



## Local Guidance for NNPS Federal Programs

**ABSTRACT:** The purpose of this handbook is to provide an overview and information for the NNPS Federal Programs Department as well as the definition and use of each of the grants managed by the NNPS Federal Programs Department.

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**Contributions from:** Dr. Reggie Alston, Letha King Brooks, Varinda Robinson

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## TABLE OF CONTENTS

PAGE	TOPIC
3	<a href="#"><u>History of the US Department of Education Federal Programs</u></a>
4	<a href="#"><u>Newport News Public Schools (NNPS) Federal Programs Staff</u></a>
6	<a href="#"><u>Grants Managed by the NNPS Federal Programs Department</u></a> <ul style="list-style-type: none"> <li>• Types of Grant Funding</li> <li>• <a href="#"><u>Title I</u></a>: Improving the Academic Achievement of the Disadvantaged               <ul style="list-style-type: none"> <li>○ Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies (LEA)</li> <li>○ Title I, Section 1003: Schools in Improvement (SIG)</li> <li>○ Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk</li> </ul> </li> <li>• <a href="#"><u>Title II, Part A</u></a>: Supporting Effective Instruction</li> <li>• <a href="#"><u>Title IV, Part A</u></a>: Student Support and Academic Enrichment Grants</li> <li>• <a href="#"><u>Virginia Pre-School Initiative (VPI)</u></a></li> <li>• <a href="#"><u>Coronavirus Aid, Relief, and Economic Security (CARES) Act</u></a></li> <li>• Other Grant Programs in NNPS not directly managed by the Federal Programs Department</li> </ul>
11	<a href="#"><u>Federal programs and the NNPS Strategic Plan, Journey 2025</u></a>
12	<a href="#"><u>Federal Programs Monitoring, Compliance, and Fiscal Management</u></a> <ul style="list-style-type: none"> <li>• VDOE/US ED monitoring statement</li> <li>• Fiscal Guidance – How Grants are Monitored and Spent</li> <li>• FP Monitoring and Compliance Timeline</li> </ul>
14	<a href="#"><u>Glossary</u></a> – A Compilation of Education, Grants, Local, State, and Federal Terms
18	<a href="#"><u>Appendices</u></a>



### History of the Elementary and Secondary Education Act (ESEA) of 1965

The Elementary and Secondary Education Act (ESEA) was a cornerstone of President Lyndon B. Johnson's "War on Poverty" who signed it into law in 1965. President Johnson believed that "full educational opportunity" should be "our first national goal." From its inception, ESEA was a civil rights law.

ESEA is an extensive statute that funds primary and secondary education, emphasizing high standards and accountability. ESEA offered new grants to districts serving low-income students, federal grants for textbooks and library books, funding for special education centers, and scholarships for low-income college students. Additionally, the law provided federal grants to state educational agencies to improve the quality of elementary and secondary education. The government has reauthorized the act every five years since its enactment.

### No Child Left Behind (NCLB) Act and Accountability, 2001

The 2001 reauthorization of ESEA under President George W. Bush was known as the No Child Left Behind (NCLB) Act. NCLB put in place measures that exposed achievement gaps among traditionally underserved students and their peers and spurred an important national dialogue on education improvement. This focus on accountability has been critical in ensuring a quality education for all children, yet also revealed challenges in the effective implementation of this goal.

Parents, educators, and elected officials across the country recognized that a strong, updated law was necessary to expand opportunity to all students; support schools, teachers, and principals; and to strengthen our education system and economy.

In 2012, the Obama administration began granting flexibility to states regarding specific requirements of NCLB in exchange for rigorous and comprehensive state - developed plans designed to close achievement gaps, increase equity, improve the quality of instruction, and increase outcomes for all students.

### Every Student Succeeds Act (ESSA), 2015

President Obama signed the Every Student Succeeds Act (ESSA) into law on December 10, 2015 which represented good news for our nation's schools. Building on key areas of improvement, this bipartisan measure reauthorized the 50-year-old Elementary and Secondary Education Act (ESEA), the nation's national education law and longstanding commitment to equal opportunity for all students.

ESSA includes provisions that will help to ensure success for students and schools. Below are just a few.

The law:

- Advances equity by upholding critical protections for America's disadvantaged and high-need students.
- Requires—for the first time—that all students in America be taught to high academic standards that will prepare them to succeed in college and careers.
- Ensures that vital information is provided to educators, families, students, and communities through annual statewide assessments that measure students' progress toward those high standards.
- Helps to support and grow local innovations—including evidence-based and place-based interventions developed by local leaders and educators—consistent with our [Investing in Innovation](#) and [Promise Neighborhoods](#)
- Sustains and expands this administration's historic investments in increasing access to high-quality [preschool](#).
- Maintains an expectation that there will be accountability and action to effect positive change in our lowest-performing schools, where groups of students are not making progress, and where graduation rates are low over extended periods of time.

[To the TOP](#)

# The Newport News Public Schools Federal Programs Department Staff SY2021-2022

**Varinda Robinson**

Program Administrator of Federal Programs

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757-283-7788 x 10259

## RESPONSIBILITIES

- Supervise/Support/Build Federal Programs (FP) team (4)
- Liaison between VDOE and NNPS leadership
- Federal Programs (FP) office and all related programs:
  - Title I A, Title I D, Title II A, Title IV A
  - SIG - CSI/ATSI/TSI
- Update/Communicate School Designations:
  - Title I (17)
  - SIG Schools (9)
- Federal Programs Leadership Forum
- Provide guidance/support for Title I and SIG principals/schools
- Determine Funding for Title I schools/New budget (35% Tab) for CSIP
- Collaborates with EASO on Performance Data for each identified school
- Update and Monitor Federal Program positions funded by titled grants
- Approval of Federal Grants Funding Request Forms (leadership)
- Disseminate NAFEPA Connections updates and information
- Present Annual Federal Programs Funding Allocations and Plan to SB
- Title Grant Application Writing (Review and monitor)
- Ensuring Compliance (ESSA)/Audits
- Federal Programs Handbook

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<b>RESPONSIBILITIES:</b> <ul style="list-style-type: none"> <li>• Private Schools Meaningful Consultations/ Value of reserves</li> <li>• Title Grant Application Writing</li> <li>• VDOE Grant Personnel Report (Non FP)</li> <li>• VDOE Coordinators Academy</li> <li>• National ESEA Conference</li> <li>• Update Federal Programs NNPS Webste</li> </ul>	<b>RESPONSIBILITIES</b> <ul style="list-style-type: none"> <li>• SIG – OSQ Compliance                             <ul style="list-style-type: none"> <li>○ Attending VDOE OSQ Webinars, technical assistance, and monitoring visits</li> <li>○ Disseminating information to principals/leadership</li> </ul> </li> <li>• Grant Budget Monitoring</li> <li>• Title I Grant Application Writing</li> <li>• 2021-22 SIG Applications</li> <li>• Surveys after forums/sessions</li> </ul>	<b>RESPONSIBILITIES:</b> <ul style="list-style-type: none"> <li>• Grant Monitoring Process                             <ul style="list-style-type: none"> <li>○ Budget transfer per Supervisor request/ Notification to Schools</li> <li>○ Monitoring Spenddown</li> </ul> </li> <li>• FP Materials and Supplies Purchases</li> <li>• VDOE Coordinators Academy</li> <li>• National ESEA Conference</li> <li>• Ensuring Compliance (ESSA)/Audits</li> </ul>	<b>RESPONSIBILITIES:</b> <ul style="list-style-type: none"> <li>• VDOE Supts. Memos <a href="#">LINK</a></li> <li>• FP mtg/forum sign-in sheets</li> <li>• Pre – K Numbers/Position and location update</li> <li>• NNPS and private schools Inventory of grant funded materials</li> <li>• VDOE Grant Personnel Report (FP staff)</li> <li>• Ensuring Compliance (ESSA)/Audits</li> </ul>

