

No Child Left Behind Act of 2001
(NCLB)
P. L. 107-110

Title I, Part A
Improving Basic Programs

Individual Application
Guidelines ♦ Instructions ♦ Assurances

Application Submission Date:
July 1, 2008

Grant Award Period:
July 1, 2008 – September 30, 2009

Virginia Department of Education
Division of Instruction
Office of Program Administration and Accountability
P. O. Box 2120
Richmond, VA 23218-2120

Application Guidelines

Purpose of Program and General Use of Funds

The purpose of the Title I, Part A, Improving Basic Programs is to support the five No Child Left Behind (NCLB) goals, which are:

- All students will reach high standards, at a minimum, attaining proficiency or better in reading/language arts and mathematics by 2013-2014.
- All limited English proficient students will become proficient in English and reach high academic standards, at a minimum, attaining proficiency or better in reading/language arts and mathematics.
- By 2005-2006, all students will be taught by highly qualified teachers. (If this goal has not been achieved, please address the plan for attainment of this goal.)
- All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
- All students will graduate from high school.

The purpose of these funds is to develop, implement, and evaluate instructional programs that ensure students identified to receive services in Title I Targeted Assistance programs and all children in Title I Schoolwide programs have the opportunity to obtain a high-quality education and reach proficiency on state academic achievement standards.

Application Submission and Approval Deadline

- The application submission date is July 1, 2008.
- A school division that submits an approvable application by July 1, 2008, will have the appropriate 2008-2009 funds available on a reimbursement basis as of July 1, 2008. A school division that submits an approvable application after July 1, 2008, will have the appropriate 2008-2009 funds available on a reimbursement basis as of the date the application is received at the Department.

Submission to the Department of Education

- Applications will be submitted using the Web-based Online Management of Education Grant Awards (OMEGA) system. See instructions for the electronic application completion and submission process on page 3.
- The signed application cover page **shall not be submitted** to the Virginia Department of Education. 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 RETAINED AT THE LOCAL LEVEL AND THE ONLINE CERTIFICATION BY THE SUPERINTENDENT WILL INDICATE COMPLIANCE WITH APPLICATION ASSURANCES.** See additional information on assurances in the “General Assurances and Program Specific Assurances” section on page 3.

Revisions and Amendments to Applications

- Revisions are edits that are necessary to the program, application, or budget *before* approval can be granted. Revisions to the application can be made after the original submission and prior to the receipt of the official grant award notification.
- Amendments are changes that are made to the program, application or budget *after* the receipt of the official grant award notification. Amendments can be made during the entire grant award period. An electronic amendment form must accompany all amendments.
- All changes, whether revisions or amendments, should be made to the original or most current version of the application Microsoft Excel file. The file should then be re-submitted using OMEGA in a similar manner as was used for the original submission of the application file. Additional information on amendment submission is available in the online technical assistance

document located at: <http://www.doe.virginia.gov/VDOE/Instruction/OCP/nclb-applications.html>.

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 full grant award period is July 1, 2008, through September 30, 2009.
- If the 2008-2009 allocation amounts are not available to school divisions by the application submission date, the 2007-2008 Title I, Part A, allocation may be used as the tentative budget amount. When the school division's final 2008-2009 individual program allocations have been received, applicants should follow the electronic amendment process outlined in the online technical assistance document located at <http://www.doe.virginia.gov/VDOE/Instruction/OCP/nclb-applications.html>.

Appendix A: 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 at the end of this document and must be retained at the division level.
- **THE SUPERINTENDENT/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.**

