should display a green “Yes” instead of a red “No, please review your entries” for the question, “Does the budget summary match the total allocation?”

**F. Detail Budget Breakdown (Budget Tab, Pages 13-19)**

1. The program budget must reflect resources needed to achieve the measurable objectives.
2. All program expenditures must be supplemental and allowable under the grant. Guidelines on supplement, not supplant and allowability are provided in the [*Spending Handbook for Title I, Part A; Title II, Part A; Title III, Part A; and Title IV, Part A.*](https://www.doe.virginia.gov/home/showpublisheddocument/32451/638047209196300000)
3. The applicable detail budget description sections must also be completed.
4. Under each object code, please select a set aside category for all applicable lines which will automatically populate in the Budget Summary and in the set aside table on the 35% Tab.

**G. Transferability Tab (Page 20)**

**Budget Summary for Transferred Funds:**

This section must be completed by divisions transferring funds under the ESSA transferability provision.

Under ESSA, divisions may transfer funds 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. There is no limit to the amount of funding that can be transferred from Title II, Part A, or Title IV, Part A.

Please note that prior approval is required to transfer funds. The [transfer request form](https://www.doe.virginia.gov/home/showpublisheddocument/45471/638222376722500000) and [instructions](https://www.doe.virginia.gov/home/showpublisheddocument/20973/638043651189430000) are on the transferability webpage.

Excluding Title I, Part D, and Title V, Part B, each program covered by the transferability is subject to the equitable services requirements under Title I or VIII, which may not be waived. Before a division may transfer funds from a program subject to equitable services requirements, it must engage in timely and meaningful consultation with appropriate private school officials and complete the affirmation of consultation for transferability to be submitted with the [transfer request form](https://www.doe.virginia.gov/home/showpublisheddocument/45471/638222376722500000). With respect to the transferred funds, the division must provide private school students and teachers equitable services under the program(s) to which, and from which, the funds are transferred, based on the total amount of funds available to each program after the transfer.

Lines 11 – 44 are locked. The Transferability Budget Summary in the 2024 – 2025 Title I, Part A individual application will automatically populate when budget amounts, set aside categories, and funding sources are entered in the Transferability Detailed Budget. (This feature is not in the consolidated application.) A green “Yes” will appear on line 49, “Does the transferability budget summary match the transferability allocation?” if entered correctly.

Refer to the private school tab to identify the additional value of services that will be provided to participating private schools as a result of Transferability funds. Adjust budget lines in Transferability budget tab to reflect this amount.

**H. Detailed Budget Breakdown (Transferability Tab, Pages 21-27)**

**Detailed Budget Descriptions for Transferred Funds**

* Provide a detailed explanation of the uses of transferability funds in the Detailed Budget Breakdown beginning on line 59.
* The program budget must reflect the additional resources needed to achieve the measurable objectives for Title I, Part A (the receiving fund).
* All items included in the budget MUST be outlined in the measurable objectives section of the application and described in the [transfer request form](https://www.doe.virginia.gov/home/showpublisheddocument/45471/638222376722500000).
* The applicable detail budget narrative sections must be completed.
  + Under each object code, please select a set aside category for all line items which will appear in the set aside table on the 35% Tab.
  + It is also important to select the correct funding source, either Title II, Part A or Title IV, Part A. This will assist in the correct automatically population of line items in the Transferability Budget Summary.

**I. General Education Provisions Act (GEPA) Section 427 (GEPA Tab, Page 28)**

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.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the federal funds awarded to eliminate barriers it identifies.

In the space provided, 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. You may consider the following examples in your description:

* Ensuring that events are held in accessible facilities; ensuring that materials are appropriate and accessible to all participants
* Translating documents into other languages as needed
* Conducting outreach or other activities to address gender or race inequities in mathematics, science, or other programs
* Efforts to involve diverse stakeholders in program planning and implementation

**J. Effective Transitions (Program Requirements Tab, Page 29)**

Describe how the local educational agency will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education. This section should be completed even if Title I funds do not support secondary schools.

**K. Reduction of Exclusionary Discipline Practices (Program Requirements Tab, Page 29)**

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

**L. Student Eligibility Criteria for Title I Targeted Assistance Schools (Program Requirements Tab, Page 30)**

Describe the targeted assistance program in Title I schools. Include the approximate number of students served, who provides services, and how often services are provided.