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<ul style="list-style-type: none"> <li>• Ensuring Compliance (ESSA)/Audits</li> <li>• Monthly Snapshots</li> </ul>	<ul style="list-style-type: none"> <li>• Performance Data reports for each identified schools (EASO)</li> <li>• VDOE Coordinators Academy</li> <li>• National ESEA Conference</li> <li>• Ensuring Compliance (ESSA)/Audits</li> <li>• Liaison between VDOE and identified schools in improvement</li> <li>• Provides training/support to CSI, ATSI, and TSI</li> <li>• Create Federal Programs NNPS Website</li> <li>• Create Federal Programs Handbook</li> <li>• Monthly Snapshots</li> </ul>	<ul style="list-style-type: none"> <li>• Direct Support to FP Program Administrator</li> <li>• Title I A, Title I D, Title II A, Title IV A expenditures</li> <li>• Program Invoicing</li> <li>• VDOE reimbursements for Titled Grants</li> <li>• Train Bookkeepers on Title I Funding, Compliance, Spending Policies</li> <li>• Set up grants to comply with business office once grants are approved</li> <li>• Pays invoices for all Federal Programs initiated purchases</li> <li>• Monthly Snapshots</li> </ul>	<ul style="list-style-type: none"> <li>• Private School funding</li> <li>• Pre-K Enrollment</li> <li>• Process all Federal Programs requests including Private Schools (req./p-card) I should assist with as needed.</li> <li>• Monthly Snapshots</li> </ul>



[To the TOP](#)

## GRANTS MANAGED BY NNPS FEDERAL PROGRAMS DEPARTMENT



## TYPES OF GRANTS MANAGED BY FEDERAL PROGRAMS

### Competitive/Discretionary Funding

A process of proposal selection based on the evaluation of a reviewer or team of reviewers. Funding is based on the merits of the application, and recipients are not pre-determined.

### Formula Funding

Formula grants are given to pre-determined recipients. Non-competitive awards are usually allocated to eligible entities according to population and/or other census criteria, and all applicants who meet the minimum requirements of the application process are entitled to receive money.

## TITLE I:

## IMPROVING THE ACADEMIC ACHIEVEMENT OF THE DISADVANTAGED

### STATEMENT OF PURPOSE

The purpose of this title is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments.

## SCHOOL IMPROVEMENT (SIG)

### Purpose

**Program Office:** Office of State Support

**CFDA Number:** 84.377A

**Program Type:** Formula Grants

**Also Known As:** SIG

### Program Description

School Improvement Grants (SIGs), authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (ESEA), are grants to state educational agencies (SEAs) that SEAs use to make competitive sub-grants to local educational agencies (LEAs) that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to substantially raise the achievement of students in their lowest-performing schools. The schools are further designated according to the level of supports and interventions needed as follows: comprehensive supports and interventions (CSI), additional targeted supports and interventions (ATSI), and targeted supports and interventions (TSI). CSI schools are title I only. ATSI and TSI schools both title I and non-title I.

**How SIG funds are utilized in NNPS:**

- Staffing
  - Family Engagement Specialist
  - Instructional Behavior Specialists
  - Reading Specialist
  - Response to Instruction Specialists
  - Supervisor of School Improvement
- Extended Planning Pay for Staff
- Contractual Services:
  - Evidence-Based Interventions to improve reading and mathematics
  - Professional development
  - Educational support/materials

**Currently, there are 9 federally identified schools receiving School Improvement Grants in NNPS:**

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• Carver Elementary (ATSI)</li><li>• Crittenden Middle (ATSI)</li><li>• Hidenwood Elementary (CSI)</li><li>• Hines Middle (ATSI)</li><li>• Huntington Middle (ATSI)</li></ul> | <ul style="list-style-type: none"><li>• Newsome Park Elementary (CSI)</li><li>• Passage Middle (TSI)</li><li>• Sedgefield Elementary (ATSI)</li><li>• Stoney Run Elementary (ATSI)</li></ul> |
|---|--|

**There are 5 additional schools in improvement but not federally identified nor receiving SIG funds:**

- McIntosh
- Saunders
- Discovery Stem Academy
- Greenwood
- Gildersleeve Middle

**TITLE I, PART A: IMPROVING BASIC PROGRAMS OPERATED BY LOCAL EDUCATIONAL AGENCIES**

**Purpose**

**Program Office:** Office of State Support

**CFDA Number:** 84.010

**Program Type:** Formula Grants

**Also Known As:** Education for the Disadvantaged — Grants to Local Educational Agencies, Improving the Academic Achievement of the Disadvantaged, *Title I ESEA, Title I LEA Grants*

**Program Description**

Title I, Part A of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESEA) provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards. Federal funds are currently allocated through four statutory formulas that are based primarily on census poverty estimates and the cost of education in each state. Title I, Part A is the largest federally funded educational program. A Title 1 school receives federal funds for students in that building.



**How Title I, Part A funds are utilized in NNPS:**

- Staffing
  - Intervention/Coaching
  - Family Engagement
  - Pre-K
  - Central Office
- Funding directly to Title 1 schools
  - Technology
  - Professional development
  - Educational support/materials

**Currently, there are 17 Title I schools in NNPS:**

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• An Achievable Dream Academy</li><li>• Carver</li><li>• Denbigh Early Childhood Center</li><li>• Discovery Stem Academy</li><li>• Greenwood</li><li>• Hidenwood</li><li>• Jenkins</li><li>• Katherine Johnson</li><li>• Marshall Early Learning Center</li></ul> | <ul style="list-style-type: none"><li>• McIntosh</li><li>• Newsome Park</li><li>• Palmer</li><li>• Sanford</li><li>• Saunders</li><li>• Sedgefield</li><li>• Stoney Run</li><li>• Watkins Early Childhood Center</li></ul> |
|---|--|

**TITLE I, PART D: PREVENTION AND INTERVENTION PROGRAMS FOR CHILDREN AND YOUTH WHO ARE NEGLECTED, DELINQUENT, OR AT RISK**

**Purpose**

**Program Office:** Office of Safe and Healthy Students

**CFDA Number:** 84.013

**Program Type:** Formula Grants

**Also Known As:** Neglected and Delinquent State Agency and Local Educational Agency Program

**Program Description**

The Part D, Subpart 1, State Agency Neglected and Delinquent (N and D) program provides formula grants to SEAs for supplementary education services to help provide education continuity for children and youths in state-run institutions for juveniles and in adult correctional institutions so that these youths can make successful transitions to school or employment once they are released. Funds are allocated by formula to SEAs, which make sub-grants to the state agencies responsible for educating neglected or delinquent children and youths. To be eligible for state N and D funds, juvenile institutions must provide 20 hours a week of instruction from nonfederal funds; adult correctional institutions must provide 15 hours. The Subpart 2 Local Education Agency Program requires each SEA to reserve from its Title I, Part A, allocation, funds generated by the number of children in locally operated institutions for delinquent youths. Funds are awarded to LEAs with high proportions of youths in local correctional facilities to support dropout prevention programs for at-risk youths.

**How Title I, Part D funds are utilized in NNPS:**

- Newport News Behavioral Health Center:
  - Transition Programs
  - Job Opportunities
  - Professional Development

**TITLE II:**  
**PREPARING, TRAINING, AND RECRUITING HIGH-QUALITY TEACHERS, PRINCIPALS, OR OTHER**  
**SCHOOL LEADERS**

**TITLE II, PART A: SUPPORTING EFFECTIVE INSTRUCTION**

**Purpose**

**Program Office:** Office of State Support

**CFDA Number:** 84.367

**Program Type:** Formula Grants

**Program Description**

The purpose of the program is to increase academic achievement by improving teacher and principal quality. This program is carried out by: increasing the number of highly qualified teachers in classrooms; increasing the number of highly qualified principals and assistant principals in schools; and increasing the effectiveness of teachers and principals by holding LEAs and schools accountable for improvements in student academic achievement.