Instructions for Electronic Completion and Submission of Application

- The application has been created in a Microsoft Excel format. Users can enter information only in areas of the application in which a white box appears. Use the "Tab" key to move from box to box. **Do not** use the "Enter" key to advance to the next box.
- The completed application must be saved as an Excel document with the following name: "XXXTitleIPtA08-09.xls" (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 "001TitleIPartA08-09.xls" in the electronic files for the school division.
- 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).
- OMEGA can be accessed through the Virginia Department of Education (VDOE) Single Sign-on for Web System (SSWS) located at <https://p1pe.doe.virginia.gov/ssws/login.page.do>.
- A log-in ID and password are necessary to access the system.
- Additional information and guidance regarding the submission of the application using OMEGA can be found in the technical assistance document at: <http://www.doe.virginia.gov/VDOE/Instruction/OCP/nclb-applications.html>. If additional technical support is needed, please e-mail OMEGA.Support@doe.virginia.gov or call (804) 371-0993.
- All other correspondence should be directed as follows:
 - School divisions located in Superintendents' Regional Study Groups I and II should contact Shady Clark, Title I specialist, at Shady.Clark@doe.virginia.gov or at (804) 225-2901.
 - School divisions located in Superintendents' Regional Study Groups III and VII should contact Gabie Frazier, Title I specialist, at Gabie.Frazier@doe.virginia.gov or at (804) 225-2907.

- School divisions located in Superintendents' Regional Study Group IV should contact Ann Sheehan, Title I specialist, at Ann.Sheehan@doe.virginia.gov or at (804) 371-2932.
- School divisions located in Superintendents' Regional Study Groups V and VI should contact Dr. Philip Iovino, Title I specialist, at Philip.Iovino@doe.virginia.gov or at (804) 371-2934.
- School divisions located in Superintendents' Regional Study Group VIII should contact Veronica Tate, Title I specialist, at Veronica.Tate@doe.virginia.gov or at (804) 225-2904.
- School divisions with specific questions related to Homeless Children and Youth should contact Dr. Patricia Popp, State coordinator at homlss@wm.edu or at (757) 221-4002.
- School divisions with specific questions related to Preschool should contact Cheryl Strobel, early childhood specialist, at Cheryl.Strobel@doe.virginia.gov or at (804) 371-7578.

Instructions for Completing the Application

A. Cover Page (Narrative and Detail Budget Tab Pages 1-2)

1. The applicant will complete the school division information section. Click the drop down box that appears at the end of the Applicant (Legal Name of Agency) and locate your school division name. Click on your school division name. This feature will automatically insert your school division name and number throughout the application.
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. Once you have clicked on your school division name, on page 2, the 2007-2008 funding allocations will appear in the boxes in the column labeled 2007-2008 Allocation. A "yes" or "no" will also appear in the column marked 2007-2008 Consolidated Application.
5. In the column to the right labeled, 2008-2009 Allocation Total, enter your school division's allocations for Title I, Part A, to be included in the 2008-2009 Individual Applications. If you do not have your 2008-2009 allocation, use the 2007-2008 amount.

B. Program Overview (Narrative and Detail Budget Tab Pages 3-5)

In narrative format:

1. Describe the instructional programs or program services to be developed with the requested federal funds.
2. Include the targeted population(s). (Examples: NCLB subgroups of students, homeless and migrant students, instructional and administrative staff, paraprofessionals, parents, etc.)
3. Discuss how the division's programs will contribute to the achievement of the NCLB goals.

C. Coordination Of Services (Narrative and Detail Budget Tab Pages (6-7)

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

D. Measurable Objectives (Narrative and Detail Budget Tab Pages 8-12)

1. In the tables on pages 8-12, 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/revised from the previous school year with an adjusted time period.

2. Describe the scientifically-based research 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 on the next page.

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
4. Time period for performance or assessment.

Examples:

1. In the spring of 2009, 85 percent of the fifth-grade students taking the Standards of Learning writing test will score 400 or higher.
2. By the end of the 2008-2009 school year, 65 percent of the limited English proficient students will demonstrate progress in acquiring English language proficiency as demonstrated by moving from one English language proficiency level to the next.

Note 1: It is anticipated that 2007-2008 *student-level* Standards of Learning (SOL) test results will arrive in the school divisions prior to the application deadline. Though unofficial, schools and school divisions should examine these data for student progress toward the attainment of the adequate yearly progress (AYP) annual measurable objectives in reading (English/language arts) and mathematics.

School divisions that have not received the data in sufficient time to complete certain measurable objectives by the application deadline should still consider submitting the application on time. Upon receipt and analysis of the student-level data, divisions may submit revisions to the application.