Describe the eligibility criteria that will be used to select students by subject for participation in the Title I, Part A, program in Targeted Assistance schools. Eligible children are children identified by the school as failing, or most at risk of failing, to meet the state’s challenging student academic achievement standards on the basis of multiple, educationally related, objective criteria established by the school division with input from the schools. Children from preschool through grade 2 shall be selected solely on the basis of such

criteria as teacher judgment, interviews with parents, and developmentally appropriate measures (ESEA Section 1115).

**M. New Schoolwide School Programs (Program Requirements Tab, Page 30)**

If applicable, indicate in the space provided the school or schools in your division that have completed a comprehensive needs assessment and will be implementing a new Schoolwide Program during school year 2024-2025. This school should have been identified on the Identification of Title I Schools Form submitted in the spring. Please contact your state Title I specialist for instructions on how to submit new schoolwide plans for review. Funds should be targeted to address the academic needs of the students.

Schools below the 40% poverty threshold applying for a schoolwide eligibility waiver should complete this section by including the name of the school and checking “yes” or “no” indicating whether or not the waiver was approved. Please contact your state Title I Specialist for instructions on how to apply for a schoolwide eligibility waiver if applicable.

**N. Staffing Information, Targeted Assistance Programs (Program Requirements Tab, Page 31)**

Provide the number of full-time equivalent (FTE) staff funded through Title I, Part A, participating in Targeted Assistance programs by job category, including the percent qualified as applicable. For administrators and supervisors who serve both Targeted Assistance and Schoolwide programs, report the FTE attributable to the targeted assistance duties only. Staffing information in this section must be identical to the information listed on the 35% and Above or Below 35% Low-Income tab (whichever is applicable), in the TITLE I, PART A, ALLOCATION TO ELIGIBLE SCHOOLS section in Columns 6 & 7 for Targeted Assistance Program.

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| Staff Category | Descriptions |
| Teachers | Personnel on a teacher scale that provides remediation, intervention, or support services to Title I students who meet the eligibility criteria in a Targeted Assistance program. |
| Paraprofessionals: 1) completed two years of study at an institution of higher education; 2) obtained an associate’s (or higher) degree; or 3) met a rigorous standard of quality and been able to demonstrate, through a formal state (ParaPro Assessment) or local academic assessment (approved by local school board) to demonstrate knowledge of and the ability to assist in instructing reading, writing, and mathematics. | An employee of an LEA who provides instructional support in a program supported with Title I, Part A funds.  Instructional support includes the following activities:   1. Providing one-on-one tutoring for eligible students, if the tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher; 2. Providing assistance with classroom management, such as organizing instructional and other materials; 3. Providing assistance in a computer laboratory; 4. Conducting parent and family engagement activities; 5. Providing support in a library or media center; 6. Acting as a translator; or 7. Providing instructional services to students. |
| Other Paraprofessionals | A paraprofessional who does not provide instructional support. |
| Clerical support staff | Personnel that provides clerical support to the Title I, Part A program. |
| Administrators (nonclerical) | Division-level personnel funded with Title I, Part A funds that provides administrative support and technical assistance to Title I schools. |

**O. Staffing Information, Schoolwide Programs (Program Requirements Tab, Page 31)**

Provide the number of FTE paraprofessionals serving in schoolwide program schools and the percentage of these paraprofessionals who are qualified. Note: This number includes **ALL** paraprofessionals, not only Title I funded paraprofessionals. See descriptions above in described in Section N.

**P. Recruitment and Retention of Properly Licensed and Endorsed Teachers (Program Requirements Tab, Page 31)**

Describe how the local educational agency will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. This section can include information about division’s recruitment efforts, the division’s teacher evaluation program, mentoring programs and supports for new teachers, and professional development.

**Q. Improvement Plan Requirements (Program Requirements Tab Page, 32)**

Every division is required to check the box in the application to certify the school division is aware of the requirement to use an improvement planning tool for comprehensive and targeted schools, as determined by the Office of School Improvement.

**R. Maintenance of Effort (Program Requirements Tab, Page 32)**

The school division must provide Maintenance of Effort information for the two years that preceded the school year in which the program outlined in this application will be implemented. Enter the dollar amounts that represent the per pupil expenditure from non-federal funds for the past two fiscal years in cells (A) and (B). (Example: Applications for 2024-2025 school year should show Maintenance of Effort per pupil expenditure for FY ending June 30, 2022 and FY ending June 30, 2023.) These figures can be found in the Superintendent’s Annual Report for Virginia and ESEA Maintenance of Effort Calculation, which is released annually in mid to late April in the Virginia Education Update Newsletter.