**How Title II, Part A funds are utilized in NNPS:**

- Staffing (training & developing)
  - Instructional Specialists
  - Instructional Coaches
- Professional Development
- Private Schools

**TITLE IV: 21st CENTURY SCHOOLS**

**TITLE IV, PART A: STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS**

**Purpose:**

The purpose of this subpart is to improve students' academic achievement by increasing the capacity of States, local educational agencies, schools, and local communities to—

1. provide all students with access to a well-rounded education;
2. improve school conditions for student learning; and
3. improve the use of technology in order to improve the academic achievement and digital literacy of all students.

**How Title IV, Part A funds are utilized in NNPS:**

- Staffing and services for students
- Professional Development
- Supplemental resources and equipment

**THE CORONAVIRUS AID, RELIEF, AND ECONOMIC SECURITY (CARES) ACT**

The Coronavirus Aid, Relief, and Economic Security (CARES) Act is a \$2 trillion package of assistance measures which includes \$30.75 billion for an Education Stabilization Fund (ESF). These funds were provided to states, schools, and institutes of higher education in response to coronavirus.

**Program Office:** Education Stabilization Fund  
**CFDA Number:** 84.425B (REM) and 84.425G (RWP)  
**Program Type:** Discretionary Grant

**How CARES Act funds are utilized in NNPS:**

- Personal protective equipment, addressing interrupted/unfinished learning, technology, HVAC systems
- Equitable services value of reserves

**ELEMENTARY AND SECONDARY SCHOOL EMERGENCY RELIEF (ESSER) FUND**

**Program Office:** Office of State and Grantee Relations, OESE  
**CFDA Number:** 84.425D  
**Program Type:** Formula Grant

Congress set aside approximately \$13.2 billion of the \$30.75 billion allotted to the Education Stabilization Fund through the Coronavirus Aid Relief, and Economic Security (CARES) Act for the Elementary and Secondary School Emergency Relief Fund (ESSER Fund). Signed into law on March 27, 2020, the Department awarded these grants to State educational agencies (SEAs) for the purpose of providing local educational agencies (LEAs), including charter schools that are LEAs, with emergency relief funds to address the impact that COVID-19 has had, and continues to have, on elementary and secondary schools across the Nation. ESSER Fund awards to SEAs are in the same proportion as each State received funds under Part A of Title I of the Elementary and Secondary Education Act of 1965, as amended, in fiscal year 2019.

**January 5, 2021 – ESSER II**

The Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA), was signed into law on December 27, 2020 and provides an additional \$54.3 billion for the Elementary and Secondary School Emergency Relief Fund (ESSER II Fund). ESSER II Fund awards to SEAs are in the same proportion as each State received funds under Part A of Title I of the Elementary and Secondary Education Act of 1965, as amended, in fiscal year 2020.

**VIRGINIA PRE-SCHOOL INITIATIVE (VPI)**

**Purpose:**

The Virginia Preschool Initiative distributes state funds to schools and community-based organizations to provide quality preschool programs for at-risk four-year-olds unserved by the federal Head Start program. The purpose of the grant is to reduce disparities among young children upon formal school entry and to reduce or eliminate those risk factors that lead to early academic failure.

**How VPI funds are utilized in NNPS:**

- Staffing and services for students
- Professional Development
- Supplemental resources and equipment

**Currently, there are 3 Pre-K centers in NNPS:**






- Denbigh Early Childhood Center
- Marshall Early Learning Center
- Watkins Early Childhood Center

**OTHER NNPS GRANTS SUPPORTED BUT NOT DIRECTLY MANAGED FEDERAL PROGRAMS:**

- **Title III, Part A:** English Language Acquisition, Language Enhancement, and Academic Achievement Act.  
Contact – English Language Supervisor
- **WE LEAP** (Wonderful Extended Learning, Enrichment and Advancement Program) - A free after-school and Saturday enrichment program for grades 3 through 8 offered at some schools. Continued funding.  
Contact: Extended Learning Administrator)

## FEDERAL PROGRAMS AND THE NNPS STRATEGIC PLAN, JOURNEY 2025

- Each grant is written to embrace and support our Journey 2025 strategies as measured by state and federal monitoring.
- Section 4104(a)(2) of ESSA requires that States report the degree to which divisions have made progress toward meeting the objectives and outcomes in their approved applications

Journey 2025	Federal Programs
 <p><b>1. Student Success</b></p> <p><b>Equitable Approach:</b> Identify and outline equitable practices that close achievement gaps and increase access to rigorous learning experiences.</p>	<p><b>Title I/SIG: Improving the Academic Achievement of the Disadvantaged</b></p>
 <p><b>2. Student &amp; Staff Wellness</b></p> <p><b>Equitable Approach:</b> Ensure all students and staff have access to programs and supports to meet their individual needs.</p>	<p><b>Title IV, Part A: Student Support and Academic Enrichment Grants</b></p>
 <p><b>3. Employee Expertise</b></p> <p><b>Equitable Approach:</b> Ensure employee learning promotes culturally responsive practices.</p>	<p><b>Title II Preparing, Training, And Recruiting High-Quality Teachers, Principals, or Other School Leaders</b></p>
 <p><b>4. Enhanced Partnerships</b></p> <p><b>Equitable Approach:</b> Create opportunities that challenge traditional norms and ensure access to a diverse group of professionals in non-traditional roles.</p>	<p><b>Title I, Part A:</b> Improving Basic Programs Operated by Local Educational Agencies,  <b>Title I, Part D:</b> Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or at Risk  <b>Title IV, Part A:</b> Student Support and Academic Enrichment Grants</p>
 <p><b>5. Stewardship of Resources</b></p> <p><b>Equitable Approach:</b> Ensure the equitable distribution of all resources.</p>	<p><b>ALL</b></p>

## Federal Programs Monitoring, Compliance, and Fiscal Management

*"With great funding comes great responsibility!"*

### **FEDERAL PROGRAM MONITORING FOR ESEA**

[https://www.doe.virginia.gov/federal\\_programs/esea/federal\\_monitoring/index.shtml](https://www.doe.virginia.gov/federal_programs/esea/federal_monitoring/index.shtml)

Federal policy requires every program office overseeing discretionary or formula grant programs to monitor each of its programs. VDOE maintains the responsibility for adoption and use of effective methods to monitor compliance with federal and state requirements and to ensure the correction of deficiencies in program operations and the use of federal program funds. The primary goal of grant programs is to raise academic performance for all children in the commonwealth and to effect greater accountability for public education. The *Elementary and Secondary Education Act of 1965* (ESEA), as amended, requires states to monitor school divisions for compliance in certain program areas.

Grant	Persons Involved/ Responsible	Application due	Required Usage	*Monitoring frequency
Title I, Part A	17 Title I school principals, District Leaders, Federal Programs	July 1	To ensure all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments.	Quarterly
Title I, Part D	NNBHC program administrator, District Leaders, Federal Programs	July 1	To provide education continuity for youths in state-run institutions so these youths can make successful transitions to school or employment once they are released.	Quarterly
Schools in Improvement (SIG)	9 SIG school principals, District Leaders, Federal Programs	August, mini-grants vary	To impact student progress and achievement in reading and mathematics; identification, implementation, and monitoring of EBI	Monthly/Quarterly
Title II, Part A	District Leaders, Federal Programs	July 1	To increase academic achievement by improving teacher and principal quality	Quarterly
Title IV, Part A	District Leaders, Federal Programs	July 1	To improve students' academic achievement by improving well rounded student opportunities, ensuring safe and healthy school conditions and creating technology opportunities.	Quarterly
CARES; ESSER; ARP	District Leaders, Federal Programs	March 2020 - September 2024	To respond (CARES), prepare (ESSER), and prevent (ARP) regarding the opportunities and needs created by the COVID-19 pandemic.	Quarterly

\*Quantitative and qualitative data gathered for monitoring include CSIP SMART goals and essential actions, fiscal timelines, district level performance data, and program/EBI data.