Note 2: Measurable objectives related to teacher and paraprofessional quality should be guided by data from the [Instructional Personnel Report, Superintendent's Memorandum Number 45, October 5, 2007](#). The report will give the division data regarding the highly qualified status of teachers and paraprofessionals. These data should be used to determine needed activities to meet the requirements for highly qualified status.

E. Detail Budget Breakdown (Narrative and Detail Budget Tab Pages 13-20)

1. The Detail Budget Breakdown page (Section E) should display a red “Yes” instead of a red “No” for the question: Do the totals equal the Budget Summary sheet?
2. The program budget must reflect resources needed to achieve the measurable objectives.
3. The applicable detail budget breakdown sheets must also be completed.
4. The “Expenditure Accounts Description” provides definitions for the object codes. Please review carefully.

F. Budget Summary (Budget Summary Tab Page 21)

Provide the summary budget by program and object code for each program included in the consolidated application.

G. Student Eligibility For Title I Targeted Assistance Schools (Program Requirements Tab Page 22)

Describe the eligibility criteria that will be used to select students 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. (Section 1115)

H. Staff Information for Title I, Part A, Targeted Assistance Program (Program Requirements Tab Page 23)

Provide the number of full-time equivalent (FTE) staff funded through Title I, Part A, participating in targeted assistance programs during the 2008-2009 school year by job category. For administrators and supervisors who serve both targeted assistance and schoolwide programs, report the FTE attributable to the targeted assistance duties only. Frequently asked questions about paraprofessionals are listed below.

What is a paraprofessional?

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 parental involvement activities;
5. Providing support in a library or media center;
6. Acting as a translator; or
7. Providing instructional services to students.

What is an “other” paraprofessional?

Paraprofessionals who do not provide instructional support, for example, paraprofessionals who are translators or who work with parental involvement or computer assistance.

Who is a qualified paraprofessional?

A paraprofessional who has (1) completed 2 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 or local academic assessment, knowledge of and the ability to assist in instructing reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness) (Section 1119(c) and (d).) For more information on qualified paraprofessionals, please refer to the Title I paraprofessionals Guidance, available at:

<http://www.ed.gov/policy/elsec/guid/paraguidance.doc>

I. New Title I Schoolwide School Programs (Program Requirements Tab Page 24)

If applicable, indicate in the space provided the school or schools in your division that have completed one year of planning and will be implementing a new Schoolwide Program during school year 2008-2009. Please contact your state Title I specialist for instructions on how to submit a new plan(s).

J. Title I School Improvement (Program Requirements Tab Page 25)

Read the requirements on page 25, and indicate school division compliance with the NCLB requirements. Divisions with schools in School Improvement for the 2007-2008 school year will list the school names and indicate if the school will comply with the next step in the School Improvement requirements, as referenced in NCLB Section 1116 (e), if necessary, based on the outcome of performance measured by adequate yearly progress in reading and mathematics.

K. Maintenance Of Effort (Program Requirements Tab Page 26)

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 in blanks A and B the dollar amounts that represent the per pupil expenditure from non-federal funds for the past two fiscal years. (Example: Applications for 2008-2009 school year should show Maintenance of Effort per pupil expenditure for the 2005-2006 and 2006-2007 school years.)

L. Eligible Attendance Areas (Program Requirements Tab Page 26)

Indicate the source of data for reporting unduplicated count of low-income children.

- Free/Reduced Lunch
- Temporary Assistance for Needy Families (TANF)
- Children Eligible for Medicaid
- Most Recent U. S. Census Bureau Information

Indicate option used to select schools to be served:

- Grade-Span
- Rank Order
- Division Average

Complete the Eligible Attendance Areas data as required.

- Click the **Import School Data** yellow button on the left to populate 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.
- Complete required information with appropriate counts. Totals and percentages will be automatically calculated.
- After completing data input, click the yellow **Sort by Highest Poverty Percentage** button at the top right of the page.
- Totals, Division Average, and Grade Span Averages will be automatically calculated.