**S. Eligible Attendance Areas (Program Requirements Tab, Pages 32-36)**

Indicate the source(s) of data used to report an unduplicated count of low-income children:

* Free/Reduced Lunch/Household Applications (F/R lunch)
* Temporary Assistance for Needy Families (TANF)
* Community Eligibility Provision (CEP)
* Children Eligible for Medicaid
* Most Recent U. S. Census Bureau Information

Indicate the option used to select schools to be served:

* Grade-Span Ranking
* Rank Order
* Division Average

Indicate if the division is:

* + part of the Title I private school bypass, or
  + maintains documented efforts to obtain private school figures, including the signed affirmation of consultation with private school officials.

Provide information about the data that was used to identify low-income students, including the type of data, (the most commonly used is CEP or F/R lunch), month that the data was obtained and the year the data was obtained.

Complete the Eligible Attendance Areas data as required below.

* Select the **Import School Data** button on the right to populate the Name of Public School and Grade Span of the school. If necessary, correct by adding, deleting, or changing names to schools listed or grade span. DO NOT TYPE IN THE NAMES OF EVERY SCHOOL. Alert the Title I Coordinator to any errors in school names.
* Complete required information with appropriate counts. Totals and percentages will calculate automatically.
* The figure entered in column H should reflect **low-income** private school membership for **participating** private schools.
* Divisions with NO schools participating in CEP should leave columns K and L blank, or select “No” for each school.
* Divisions with some or all school participating in CEP should complete columns K and L for each school:
  + - * + In column K, select “Yes” if the school will participate in the Community Eligibility Provision (CEP) during the 2024-2025 school year, or select “No” if the school will not participate.
        + In column L, divisions in which one or more schools will participate in CEP during the 2024-2025 school year should apply the CEP multiplier to rank schools for Title I eligibility purposes as follows:
        1. If low-income data for non-CEP schools include household meal applications, the multiplier should be applied to ALL CEP schools; or
        2. If low-income data for non-CEP schools do not include household meal applications, the multiplier should be applied to ALL schools or NO schools; or
        3. If all schools in the division are CEP schools, the multiplier should be applied to ALL schools or NO schools.
  + After completing data input, select the **Sort by Highest Poverty Percentage** button on the right.
  + Totals, Division Average, and Grade Span Averages on page 36 will calculate automatically.

At the bottom of the Grade Span Averages, select the appropriate button to indicate whether you are **Calculating 35 percent and Above Low-Income** or **Calculating Below 35 percent Low-Income**.  If you are serving any school with a poverty percentage below 35 percent as indicated in column M of the Eligible Attendance Area section, you must select the Calculating Below 35 percent Low-Income tab.  If all the schools being served are above 35 percent, you must select the Calculating 35 percent and Above Low-Income tab. Based on your choice, an additional tab will appear on the application. Proceed with completing the additional tab.

**T. Required and Allowable Set-Asides for Divisions Operating Title I, Part A, Basic Programs (35 Percent and Above Low-Income or Below 35 Percent Low Income, Pages 37-40)**

Set-asides are administrative expenditures that cannot be prorated among the eligible schools receiving Title I, Part A, funds. If applicable, funds should be set aside at the division level or the school level as follows:

***Division Level: Improvement Activities***

* Up to 5 percent may be set aside for divisions to provide financial incentives and rewards to teachers who serve in schools identified for Comprehensive Support and Improvement or Targeted Support and Improvement activities for the purposes of attracting and retaining qualified and effective teachers.
* Five percent of the total allocation representing the maximum allowable set-aside for Comprehensive Support and Improvement and Targeted Support and Improvement will automatically populate. The use of these funds for teacher incentives is optional.

***Division-Level: Program Administration***

* + - * Parent and family engagement – School divisions receiving $500,000 or more from Title I, Part A, must set aside 1 percent for parent and family engagement. (Section 1116).
      * Required, as necessary, for school divisions that will use additional funds to serve these populations:
        + Homeless – children and youths in the school division experiencing homelessness, including providing educationally related services to children in shelters and other locations where children may live;
        + Neglected/Delinquent – children in local institutions for neglected or delinquent children, and neglected or delinquent children in community day school programs; and
        + Foster Care – transportation costs incurred to maintain children in foster care in their school of origin when in their best interest.
      * Other Allowable Division-level set-asides:
        + Title I Early Childhood program initiatives
        + Private School Services – Equitable services provided to eligible children residing within the attendance zone of a Title I School, but attending a private school.