## FISCAL MANAGEMENT

**Grant Financial Management includes:**

- Descriptions of financial/fiscal management responsibilities – Who does what
- Chart of accounts showing Corporation for National and Community Service (CNCS) grant(s), cost centers for fund accounting, and codes
- Internal controls and delegations of authorities to various officials to commit, prepare, review, approve, sign, issue, and record various commitment or obligation documents (e.g., purchase orders, contracts, agreements, supplies, equipment, property, travel, sub-grants, professional services, checks)
- Identification of who receives, review, approves, and retains vouchers, invoices, and other source documents and how expenses are coded and allocated to CNCS grant(s)
- Examples of several vouchers/invoices showing their coding, allocation to CNCS grant(s), recording in financial system, and inclusion to periodic reports

<b>EXPENDITURE ACCOUNT DESCRIPTIONS (Object Code Definitions)</b>	
<b>Object Code (OC) Definitions and examples:</b>	
<b>OC 1000</b>	<b>PERSONAL SERVICES</b> - All compensation for the direct labor of persons in the employment of the local government. Salaries and wages paid to employees for full- and part-time work, including overtime, shift differential, and similar compensation. Also includes payments for time not worked, including sick leave, vacation, holidays, and other paid absences (jury duty, military pay, etc.), which are earned during the reporting period.
<b>OC 2000</b>	<b>EMPLOYEE BENEFITS</b> - Job related benefits provided employees are part of their total compensation. Fringe benefits include the employer's portion of FICA, pensions, insurance (life, health, disability income, etc.), and employee allowances.
<b>OC 3000</b>	<b>PURCHASED/CONTRACTUAL SERVICES</b> - Services acquired from outside sources (i.e. private vendors, public authorities, or other governmental entities). Purchase of the service is on a fee basis or fixed time contract basis. Payment for rentals and utilities are not included in this account description. Allowable payments would be to individual or firms that are independent contractors and not employees of the grantee or sub-grantee organization. The word honorarium is sometimes used to characterize such payments; it can be problematic when included in a grant because it can be seen as gratuity. On the other hand the term "fee" is commonly used and will raise fewer questions.
<b>OC 4000</b>	<b>INTERNAL SERVICES</b> - Charges from an Internal Service Fund to other functions/activities/elements of the local government for the use of intergovernmental services, such as data processing, automotive/motor pool, central purchasing/central stores, print shop, and risk management. These services are provided by internal services within the School District and possibly the county but not a vendor.
<b>OC 5000</b>	<b>OTHER CHARGES</b> - Includes expenditures that support the program, including utilities (maintenance and operation of plant), staff/administrative/consultant travel, travel (Staff/Administration), office phone charges, training, leases/rental, indirect cost, and other. Meals for working lunch and dissemination of material is capped at the per diem rates for the meal listed in the state travel policy times the number of persons.

<b>OC 6000</b>	<b>MATERIALS AND SUPPLIES</b> - Includes articles and commodities that are consumed or materially altered when used and minor equipment that is not capitalized. This includes any equipment purchased under \$5,000, unless the LEA has set a lower capitalization threshold. Therefore, computer equipment under \$5,000 would be reported in “materials and supplies.” Food purchased from a grocery store, or its equivalent, to support family and parent engagement programs must be linked to the school wide plan.
<b>OC 8000</b>	<b>CAPITAL OUTLAY</b> - Outlays that result in the acquisition of or additions to capitalized assets. Capital Outlay does not include the purchase of equipment costing less than \$5,000 unless the division has set a lower capitalization threshold. <b>Note:</b> Indirect cost cannot be claimed against capital outlay and equipment.

<b>Glossary (Terms/Acronyms/Phrases)</b>	
<b>Accountability</b>	Virginia’s accountability system supports teaching and learning by setting rigorous academic standards – known as the Standards of Learning (SOL) – and through annual statewide assessments of student achievement. Results from these tests – which most students take online – are used by the commonwealth to identify schools in need of assistance and to inform parents and the public about the progress of schools through the awarding of annual accreditation ratings.
<b>Accreditation</b>	A process to evaluate the performance of public schools in accordance with Board of Education regulations. School accreditation ratings reflect student achievement on Standards of Learning tests and other approved assessments in English, history/social science, mathematics and science. Ratings are based on the achievement of students on tests taken during the previous academic year or on a three-year average of achievement.
<b>Accreditation Ratings</b>	<b>Schools earn one of the following three accreditation ratings:</b> <b>Accredited</b> — Schools with all school-quality indicators at either Level One or Level Two <b>Accredited with Conditions</b> — Schools with one or more school-quality indicators at Level Three <b>Accreditation Denied</b> — Schools that fail to adopt or fully implement required corrective actions to address Level Three school-quality indicators. A school rated as Accreditation Denied may regain state accreditation by demonstrating to the Board of Education that it is fully implementing all required corrective action plans.
<b>Achievement gap:</b>	The difference in the performance between each ESEA subgroup within a participating LEA or school and the statewide average performance of the LEA's or State's highest achieving subgroups in reading/language arts and mathematics as measured by the assessments required under the ESEA.
<b>ARP</b>	American Rescue Plan
<b>ATSI</b>	Additional Support and Improvement - Additional targeted support and improvement schools are federally identified every three years. From among schools identified for targeted support and improvement, any school with one or more student groups performing below the level of the highest performing comprehensive support and improvement school is identified.
<b>CARES Act</b>	The Coronavirus Aid, Relief, and Economic Security (CARES) Act is a \$2 trillion package of assistance measures which includes \$30.75 billion for an Education Stabilization Fund (ESF). These funds were provided to states, schools, and institutes of higher education in response to coronavirus.  Four grant programs were created through the CARES Act: (1) Education Stabilization Fund (ESF) Discretionary Grants, (2) Governor’s Emergency Education Relief (GEER) Fund, (3) Elementary and Secondary School Emergency Relief (ESSER)Fund, and (4) Higher Education Emergency Relief (HEER) Fund.  The CARES Act was passed by Congress and signed into law by President Trump on March 27th, 2020. Through the Coronavirus Relief Fund, the CARES Act provides for payments to State, Local, and Tribal governments navigating the impact of the COVID-19 outbreak.
<b>CEP</b>	Community Eligibility Program - a non-pricing meal service option for schools and school districts having at least 40 percent of its students are defined as students approved as eligible for free meals through means other than