At the bottom of the Grade Span Averages, click the appropriate button to indicate whether you are **Calculating 35 percent and Above Low-Income** or **Calculating Below 35 percent Low-Income**. This will direct you to the “Set Asides Page.” If you chose the incorrect format to calculate Per Pupil Expenditure (PPE) at this time, you will have an option to change at the end of the Set Aside Page. When you click the appropriate button at the bottom of the page, it will unhide a tab **35 percent and Above Low-Income** or **Below 35 percent Low-Income**. Note the page numbers are the same under each tab.

M. Optional And Required Set-Asides For Divisions Operating Title I, Part A, Basic Programs (35 Percent and Above Low-Income Page 28)

There are two classifications of set-aside funds, Required and Optional. The set-aside funds are either at the division level or at the school level.

Division Level Set-Asides:

A. Required Set-Asides (under NCLB, if applicable):

1. School Improvement – for school divisions with Title I schools in School Improvement (Section 1116). A school division shall set aside an amount equal to 20 percent of the Title I allocation, unless a lesser amount is needed, for the provision of public school choice (PSC) and supplemental educational services (SES) (5% PSC, 5% SES, 10% either, as needed). A school division shall not reduce an eligible school’s Title I allocation by more than 15 percent to be used in support of public school choice transportation and supplemental educational services;

2. Division Improvement – for school divisions in division improvement, 10 percent of the Title I, Part A, allocation must be reserved for professional development; and
 3. Parental Involvement – for school divisions receiving \$500,000 or more dollars from Title I, Part A, 1 percent must be set aside. (Section 1118);
- B. **Optional Set-Asides:** Optional set-asides are any administrative expenditure difficult to prorate among the eligible schools receiving Title I, Part A, funds.
- These expenditures are set aside when determining the amount of funds for distribution to eligible schools.
 - These set-asides are considered optional because many school divisions do not charge these expenditures to Title I, Part A.
 - Other optional set-asides:
 - teacher quality;
 - Title I preschool program initiatives; and/or
 - Homeless, Neglected/Delinquent, and Limited English Proficient (LEP) Populations – for school divisions that need additional funds from Title I, Part A, (as necessary) to serve these populations.

School Level Set-Asides:

- A. **Required Set-Asides** (under NCLB, if applicable): These set-asides are for Title I schools in School Improvement. [Section 1116 (b)(3)(A)(iii)] Ten (10) percent of the Title I annual allocation to each Title I school must be expended for professional development each fiscal year if the school is in Title I School Improvement. Funds reserved for school level professional development under Section 1116 (b)(3)(A)(iii) may be included as part of the 10 percent Division level set-asides.

Note: Funds reserved for school level professional development under Section 1116 (b)(3)(A)(iii) may be included as part of the 10 percent Division level set-asides. However, funds reserved for professional development under Section 1119 may not be included as part of the 10 percent Division level set-asides. This amount automatically calculates.

Instructions for completing Set-Aside (Page 28):

- Indicate the percentage of Title I funds your division is reserving for Public School Choice and Supplemental Education Services in the white boxes to the left of the appropriate category. This amount of funds will automatically calculate and appear in Column A. You may also enter any local funds that you are going to use for Public School Choice and Supplemental Education Services. Only Title I, Part A, funds will automatically show in Column B and will be included as part of the total division set-aside.
- Enter “Yes” in the appropriate white box **IF** your division is in Division Improvement. This will automatically calculate the required set-aside amount and it will appear in Column B. *Note: School Improvement funds **DO NOT** appear on this page.*
- Under Division Level (Optional) enter the amount your division is reserving for the identified items in the white boxes on column B.
- Under Initiatives enter amounts if applicable in the white box in column B.
- If your Title I, Part A, allocation is greater than \$500,000 you are required to set aside 1 percent of the allocation for parental involvement.

This is automatically calculated and will show the 95 percent of the 1 percent that must be used at the school level and 5 percent of the 1 percent that may be used at the division level. Additional parental involvement funds may be set-aside under the Optional Set-Asides and must be clearly shown in the Summary and Detailed Budget pages.

- Enter additional optional set-aside as applicable in Column B.