**Instructions for completing Set-Asides (Page 37):**

* Lines 6 - 36 are locked, except lines 8 and 9. These lines are automatically populated based on the set aside categories on the Budget Tab and the set aside categories and funding sources selected on the Transferability Tab. Type in the set asides as applicable for lines 8 and 9.
* Under the Division Level: Program Administration section, all lines labeled as a Division Set Aside will automatically populate in column B. These lines represent administrative costs not allocated to Title I schools.
* Under the Initiatives section, all lines labeled as an Early Childhood Set Aside will automatically populate in column B on line 23.
* The minimum set aside for Private School Services is automatically calculated on line 24 based on the number of eligible low-income students attending participating private schools. Any amount above the required Private School Set Aside will automatically populate on line 25.
* Divisions with a Title I, Part A, allocation greater than $500,000 are required to set aside 1 percent of the allocation for parent and family engagement. The amount is automatically calculated to show the 90 percent of the 1 percent that must be used at the school level and 10 percent of the 1 percent that may be used at the division level. Additional parent and family engagement funds may be set aside and will automatically populate on line 31 based on the lines labeled as PFE (Division) and PFE (School level).
* All lines must be labeled as either PFE (Division) or PFE (School level) to meet the requirement 1 percent set aside. Any amount above the required 1 percent does not need to be categorized as PFE in the set aside pull down menu, but must be labeled as PFE in the line description.

**INSTRUCTIONS FOR ALLOCATIONS TO ELIGIBLE SCHOOLS:**

**Low-Income Factor: 35 Percent and Above (Page 38)**

Box A:

* The division’s total allocation, including transferability funds, if applicable is automatically populated;
* The division’s total set-asides are automatically populated; and
* The balance (division Title I allocation **minus** set-asides), which is the amount available for distribution to schools, is automatically calculated.

Box B:

* + The Per Pupil Expenditure (PPE) automatically calculates based on the total number of low-income students in the school(s) served.

Allocation to Eligible Schools Table:

* + All cells in green automatically calculate.
  + Complete Column 2 with “Yes” or “No.”

***Note****: Column 2 must be completed to populate column 12, shaded green.*

* + **IMPORTANT:** Indicate with “Yes” or “No” those schools identified as Targeted or Schoolwide (Column 4-5).
  + Complete all columns in white (Columns 6-15) with numerical figures.
  + Complete Column 13 (School Reallocation Amount) on this page if you want to reallocate funds. Remember that when you reallocate funds, schools with the highest poverty must have the highest PPE.

**Low-Income Factor: Below 35 Percent (Page 38)**

Box A:

* The division’s total allocation, including transferability funds, if applicable is automatically populated;
* The division’s total set-asides are automatically populated; and
* The balance (division Title I allocation **minus** set-asides), which is the amount available for distribution to schools, is automatically calculated.

Box B:

* + The Per Pupil Expenditure (PPE) automatically calculates.
  + The PPE automatically calculates to 125 percent based on the total number of low-

income students in the entire division.

* + This percentage may be increased to an amount greater than 125 percent.

Allocation to Eligible Schools Table:

* + Follow the same steps for serving schools 35 Percent and Above.
  + After distributing available Title I funds to eligible schools in descending order of poverty, there may be additional funds remaining to serve all eligible schools. If there are additional funds to serve all eligible schools, a division may:
* Reallocate any remaining funds to served schools in column 13 so long as schools with higher poverty rates are allocated higher PPEs than schools with lower poverty rates; or
* Serve the next ranked eligible schools with the remaining funds if it determines funds are sufficient to make adequate progress toward meeting performance standards.