	individual household applications. CEP allows the nation’s highest poverty schools and districts to serve breakfast and lunch at no cost to all enrolled students without collecting household applications.
<b>CFDA Number:</b>	Catalog of Federal Domestic Assistance. A CFDA number is a five-digit number assigned in the awarding document to most grants and cooperative agreements funded by the Federal government.
<b>CFR</b>	Code of Federal Regulations
<b>CIP</b>	Capital Improvements Plan
<b>CNCS</b>	Corporation for National and Community Service
<b>CRF</b>	Coronavirus Relief Fund
<b>CSI</b>	Comprehensive Support and Improvement - The lowest five percent of Title I schools, plus any high school with a federal graduation rate below 67 percent, are federally identified for comprehensive support and improvement based on the performance of all students. Schools are identified every three years.
<b>EDGAR</b>	Education Department General Administrative Regulations: These regulations outline rules and procedures on the Department's grant programs and other general requirements that apply to the Department's programs.
<b>EL</b>	English Learner
<b>ESEA</b>	The Elementary and Secondary Education Act was passed by the 89th United States Congress and signed into law by President Lyndon B. Johnson on April 11, 1965. Part of Johnson's "War on Poverty", the act has been the most far-reaching federal legislation affecting education ever passed by the United States Congress. It is the nation’s national education law and longstanding commitment to equal opportunity for all students.
<b>ESSER</b>	Elementary and Secondary School Emergency Relief (ESSER); one of the four grant programs created through the CARES Act
<b>ESSA</b>	The Every Student Succeeds Act (ESSA) was signed by President Obama on December 10, 2015. This bipartisan measure reauthorizes the 50-year-old Elementary and Secondary Education Act (ESEA).
<b>ESF</b>	Education Stabilization Fund; one of the four grant programs created through the CARES Act
<b>ESI</b>	Explicit and Systematic Instruction
<b>ESSER Funds</b>	Elementary and Secondary School Emergency Relief (ESSER); one of the four grant programs created through the CARES Act
<b>Evidence Based</b>	Backed by efficacy: the program was studied by researchers who were not involved in creating the program; the researchers cannot stand to profit from the outcomes’ the program was compared to another type of program or a different kind of instruction; and the effect sizes were reported and revealed a significantly greater improvement than any improvement in the comparison condition. (Also see systemic instruction)
<b>EBI/EBP</b>	Evidence Based Intervention; Evidence Based Practices - Strategies and/or programs that have shown to be effective through evaluative research. EBIs, also referred to as evidence-based practices or programs (EBPs), can consist of packaged curriculum/programs, or specific strategies that have demonstrated to work when applied in certain situations.
<b>Explicit Instruction</b>	Explicit instruction is making the skill obvious to the student by clearly explaining concepts. The actions of the teacher are clear, unambiguous, direct, and visible. The teacher models, explains and provides scaffolded practice as well as independent practice. Explicit Instruction includes a high level of teacher/student interaction to make it clear what the students are to do and learn. (Also see systemic instruction)
<b>Federal Accountability Indicators</b>	Under ESSA, schools are identified for support and improvement based on multiple performance indicators. <b><u>Academic Indicators:</u></b> <ul style="list-style-type: none"> <li>• <u>Academic achievement</u> – measured by pass rates on the Standards of Learning (SOL) and the Virginia Alternate Assessment Program (VAAP) <u>reading and mathematics</u> assessments</li> <li>• <u>Growth in reading and mathematics</u> for elementary and middle schools – measured by the progress tables</li> <li>• <u>High school graduation rate</u> – measured by the Federal Graduation Indicator (PDF)</li> <li>• <u>Progress in English Learners gaining proficiency in English</u> – measured by the ACCESS for ELLs 2.0 English Language Proficiency assessment</li> </ul> <b><u>Indicators of School Quality or Student Success:</u></b> <ul style="list-style-type: none"> <li>• Chronic absenteeism</li> <li>• School Accreditation rating</li> </ul>
<b>Federal By-Pass:</b>	Fourteen Virginia school divisions participate in a bypass provision, under which the U.S. Department of Education directly provides Title I, Part A, equitable services to private school students and teachers through a



	third-party provider. With the exception of these divisions, all other school divisions must inform officials of private schools that eligible children attending private, nonprofit schools are eligible to participate on an equitable basis in Title I, Part A, services.
<b>FLEP</b>	Former Limited English Proficient
<b>FOIA</b>	Freedom of Information Act
<b>GAN</b>	Grant Award Notification
<b>IES</b>	Institute of Education Sciences - The statistics, research, and evaluation arm of the U.S. Department of Education.
<b>LEA</b>	Local Educational Agency - As defined in ESEA, a public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a State, or for a combination of school districts or counties that is recognized in a State as an administrative agency for its public elementary schools or secondary schools.
<b>LEP</b>	Limited English Proficiency
<b>Low-performing schools:</b>	Schools that are in the bottom 10 percent of performance in the State, or who have significant achievement gaps, based on student academic performance in reading/language arts and mathematics on the assessments required under the ESEA or graduation rates (as defined in this document).
<b>Maintenance of Equity (MOEquity)</b>	Provisions will help ensure that schools and LEAs serving large proportions of historically underserved groups of students receive an equitable share of State and local funds as the Nation continues to respond to the COVID-19 pandemic's impact. A condition for a State educational agency (SEA) and local educational agency (LEA) to receive funds under the Elementary and Secondary School Emergency Relief (ARP ESSER) Fund.
<b>NCLB and Accountability</b>	NCLB (No Child Left Behind) put in place measures that exposed achievement gaps among traditionally underserved students and their peers and spurred an important national dialogue on education improvement. This focus on accountability has been critical in ensuring a quality education for all children, yet also revealed challenges in the effective implementation of this goal. Parents, educators, and elected officials across the country recognized that a strong, updated law was necessary to expand opportunity to all students; support schools, teachers, and principals; and to strengthen our education system and economy. In 2012, the Obama administration began granting flexibility to states regarding specific requirements of NCLB in exchange for rigorous and comprehensive state-developed plans designed to close achievement gaps, increase equity, improve the quality of instruction, and increase outcomes for all students.
<b>Obligation of Funds</b>	Funds allocated to school divisions for educational services and other benefits to eligible private school children, teachers and other educational personnel, and families must be obligated in the fiscal year in which the funds are received by the division. School divisions must consult with appropriate private school officials to determine an effective manner for disseminating the notice of allocation to appropriate private school officials.
<b>Object Code (OMEGA)</b>	Four-digit alphanumeric code that defines the type of a financial transaction. OC1000 – Personal Services; OC2000 – Employee Benefits; OC3000 – Purchased/Contractual Services; OC4000 - Internal Services; OC5000 - Other Charges; OC6000 - Materials and Supplies; OC8000 – Capital Outlay
<b>OSQ</b>	Office of School Quality
<b>Persistently lowest-achieving schools:</b>	As determined by the State, consistent with the requirements of the School Improvement Grants program authorized by section 1003(g) of the ESEA, Any Title I school in improvement, corrective action, or restructuring that (a) Is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring or the lowest-achieving five Title I schools in improvement, corrective action, or restructuring in the State, whichever number of schools is greater; or (b) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years; and Any secondary school that is eligible for, but does not receive, Title I funds that (a) Is among the lowest-achieving five percent of secondary schools or the lowest-achieving five secondary schools in the State that are eligible for, but do not receive, Title I funds, whichever number of schools is greater; or (b) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years. To identify the lowest-achieving schools, a State must take into account both (i) The academic achievement of the "all students" group in a school in terms of proficiency on the State's assessments under section 1111(b)(3) of the ESEA in reading/language arts and mathematics combined; and (ii) The school's lack of progress on those assessments over a number of years in the "all students" group.