INSTRUCTIONS FOR ALLOCATIONS TO ELIGIBLE SCHOOLS:

Low-Income Factor 35 Percent Above (Page 29)

Below 35 Percent Low-Income Factor (Page 29)

To compute the allocations for eligible schools, first determine whether all of the schools to be served have a low-income factor of **35 percent and above** or whether the low-income factor is **below 35 percent**. There are two conditions by which the low-income factor could be 35 percent or above:

- The division average could be 35 percent or above, or
- The division could elect to serve all schools 35 percent and above regardless of the division average.

Instructions for completing Low-Income Factor: Thirty-five Percent and Above (Page 29)

Box A:

- The division's total allocation 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.

Box C (containing 16 columns of data):

- All cells in blue automatically calculate.
 - Complete all columns in white (Columns 4-6) with "Yes" or "No."
- Note: This indication is necessary to populate the columns to the right shaded blue.*
- **IMPORTANT:** Indicate with "Yes" or "No" those schools in School Improvement (Column 6).
 - Complete all columns in white (Columns 7-8) with numerical figures.
 - Complete Column 13 (School Reallocation Amount) on this page **ONLY** if your division does **NOT** have schools in School Improvement and you want to reallocate funds. Remember that when you reallocate funds, schools with the highest poverty must have the highest PPE.

*Note: If the division is in Division Improvement and has a school(s) in School Improvement, you will be forwarded to a second School Allocation (Page 31) on which you **may** reallocate funds.*

After data are imported to the allocation to eligible schools page 31 and all boxes are filled in, click the yellow button at the top right corner of page labeled, "**Click here if your division is in Improvement and any "Yes" selections in Column 6.**" Refer to Column 6 ("School Improvement? Yes or No") to determine if applicable. If your division is in Division Improvement and has schools in school improvement, you will be directed to a second Required and Optional Set-Asides page for Divisions Operating Title I, Part A, Basic Programs (page 30). On this page make no entries; the 10 percent School Improvement required set-aside identified on page 28 for Schools in Improvement is automatically transferred. You then have a new Title I,

Part A, Allocation to Eligible Schools Page. It has now been adjusted for any schools in improvement (page 30). Page 31 shows your final amount to distribute to schools and your final PPE. Be sure you are looking at page 31 when making your final reallocations if applicable. *Note: If funds are reallocated, a higher poverty school **must** have a higher PPE than a lower poverty school. This can be seen in Column 15 and you will be alerted if this is not the case.*

Instructions for completing: Below 35 Percent Low-Income Factor (Page 29)

If your division serves **ANY** school with a poverty income factor below 35 percent then this page **MUST** be used. (Page 29)

Box A:

- The division's total allocation 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.
- You may increase this percentage to an amount greater than 125 percent.

Box C:

- Follow the same steps for serving schools 35 percent and Above.

Note:

1. *After distributing available Title I funds to eligible schools in descending order of poverty, there **may not be** enough funds to serve all eligible schools.*
2. *If there are not enough funds to serve all eligible schools, a division may:*
 - *Reallocate any remaining funds to served schools so long as schools with higher poverty rates are allocated higher PPEs than schools with lower poverty rates; or*
 - *Serve the remaining unfunded eligible schools with the remaining funds.*

N. Homeless Children And Youth (Homeless Tab Page 32)

Each school division has designated an individual in the central office as the Homeless Education Liaison. Indicate the individual's name on this page. Obtain information from this individual to complete this form. Additional guidance and Web resources can be obtained from Project Hope-VA, the state's homeless education office. Contact information for Project Hope-VA is listed on page listed on page 4.

O. Title I Preschool Program (Preschool Tab Pages 33-34)

Complete this form, as needed.

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	– Teacher and Principal Training and Recruiting Fund
Title II, Part D	– Enhancing Education Through Technology
Title III, Part A	– English Language Acquisition, Language Enhancement and Academic Achievement
Title IV, Part A	– Safe and Drug-Free Schools and Communities
Title VI, Part B, Subpart 2	– Rural and Low-Income School Program

The school division assures:

- I. Each program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;
- II. The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a nonprofit private agency, institution, organization, or an Indian tribe, if the law authorizing the program provides for assistance to those entities;
- III. The public agency, nonprofit private agency, institution, or organization, or Indian tribe, will administer those funds and property to the extent required by the authorizing statutes;
- IV. It will adopt and use proper methods of administering each program, including—
 - A. The enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program.
 - B. The correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation and that:
 1. It will maintain fiscal effort in support of free public education;
 2. It will provide services with state and local funds that are at least comparable to services provided in schools and areas not receiving special federal funds;
 3. The majority of the resources in the school division are derived from non-federal funds;
 4. It is in compliance with the requirements regarding school prayer as specified in P. L. 107-110, Title IX, Section 9524;
 5. It will comply with the audit requirements for each program;
 6. The federal funds are used to supplement, not supplant regular non-federal 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 is in compliance with the requirement regarding equal access to public school facilities as specified in P. L. 107-110, Title IX, Section 9525;
 14. It will comply with the other application requirements outlined in
Section 9501. Private School Children;
Section 9502. Bypass; and
Section 9521. Maintenance of Effort under Title IX – General Provisions.
 15. It will notify the parents of each student attending any school receiving funds under this part that the parents may request, and the agency will provide the parents, on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including, at a minimum, the following:
 - a) whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
 - b) whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived;
 - c) whether the child is provided services by paraprofessionals and, if so, their qualifications; and
 - d) the baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.
 16. 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;
 17. It will ensure that funds are expended in accordance with the school division's approved application or amended application. In the event the local division needs to expend funds in any manner other than stipulated in the approved application, the plan must be amended using the amendment process provided by the Department of Education. The application must be amended before funds can be expended for activities not approved in the original application;
- C. That it will collect and disseminate information collected under Section 1111 in a manner that protects the privacy of individuals.
 - D. That it will abide by the School Improvement provisions of Title I, Section 1116, that include among other requirements, the provisions of public school choice and supplemental educational services, as appropriate, for schools identified for Title I School Improvement.
 - E. That it will abide by the LEA Improvement provisions of Title I, Section 1116, as appropriate, for divisions that are identified for LEA Improvement.
- V. The division shall comply with Section 22.1-277.01, 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 4141 of Title IV. 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;
 - VI. It will participate, if selected, in the state National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under Section 411(b)(2) of the National Education Statistics Act of 1994.

PROGRAM SPECIFIC ASSURANCES

Title I, Part A – Improving Basic Programs

Each school division's plan shall describe how:

- I. It will inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from federal, state, and local sources;
- II. It will provide technical assistance and support to Schoolwide programs;
- III. It will work in consultation with schools as the schools develop the schools' plans pursuant to Section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to Section 1115 so that each school can make adequate yearly progress toward meeting the state student academic achievement standards;
- IV. It will fulfill such agency's school improvement responsibilities under Section 1116, including taking actions under paragraphs (7) and (8) of Section 1116(b);
- V. It will provide services to eligible students attending private elementary schools and secondary schools in accordance with Section 1120, and provide timely and meaningful consultation with private school officials regarding such services;
- VI. It will take into account the experience of model programs for the educationally disadvantaged and the findings of relevant scientifically-based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part;
- VII. It will ensure that services comply with the performance standards established under Section 641A(a) of the Head Start Act;
- VIII. It will work in consultation with schools as the schools develop and implement their plans or activities under Sections 1118 and 1119;
- IX. It will comply with the requirements of Section 1119 regarding the qualifications of teachers and paraprofessionals and professional development;
- X. It will inform eligible schools of the school division's authority to obtain waivers on the schools' behalf under Title IX;
- XI. It will coordinate and collaborate with the state educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement;
- XII. It will implement corrective action, or restructuring under Section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school;
- XIII. It will ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers;
- XIV. It will use the results of the student academic assessments required under Section 1111(b)(3), and other measures or indicators available to the division, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the state's proficient level of achievement on the state academic assessments described in Section 1111(b)(3) within 12 years from the end of the 2001-2002 school year;
- XV. It will ensure that the results from the academic assessments required under Section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand;
- XVI. It will assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with Section 1111(b)(8)(D);
- XVII. It will use Virginia's Foundation Blocks for Early Learning to align preschool curriculum; and
- XVIII. It will use PALS Pre-K (if there is a Title I preschool program) and report data to the PALS office at the University of Virginia using the student's state Testing Identifier (STI).