**U. Private School Participation (Private School Tab, Pages 41-42)**

* Indicate if there are private schools in your division or outside your division which students residing within the attendance zones of your Title I schools attend.
* Indicate how private schools were notified of the availability of equitable services funded by Title I, Part A.
* Numbers 3-5 will automatically populate based on the information entered in columns 4 and 5 of the Eligible Attendance Areas table as well as the information entered in column 2 of the Allocation to Eligible Schools table. If a school in the Allocation to Eligible Schools table is not being served, then the figures entered in columns 4 and 5 of the Eligible Attendance Areas table for that school will not be included in the calculation.
* Number 6 a.-e. will automatically calculate once the number of eligible low-income students attending participating private schools is entered in columns 4 and 5 of the Eligible Attendance Areas table and the public school which those students would attend has been selected in column 2 as a Title I school in the Allocation to Eligible Schools table. If the proportionate share amount in cell b1 or b2 aligns with the private school set aside cells on the Budget tab, then a green “Yes” will populate at the bottom of the table. If the proportionate share amount does not align with the Budget tab, then a red “No, please review your entries” will populate.
* If the division has chosen to transfer funds from Title II and/or Title IV, A, number 7 a.-e. will automatically calculate once the number of eligible low-income students attending participating private schools is entered in columns 4 and 5 of the Eligible Attendance Areas table and the public school which those students would attend has been selected as a Title I school in the Allocation to Eligible Schools table. The transferability section on the Narrative and Detailed Budget tab as well as the Transferability tab must be filled out in order for this section to pre-populate. If the proportionate share amount in cell b1 or b2 aligns with the private school set aside cells in the Budget Summary of the Transferability tab, then a green “Yes” will populate at the bottom of the table. If the proportionate share amount does not align with the Budget Summary of the Transferability tab, then a red “No, please review your entries” will populate.
* Complete number 8 by:
* including the names of private schools inside or outside your division which students residing within a Title I attendance zone attend;
* selecting the schools’ participation status for 2024-2025;
* indicating the number of low-income students that attend the participating private school;
* indicating the number of students participating in services (this is the number of students who meet the eligibility criteria established by the private school);
* describing the services that will be provided; and
* indicating the amount of funds provided to each private school to support eligible children.

**V. School Improvement Tab (Page 43)**

Any LEA with schools identified as Comprehensive Support and Improvement should address how, in partnership with stakeholders, the LEA plans to develop and implement an improvement plan for the school to improve student outcomes, that—

* is informed by all indicators, including student performance against state-determined long-term goals;
* includes evidence-based interventions;
* is based on a school-level needs assessment;
* identifies resource inequities, which may include a review of local educational agency and school level budgeting, to be addressed through implementation of such Comprehensive Support and Improvement plan;
* is approved by the school, local educational agency, and state educational agency; and
* upon approval and implementation, is monitored and periodically reviewed by the state educational agency.

Any LEA with schools identified as Targeted Support and Improvement or Additional Targeted Support and Improvement should address how, in partnership with stakeholders, the LEA plans to develop and implement an improvement plan for the school to improve student outcomes based on the indicators in the statewide accountability system for each subgroup of students that was the subject of notification that—

* is informed by all indicators, including student performance against long-term goals;
* includes evidence-based interventions;
* is approved by the local educational agency prior to implementation of such plan;
* is monitored, upon submission and implementation, by the local educational agency; and
* results in additional action following unsuccessful implementation of such plan after a number of years determined by the local educational agency.

**W. Skipped School Provision Tab (Page 44)**

A school division may elect not to serve an eligible school attendance area or eligible school that has a higher percentage of children from low-income families if the school has met the following criteria:

|  |
| --- |
| Title I Section 1113(b)(1)(D)(i-iii):  (i) The school meets the comparability requirements of Section 1118(c);  (ii) The school is receiving supplemental funds from other state or local sources that are spent according to the requirements of Section 1114 or 1115; and  (iii) The funds expended from such other sources equal or exceed the amount that would be provided under this part. |

Indicate the name of the school(s), the rational for choosing to skip the school(s), and the amount of funding provided to the school(s) and the source of the funding.

**X.** **Neglected Children and Youth (Neglected Tab, Pages 45-46)**

School divisions that have facilities that report one or more neglected students in the most recently submitted Annual Count of Neglected and Delinquent Students (October Count) must complete the Neglected tab. The total number of children and youth who are identified as neglected will automatically populate once the name of the school division is chosen on the Main Page tab on line F13. School divisions must consult with local neglected facilities, offer services, and work to provide services comparable to the services offered in other Title I schools in the school division.

* If the neglected students are located in Title I schoolwide schools, then the school division can determine if a set-aside is needed since those students are already identified and being served by Title I funds.
* If the neglected students are located in Title I targeted assistance schools, the school division must determine if those students are identified and being served by Title I, Part A, or if a set-aside is needed to offer comparable services.
* If the neglected students are housed and educated in a neglected facility, the school division should work with the facility to determine the services, and then provide the services if requested.
* If the neglected students are located in non-Title I schools, then a set-aside should be determined to offer comparable services.