<b>Personalized learning plan:</b>	A formal document, available in digital and other formats both in and out of school to students, parents, and teachers, that, at a minimum: establishes student learning goals based on academic and career objectives and personal interests; sequences content and skill development to achieve those learning goals and ensure that a student can graduate on-time college- and career-ready; and is updated based on information about student performance on a variety of activities and assessments that indicate progress towards goals.
<b>PEL</b>	Potential English Learner
<b>Research-based</b>	There are theories behind it, but that the theories are not always proven true. There is no evidence in the research proving efficacy. (Also see evidence based)
<b>Performance Levels</b>	<p><b><u>Performance on each school-quality indicator is rated at one of three levels:</u></b></p> <p><b>LEVEL ONE: At or Above Standard</b></p> <ul style="list-style-type: none"> <li>• Performance at or above state standard for indicator</li> <li>• Sufficient improvement toward state standard for indicator from Level Two</li> </ul> <p><b>LEVEL TWO: Near Standard or Improving</b></p> <ul style="list-style-type: none"> <li>• Below state standard for indicator but approaching Level One performance</li> <li>• Sufficient improvement on indicator from Level Three</li> </ul> <p><b>LEVEL THREE: Below Standard</b></p> <ul style="list-style-type: none"> <li>• Performance on indicator below state standard</li> <li>• Performance on indicator at Level Two for more than four consecutive years</li> </ul>
<b>SQI</b>	<p><b>School Quality Indicators:</b></p> <p><b><u>Elementary and middle schools are evaluated on the following indicators:</u></b></p> <p><b>Achievement:</b></p> <ul style="list-style-type: none"> <li>• <u>Overall proficiency and growth in English reading/writing achievement (including progress of English learners toward English-language proficiency)</u></li> <li>• <u>Overall proficiency and growth in mathematics</u></li> <li>• <u>Overall proficiency in science</u></li> </ul> <p><b>Achievement Gaps:</b></p> <ul style="list-style-type: none"> <li>• <u>English achievement gaps</u> among student groups</li> <li>• <u>Mathematics achievement gaps</u> among student groups</li> </ul> <p><b>Student Engagement</b></p> <ul style="list-style-type: none"> <li>• Absenteeism</li> </ul> <p><b><u>High schools are evaluated on the following school-quality indicators:</u></b></p> <p><b>Achievement:</b></p> <ul style="list-style-type: none"> <li>• <u>Overall proficiency in English reading/ writing and progress of English learners toward English-language proficiency</u></li> <li>• <u>Overall proficiency in mathematics</u></li> <li>• <u>Overall proficiency in science</u></li> </ul> <p><b>Achievement Gaps:</b></p> <ul style="list-style-type: none"> <li>• <u>English achievement gaps</u> among student groups</li> <li>• <u>Mathematics achievement gaps</u> among student groups</li> </ul> <p><b>Student Engagement</b></p> <ul style="list-style-type: none"> <li>• Graduation and completion, Dropout rate, Absenteeism</li> <li>• College, career and civic readiness (effective 2021-2022)</li> </ul>
<b>SEA</b>	State Education Agency
<b>SIG</b>	School Improvement Grant
<b>SOA</b>	Standards of Accreditation

<b>Student Growth:</b>	The change in student achievement for an individual student between two or more points in time, defined as— For grades and subjects in which assessments are required under ESEA section 1111(b)(3): (1) a student's score on such assessments and (2) other measures of student learning, such as those described in the second bullet, provided they are rigorous and comparable across schools within an LEA. For grades and subjects in which assessments are not required under ESEA section 1111(b)(3): alternative measures of student learning and performance, such as student results on pre-tests, end-of-course tests, and objective performance-based assessments; performance against student learning objectives; student performance on English language proficiency assessments; and other measures of student achievement that are rigorous and comparable across schools within an LEA.
<b>Student-level data:</b>	Demographic, performance, and other information that pertains to a single student but cannot be attributed to a specific student.
<b>Student performance data:</b>	Information about the academic progress of a single student, such as formative and summative assessment data, coursework, instructor observations, information about student engagement and time on task, and similar information.
<b>Subgroup:</b>	Each category of students identified under ESEA section 1111(b)(2)(C)(v)(II).
<b>Systematic Instruction</b>	A carefully planned sequence for instruction. The plan for instruction that is systematic is carefully thought out, builds upon prior learning, is strategic building from simple to complex, and is designed before activities and lessons are planned.
<b>TA</b>	Technical Assistance - specialized training, cross functional communication, or support designed to assist participants in acquiring skills or knowledge needed to operate more effectively and bridge gaps among research, policy, and practice.
<b>Time and effort reporting</b>	Federal regulation requires that any salaries and benefits charged to a federal award(s) must be based on documentation that meets the following criteria in order to be allowable: <ul style="list-style-type: none"> <li>• The employee's time must be documented in writing.</li> <li>• The documentation must reflect the actual time spent by the employee on activities of the federal program(s) being charged.</li> <li>• The period covered by the documentation may not exceed one month unless a semi-annual certification is used to report time and effort for a single cost objective.</li> <li>• The documentation must account for all of the employee's time for the period covered.</li> <li>• The documentation must be signed by the employee.</li> </ul>
<b>TSI</b>	Targeted Support and Improvement - Schools with low-performing student groups are federally identified for targeted support and improvement annually. Title I schools and non-Title I schools are identified.
<b>WWC</b>	<a href="#">What Works Clearinghouse</a> – A source of scientific evidence on education programs, products, practices, and policies. WWC reviews the research, determines which studies meet rigorous standards, and summarizes the findings to answer the question “what works in education?”

<b>APPENDICES</b>	
Appendix A:	<a href="#">Title I, Part A, Semi-Annual Certification of Pay</a>
Appendix B:	<a href="#">Title I, Part A, Monthly Personnel Activity Report</a>
Appendix C:	<a href="#">Request for Federal Funding Form</a>
Appendix D:	<a href="#">Title I Allowable and Non-Allowable Cost Reference Guide-Examples</a>
Appendix E:	<a href="#">2021 -2022 Private School Title IV, Part A, Equitable Services</a>

[To the TOP](#)

**Virginia Department of Education**  
**Sample Template for Title I, Part A, Semi-Annual Certification of Pay**  
**(Employees Working 100% on Title I, Part A, Programmatic Activities)**

Section 200.430 of the Code of Federal Regulations provides the following standards for the documentation of personnel expenses:

*Charges to federal awards for salaries and wages must be based on records that accurately reflect the work performed. These records must:*

- *Be supported by a system of internal control which provides reasonable assurance that the charges are accurate, allowable, and properly allocated;*
- *Be incorporated into the official records of the non-Federal entity;*
- *Reasonably reflect the total activity for which the employee is compensated by the non-Federal entity, not exceeding 100% of compensated activities;*
- *Encompass both federally assisted and all other activities compensated by the non-Federal entity on an integrated basis, but may include the use of subsidiary records as defined in the non-Federal entity's written policy;*
- *Comply with the established accounting policies and practices of the non-Federal entity; and*
- *Support the distribution of the employee's salary or wages among specific activities or cost objectives if the employee works on more than one Federal award; a Federal award and non-Federal award; an indirect cost activity and a direct cost activity; two or more indirect activities which are allocated using different allocation bases; or an unallowable activity and a direct or indirect cost activity.*

I, *(insert employee name)*, certify that 100% of my time has been spent performing

Title I, Part A, programmatic activities for the period of \_\_\_\_\_\*.

Employee Signature \_\_\_\_\_

Date \_\_\_\_\_

Supervisor Signature \_\_\_\_\_

Date \_\_\_\_\_ *\*Include starting and ending day, month, and year. The time period should not exceed six months, and certification should occur after-the-fact.*

**Virginia Department of Education  
Sample Template for Title I, Part A, Monthly Personnel Activity Report  
(Employees Working on Multiple Cost Objectives)**

Section 200.430 of the Code of Federal Regulations provides the following standards for the documentation of personnel expenses:

*Charges to federal awards for salaries and wages must be based on records that accurately reflect the work performed. These records must:*

- *Be supported by a system of internal control which provides reasonable assurance that the charges are accurate, allowable, and properly allocated;*
- *Be incorporated into the official records of the non-Federal entity;*
- *Reasonably reflect the total activity for which the employee is compensated by the non-Federal entity, not exceeding 100% of compensated activities;*
- *Encompass both federally assisted and all other activities compensated by the non-Federal entity on an integrated basis, but may include the use of subsidiary records as defined in the non-Federal entity's written policy;*
- *Comply with the established accounting policies and practices of the non-Federal entity; and*
- *Support the distribution of the employee's salary or wages among specific activities or cost objectives if the employee works on more than one Federal award; a Federal award and non-Federal award; an indirect cost activity and a direct cost activity; two or more indirect activities which are allocated using different allocation bases; or an unallowable activity and a direct or indirect cost activity.*

Employee Name \_\_\_\_\_ School or Department \_\_\_\_\_

Reporting Period \_\_\_\_\_

*Include starting and ending day, month, and year.*

*Time period should not exceed one month.*

<b>Cost Objective</b>	<b>Program</b>	<b>Distribution of Time</b> <i>Account for total activity for which employee is compensated, not to exceed 100%</i>
Ex. Title I, Part A, Administration	Title I, Part A	40%
Ex. Director of Elementary Instruction	Non-federal	60%

I certify that this report is an accurate representation of the total activity expended during the time period.

Employee Signature \_\_\_\_\_

Date \_\_\_\_\_ \*

Supervisor Signature \_\_\_\_\_

Date \_\_\_\_\_ \*

\*Certification should occur after-the-fact.



Approved       Not Approved

*Request will be reviewed and followed by an email of approval/denial.*

Federal Programs Program Administrator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**\*Must be Evidenced Based**

**All Professional Development, interventions, and programs requested must be evidenced based:**

High-quality, evidence-based professional development is an ongoing and iterative process grounded in student data. The goal of professional learning is to build educator knowledge and skills that will directly impact student learning: their strengths, goals, and instructional needs. Professional development sessions are not just a series of events. Rather, they are parts of a coherent, focused program designed to elicit a specific outcome.

**Resources for Research from VDOE:**

- The Best Evidence Encyclopedia <https://bestevidence.org/>
- Doing What Works: Research Based Education Practices <https://www2.ed.gov/nclb/methods/whatworks/edpicks.jhtml>
- Collaborative for Academic, Social and Emotional Learn <https://casel.org/>
- Evidence for ESSA <https://www.evidenceforessa.org/>
- The National Center for Education Evaluation (NCEE) and Report Assistance <https://ies.ed.gov/ncee/>
- Child Trends <https://www.childtrends.org/>
- Doing What Works Library (DWW) <https://dwwlibrary.wested.org/>
- Results First Clearing House <https://www.pewtrusts.org/en/research-and-analysis/data-visualizations/2015/results-first-clearinghouse-database>

<b>Budget-Object Code Definitions</b>	
<b>Object Code</b>	<b>Definitions:</b>
OC 1000	<b>PERSONAL SERVICES</b> - All compensation for the direct labor of persons in the employment of the local government. <b>Salaries and wages paid to employees for full- and part-time work</b> , including overtime, shift differential, and similar compensation. Also includes payments for time not worked, including sick leave, vacation, holidays, and other paid absences (jury duty, military pay, etc.), which are earned during the reporting period.
OC 3000	<b>PURCHASED/CONTRACTUAL SERVICES - Services acquired from outside sources (i.e. private vendors, public authorities, or other governmental entities).</b> Purchase of the service is on a fee basis or fixed time contract basis. Payment for rentals and utilities are not included in this account description. Allowable payments would be to individual or firms that are independent contractors and not employees of the grantee or sub-grantee organization. The word honorarium is sometimes used to characterize such payments; it can be problematic when included in a grant because it can be seen as gratuity. On the other hand, the term “fee” is commonly used and will raise fewer questions. <b>(Example: PD/Conference registration)</b>
OC 4000	<b>INTERNAL SERVICES</b> - Charges from an Internal Service Fund to other functions/activities/elements of the local government for the use of intergovernmental services, <b>such as data processing, automotive/motor pool, central purchasing/central stores, print shop, and risk management.</b> These services are provided by internal services within the School District and possibly the county but not a vendor.
OC 5000	<b>OTHER CHARGES</b> - Includes <b>expenditures that support the program</b> , including utilities (maintenance and operation of plant), staff/administrative/consultant travel, travel (Staff/Administration), office phone charges, training, leases/rental, indirect cost, and other. Meals for working lunch and dissemination of material is capped at the per diem rates for the meal listed in the state travel policy times the number of persons.  Note: Indirect cost cannot be claimed against capital outlay and equipment.
OC 6000	<b>MATERIALS AND SUPPLIES</b> - Includes <b>articles and commodities that are consumed or materially altered when used and minor equipment that is not capitalized.</b> This includes any equipment purchased under \$5,000, unless the LEA has set a lower capitalization threshold. Therefore, computer equipment under \$5,000 would be reported in “materials and supplies.” Food purchased from a grocery store, or its equivalent, to support family and parent engagement programs must be linked to the school wide plan.
OC 8000	<b>CAPITAL OUTLAY</b> - Outlays that result in the acquisition of or additions to capitalized assets. Capital Outlay <b>does not include the purchase of equipment costing less than \$5,000</b> unless the division has set a lower capitalization threshold.

Appendix D: Title I Allowable and Non-Allowable Cost Reference Guide-Examples

Category of Activity	Allowable	Non-Allowable
<p>District Set-Asides</p> <p><b>Note:</b> More flexibility if funding is in the School Wide Plan</p>	<p>LEA Administration: Used for funding administrative staff, supplies, equipment, travel, etc. at the district level for Title I administrative purposes.</p> <p>District wide staff to work at Title I schools</p> <p>Supplemental nurses/social workers</p> <p>District interventions at Title I schools that are “Priority”, “Focus”, or “Support”</p> <p>Job Embedded PD (Instructional Coaches for example) at Title I schools or subset of Title I schools with identified needs.</p> <p>Extended learning time for Title I schools.</p> <p>Other – Summer school, pre-school programs, intersession programs, additional professional development, school improvement, etc.).</p> <p>* Activities must be in Title I schools only, except pre-school programs.</p>	<p>Use of federal funds in one or more schools to provide services that were provided in other similar schools with state and local dollars.</p> <p>Use of federal funds to provide services that were in prior years provided with state and local funds.</p> <p>Use of federal funds to provide services that the LEA was required to make available under federal, state, and local law.</p>
<p>Student Incentives</p>	<p>Have clearly established school award criteria in place</p> <p>Are reasonable and necessary to carry out the Title I program</p> <p>Do not exceed 1% of school’s Title I allocation for the school year</p> <p>Are supplemental in nature</p> <p>Are awarded for academic progress in core subjects, attendance, and/or behavior</p> <p>Non-monetary rewards of nominal value</p> <p>Books</p> <p>Instructional supplies/materials</p> <p>Plaques</p>	<p>Cash awards</p> <p>Gift cards</p> <p>Incentives which advertise a product or brand</p> <p>Incentives used as an incentive to participate in a program</p>
<p>Parent Involvement</p>	<p>Parent Involvement coordinators and liaisons</p> <p>Assistance and training for parents</p> <p>Parent literacy and education</p> <p>Assistance for parents to work with their children</p> <p>Parent volunteers in classrooms</p> <p>Training for school staff to increase collaboration with parents</p>	
<p>Homeless Students</p>	<p>Items of clothing, especially those necessary to meet a school’s dress code</p> <p>Clothing and shoes necessary for participation in physical education classes</p> <p>Student fees that are necessary to participate in the general education program</p> <p>Personal school supplies such as backpacks and notebooks</p> <p>The acquisition of birth certificates</p> <p>Immunizations</p> <p>Food</p> <p>Medical and dental services</p> <p>Eyeglasses and hearing aids</p> <p>Counseling services related to homeless issues that are impeding learning</p> <p>Outreach services</p> <p>Extended learning time (before and after school, Saturday, summer</p> <p>Tutoring services, especially in shelters or other locations where homeless students are residing</p> <p>Parental involvement</p> <p>Fees for AP (for students ineligible for the waiver) and IB testing</p> <p>Fees for SAT/ACT testing (for students ineligible for the waiver)</p> <p>GED testing</p>	<p>Rent or temporary lodgings</p> <p>Class ring</p> <p>Cost of drivers’ test fees</p> <p>Extra-curricular activity fees</p>