If after consultation, the local facilities decline services, check cell B27 and the rest of the tab does not need to be completed. If the local neglected facilities request services, provide the name of the neglected facilities and identify if the local neglected facilities provide educational services for the students or if the school division provides the educational services using the pull-down menu. Then describe the services that will be provided by answering questions 1-4.

**Y. Foster Care and Homeless Tab (Pages 47-48)**

Each school division has designated an individual, usually in the central office, as the Foster Care Liaison. Indicate the individual’s name on this page. The number of students identified as foster care should be the total year-to-date for 2023-2024. Indicate how the school division determined that the Title I, Part A, set-aside for foster care students is sufficient to meet their transportation needs.

Each school division has designated an individual, usually in the central office, as the Homeless Education Liaison. Indicate the individual’s name on this page. The number of students identified as homeless should be the total year-to-date for 2023-2024.

The information on this page, including the reservation of funds for students experiencing homelessness and foster care students should be completed in collaboration with the designated McKinney-Vento Liaison and Foster Care Liaison. Additional guidance and web resources can be obtained from [Project Hope-VA](https://education.wm.edu/centers/hope/), the state’s homeless education and foster care office. Contact information for Project Hope-VA is listed in the application and on page 4 of this document.

**Z. Early Childhood Program (Early Childhood Tab (Pages 49-50)**

Regardless of whether Title I, Part A, funds will be used for Early Childhood, line 30 on page 49 must be completed. Complete the rest of this tab if Title I funds are used to support a preschool program.

Number of participating students coded as 7 for Title I in the Student Record Collection.

Expenditure Account Descriptions (Pages 51-53)

Provides definitions for the object codes. Please review carefully.

Appendix A

|  |
| --- |
| **ASSURANCES**  The assurances should be kept on file in the division. |

**GENERAL ASSURANCES**

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

The school division/grantee assures:

1. Each program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;
2. The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a nonprofit private agency, institution, organization, or an Indian tribe, if the law authorizing the program provides for assistance to those entities;
3. The public agency, nonprofit private agency, institution, or organization, or Indian tribe, will administer the funds and property to the extent required by the authorizing statutes;
4. It will adopt and use proper methods of administering each program, including⎯
   1. The enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program;

B. The correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation and that:

1. It will maintain fiscal effort in support of free public education;
2. It will provide services with state and local funds that are at least comparable to services provided in schools and areas not receiving special federal funds;
3. The majority of the resources in the school division are derived from nonfederal funds;
4. It is in compliance with the requirements in Title VIII, Section 8524 and has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary and secondary schools;
5. It will comply with the audit requirements for each program;
6. The federal funds are used to supplement, not supplant regular nonfederal funds;
7. It will cooperate in carrying out any evaluation of each program conducted by or for the state educational agency, the Secretary, or other federal officials;
8. It will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, federal funds paid to the applicant under each program;
9. It will submit such reports to the state educational agency (which shall make the reports available to the Governor) and the Secretary of Education as the state educational agency and Secretary may require to enable the state educational agency and the Secretary to perform their duties under each program;
10. It will maintain such records for five years, provide such information, and afford such access to the records as the state educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the state educational agency’s or the Secretary’s duties;
11. It consulted with teachers, school administrators, parents, members of the community, nonprofit organizations and other interested parties in the development of this plan;
12. It afforded a reasonable opportunity for public comment on the plan or application and considered such comment before the application was submitted;
13. It will provide information in an understandable and uniform format and, to the extent practicable, be provided in a language that the parents can understand;
14. It is in compliance with the requirement regarding equal access to public school facilities as specified in Title VIII, Section 8525;
15. It is in compliance with the requirement regarding the prohibition on aiding and abetting sexual abuse as specified in Title VIII, Section 8546;
16. It will comply with the other application requirements outlined in

Section 8501. Private School Children;

Section 8502. Bypass; and

Section 8521. Maintenance of Effort under Title VIII –Other Provisions;

1. It will ensure that funds are expended in accordance with the school division’s approved application or amended application. In the event the local division needs to expend funds in any manner other than stipulated in the approved application, the plan must be amended using the amendment process provided by the Department of Education. The application must be amended before funds can be expended for activities not approved in the original application;

C. It will collect and disseminate information collected under Section 1111 in a

manner that protects the privacy of individuals;

D. It will adhere to the provisions of the [Federal Funding Transparency and Accountability Act (FFATA),](https://www.doe.virginia.gov/home/showpublisheddocument/988/637946278762770000) and will obtain a valid DUNS number prior to applying for funds;

E. It will comply with the provisions of 2 CFR part 200 section 200.116, which prohibits the purchase of certain telecommunications and video surveillance services or equipment as described in Public Law 115-232, section 889.