Staff Salaries	<p>Hiring additional teachers to reduce class size</p> <p>Hiring additional teachers to serve as reading/math interventionists</p> <p>Substitute pay for these teachers when absent</p> <p>Supplemental instructional, curriculum, and data coaches</p> <p>Supplemental guidance counselors can be hired to provide supplemental guidance services</p> <p>Supplemental paraprofessionals to support instruction</p> <p>Supplemental paraprofessionals to support instruction</p>	<p>Using Title I funds to pay for teacher, guidance counselor, or paraprofessional whose salary would normally be paid for with General Funds</p>
Teacher Incentives	<p>Financial incentives and rewards may be provided to teachers in Title I schools identified as Newly Identified, Continuing School Improvement, Corrective Action, Plan to Restructure, and/or Restructure.</p> <p>The purpose of these financial incentives and rewards must be to attract and retain qualified and effective teachers in those schools.</p>	<p>A district may not reserve more than 5 percent of its Title I, Part A allocation for these financial incentives and rewards.</p>
Professional Development	<p>Conferences including registration, room, food, travel</p> <p>Consultants</p> <p>Stipends and/or substitute pay for educators attending professional development activities</p> <p>Professional development supplies and materials</p>	<p>Professional development outside of education</p> <p>Professional development for which the District is using General funds to pay costs for non-Title I schools</p>
Substitute Teachers	<p>Funds used to pay substitutes for Title I funded staff at the school level that is budgeted for in the school's plan</p> <p>Funds to pay substitutes to allow certified teachers in Title I schools to attend professional development as provided for in the school plan</p>	<p>Using Title I funds to pay for substitute teachers not provided for in the approved school plan</p> <p>Using Title I funds to pay for substitute teachers instead of using other funds given to the schools to pay for substitutes (Title I funds should be supplemental)</p>
Instruction	<p>Funds used to increase the participation of low-achieving students in advance coursework.</p> <p>Summer school classes for low-achieving students</p> <p>Before, after, and/or Saturday school tutoring.</p> <p>Development and use of formative and interim assessments to track progress of low-achieving students</p> <p>Funds used to increase the participation of low-achieving students in advance coursework.</p> <p>Summer school classes for low-achieving students</p> <p>Before, after, and/or Saturday school tutoring.</p> <p>Development and use of formative and interim assessments to track progress of low-achieving students</p>	<p>Instructional costs for which the District is using General funds to pay costs for non-Title I schools</p> <p>Field trips which have no clear ties to classroom instruction</p>

**2021 -2022 PRIVATE SCHOOL TITLE IV, PART A, EQUITABLE SERVICES**

TITLE IV, PART A – GENERAL INFORMATION			
<b>#1. Private School Information</b>			
<b>Private School Name</b>	Calvary Adventist School	<b>Contact Person</b>	Norma Mann
<b>Street Address</b>	1200 17 <sup>th</sup> Street	<b>Contact Telephone #</b>	(757) 782-4492
<b>City/Town, Zip Code</b>		<b>Contact Email</b>	Nmann@calvaryadventistschool.org
		<b>School Division</b>	Private
<b>#2. Equitable Services: Title IV, Part A, Reserves</b>			
Private School Reserves			
<b>#3. Consultation: Meaningful consultation has taken place between the local education agency and private school officials to design and develop the program services and benefits to be provided.</b>			
PROGRAM DESCRIPTIONS			
<b>#4. For Title IV, Part A: Complete items #5 - #7 below.</b> All federal programs and activities, including materials and supplies, shall be secular, neutral, and non-ideological.			
<b>Description:</b>			
Description: STEM - FIRST INSPIRE LEGO LEAGUE: <a href="https://www.firstinspires.org/robotics">https://www.firstinspires.org/robotics</a>			
Safe and Healthy – Connect with Kids <a href="https://ies.ed.gov/ncee/wwc/Intervention/204">https://ies.ed.gov/ncee/wwc/Intervention/204</a>			
Professional Digital Learning Tools – Google Classroom, Zoom, Pear Deck and Blackboard			
<b>#5. Check the option(s) agreed upon for Title IV, Part A, services following consultation.</b>			
A. Activities to support well-rounded educational opportunities for students			
<input type="checkbox"/> STEM program		<input type="checkbox"/> Foreign language offerings	
<input type="checkbox"/> Music and art programs		<input type="checkbox"/> Credits from institutions of higher learning	
<input type="checkbox"/> Costs of accelerated learning examination fees		<input type="checkbox"/> Environmental education	
<input type="checkbox"/> Volunteer/Community service Programs		<input type="checkbox"/>	
<input type="checkbox"/> Other [Describe]			
B. Activities to support safe and healthy students			
<input type="checkbox"/> School-based mental health services		<input type="checkbox"/> Integrating health and safety practices into school programs	
<input type="checkbox"/> Drug and violence prevention activities		<input type="checkbox"/> Physical education activities	
<input type="checkbox"/> Nutritional education		<input type="checkbox"/> Prevention of teen violence, stalking, and domestic abuse	

<input type="checkbox"/> Bullying and harassment prevention	<input type="checkbox"/> Improving school dropout and reentry programs
<input type="checkbox"/> Other [Describe]	
C. Activities to improve the use of educational technology in order to improve the academic achievement and digital literacy of all students	
<input type="checkbox"/> Building technological capacity and infrastructure	<input type="checkbox"/> Developing effective academic courses through technology
<input type="checkbox"/> Support students in rural, remote, and underserved areas with high-quality digital learning experiences	<input type="checkbox"/> Providing educators, school leaders, and administrators with the professional digital learning tools
<input type="checkbox"/> Other [Describe]	
<b>#6. Describe how professional development will be evaluated and how evaluation results will be used to improve services.</b>	
Description:	

**Title IV, Part A, Agreement of Services**

- YES** This affirmation confirms timely and meaningful consultation did occur for the program design and is equitable with respect to eligible private school children.
- NO** Timely and meaningful consultation has **not** occurred and/or the program design is **not equitable** with respect to eligible private school children.

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**Division Representative / Date**

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**Private School Representative / Date**

## SOURCES




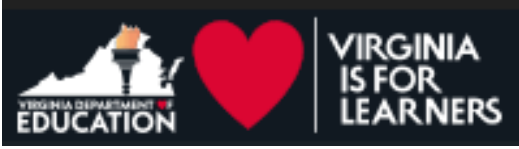

Information gathered, connected, and compiled in this handbook was retrieved from the following websites on various dates:

- **The CARES Act Works for All Americans**
  - <https://home.treasury.gov/policy-issues/cares>
- **U.S. Department of Education Definitions:**
  - <https://www.ed.gov/race-top/district-competition/definitions#:~:text=Local%20educational%20agency%3A%20As%20defined,%2C%20township%2C%20school%20district%2C%20or>
- **The Four Main Types of Grant Funding**
  - [https://cdn2.hubspot.net/hubfs/68523/docs/Resource\\_Library\\_Slate/Four\\_Types\\_of\\_Grant\\_Funding.pdf?t=1478460699437](https://cdn2.hubspot.net/hubfs/68523/docs/Resource_Library_Slate/Four_Types_of_Grant_Funding.pdf?t=1478460699437)
- **U.S. Department of Education; Every Student Succeeds Act (ESSA)**
  - <https://www.ed.gov/essa?src=policy>
- **VA Department of Education**
  - [https://www.doe.virginia.gov/statistics\\_reports/accreditation\\_federal\\_reports/index.shtml](https://www.doe.virginia.gov/statistics_reports/accreditation_federal_reports/index.shtml)
  - [https://www.doe.virginia.gov/federal\\_programs/esea/index.shtml](https://www.doe.virginia.gov/federal_programs/esea/index.shtml)

[To the TOP](#)

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**NNPS Federal Programs Collaboration:**

 <p><b>NEWPORT NEWS PUBLIC SCHOOLS</b></p>
 <p><b>FEDERAL PROGRAMS</b> NEWPORT NEWS PUBLIC SCHOOLS</p>
 <p>OFFICE OF <b>SCHOOL QUALITY</b> VIRGINIA DEPARTMENT OF EDUCATION</p>
 <p>VIRGINIA DEPARTMENT OF EDUCATION   <b>VIRGINIA IS FOR LEARNERS</b></p>
 <p><a href="https://www.ed.gov/">U.S. Department of Education</a></p>