1. The division shall comply with Section 22.1-277.07, of the *Code of Virginia* that requires the expulsion for one year of any student determined to have brought a firearm to school. A description of each incident, the name of the school concerned, the number of students expelled from each school, and the type of firearm used in each instance of expulsion will be reported to the Virginia Department of Education in compliance with provisions under Section 8561 (Gun-Free Schools Act). This agency has a policy that requires referral to the criminal justice or the juvenile delinquency system of any student who brings a firearm or weapon to school; and
2. It will participate, if selected, in the state National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under Section 303 of the National Assessment of Educational Progress Act.

### PROGRAM SPECIFIC ASSURANCES

The school division/grantee will:

1. Ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part;
2. Provide services to eligible children attending private elementary schools and secondary schools in accordance with Section 1117, and timely and meaningful consultation with private school officials regarding such services;
3. Participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under Section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C.9622(b)(3));
4. Coordinate and integrate services provided under this part with other educational services at the local educational agency or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program;
5. Collaborate with the State or local child welfare agency to—
   1. Designate a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency; and
   2. Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care, which procedures shall—
      1. Ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with Section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A)); and
      2. Ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if—
         1. The local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation;
         2. The local educational agency agrees to pay for the cost of such transportation; or
         3. The local educational agency and the local child welfare agency agree to share the cost of such transportation;
6. Ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification;
7. In the case of a local educational agency that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under Section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a));
8. Develop agreements and carry out the following coordination activities with Head Start and, if feasible, other early childhood programs;
9. developing and implementing a systematic procedure for receiving records regarding such children, transferred with parental consent from a Head Start program or, where applicable, another early childhood education program;
10. establishing channels of communication between school staff and their counterparts (including teachers, social workers, and health staff) in such Head Start agencies or other entities carrying out early childhood education programs, as appropriate, to facilitate coordination of programs;
11. conducting meetings involving parents, kindergarten or elementary school teachers, and Head Start teachers or, if appropriate, teachers from other early childhood education programs, to discuss the developmental and other needs of individual children;
12. organizing and participating in joint transition-related training of school staff, Head Start program staff, and, where appropriate, other early childhood education program staff; and
13. linking the educational services provided by such local educational agency with the services provided by local Head Start agencies.
14. For each local educational agency that uses funds under Title I, Part A, or Title III, Part A, identify all English learners within 30 days of enrollment, and, not later than 30 days after the beginning of the school year (or, for those children who have not been identified as English learners prior to the beginning of the school year but are identified as English learners during the school year, within the first two weeks of the child being placed in a language instruction educational program), the local educational agency shall notify the children’s parents of an English learner identified for participation or participating in such a program, of—
    1. The reasons for the identification of their child as an English learner and in need of placement in a language instruction educational program;
    2. The child’s level of English proficiency, how such level was assessed, and the status of the child’s academic achievement;
    3. The methods of instruction used in the program in which their child is, or will be, participating and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;
    4. How the program in which their child is, or will be, participating will meet the educational strengths and needs of their child;
    5. How such program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;
    6. The specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for English learners, and the expected rate of graduation from high school (including four-year adjusted cohort graduation rates and extended-year adjusted cohort graduation rates for such program) if funds under this part are used for children in high schools;
    7. In the case of a child with a disability, how such program meets the objectives of the individualized education program of the child, as described in Section 614(d) of the Individuals with Disabilities Education Act (20 U.S.C. 1414(d));
    8. Information pertaining to parental rights that includes written guidance—
       1. Detailing the right that parents have to have their child immediately removed from such program upon their request;
       2. Detailing the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and
       3. Assisting parents in selecting among various programs and methods of instruction, if more than 1 program or method is offered by the eligible entity;
15. Use Virginia’s *Foundation Blocks for Early Learning* to align preschool and K-12 curriculum; and
16. Use Pre-K Language and Literacy Screener (if there is a Title I preschool program) and report data to the Virginia Literacy Partnership office at the University of Virginia using the student’s State Testing Identifier (STI).