FEDERAL PROGRAMS
NEWPORT NEWS PUBLIC SCHOOLS

SY2023-2024

**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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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.

Federal Programs Department Staff and Responsibilities

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RESPONSIBILITIES

- Supervise/Support/Build Federal Programs (FP) team (5)
- 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, Stronger Connections Grant
  - SIG – Federally identified schools
- Update/Communicate School Designations:
  - Title I (19)
  - SIG Schools (11)
- 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/School administration
- Title Grant Application Writing (Review and monitor)
- Ensuring Compliance (ESSA)/Audits
- Federal Programs Handbook review
- Monitor new regulatory for federal/state grants management
- Monitor Sup's Memo
- Update Title I Student Record Collection information
- Monitor OMEGA and MUNIS transactions

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RESPONSIBILITIES:
 	
• Private Schools Meaningful Consultations for Value of Reserves
• ~~Title~~ Grant Application Writing
• VDOE Grant Personnel Report (Non FP)
• VDOE Coordinators Academy
• National ESEA Conference
• Ensuring Compliance (ESSA)/Audits
• Stronger Connections Grant monitoring
• Develop Surveys
• Ensuring Compliance (ESSA)/Audits
• Monitor FACE record keeping
• Board Presentations
	RESPONSIBILITIES
	
	• SIG – OSQ Compliance
	  o Attending Webinars, technical assistance and monitoring visits
	  o Disseminating SIG information to district and school leadership
	• Grant Budget Monitoring
	• Grant Application Writing
	• Performance Data reports for SIG schools
	• VDOE Coordinators Academy
	• National ESEA Conference
	• Ensuring Compliance (ESSA)/Audits
	• Liaison between VDOE and schools in improvement
	• Provides PD support to federally ID'd schools
	• Updating Website, Handbook, and Brochure
	• Board Presentations
		RESPONSIBILITIES:
		
		• Grant Monitoring Process
		  o Budget transfer per Supervisor request/ Notification to Schools
		  o Monitoring Spenddown
		• FP Materials and Supplies Purchases
		• VDOE Coordinators Academy
		• Natl ESEA Conference
		• Monitor new regulatory for federal/state grants management
		• ensuring compliance (ESSA)/Audits
		• Direct Support to FP Program Administrator
		• Title I A, Title I D, Title II A, Title IV A expenditures
		• Program Invoicing
		• VDOE reimbursements for Titled Grants
		• ~~Train~~ Provide PD for Bookkeepers on Title I/SIG Funding, Compliance, Spending Policies
		• Set up approved grants to comply with business office
		• Pays invoices for all Federal Programs initiated purchases
			RESPONSIBILITIES:
			
			• Primary office staff for Federal Programs
			• VDOE Grant Personnel Report (FP staff)
			• FP mtg/forum sign-in sheets
			• Performing bookkeeping functions via MUNIS ERP
			• Entering and executing of services and goods for grants (requisitions, purchase orders, receiving, spend card)
			• Correspondence, filling, copying, travel arrangements, meetings, scheduling, document distribution, record keeping, and public relations
			• Distributing copies and filing financial/grant related records
			• Fed Programs and private schools Inventory of grant funded materials
			• Ensuring Compliance (ESSA)/Audits)
			• Manage Private School funding spenddown
			• Manage Fed Programs Monitoring documents

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

There are 11 federally identified schools receiving School Improvement Grants in NNPS:	
• Carver Elementary (CSI)	• McIntosh Elementary (CSI)
• Crittenden Middle (ATSI)	• Newsome Park Elementary (CSI)
• Hidenwood Elementary (CSI)	• Passage Middle (TSI)
• Hines Middle (ATSI)	• Sedgefield Elementary (ATSI)
• Huntington Middle (ATSI)	• Stoney Run Elementary (CSI)
• Katherine Johnson Elementary (CSI)	
There are additional schools in improvement but not federally identified nor receiving SIG funds:	
• Saunders Elementary • Discovery Stem Academy • Greenwood Elementary	

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 (ESEA), as amended by the Every Student Succeeds Act (ESSA) 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.

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

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 19 Title I schools in NNPS:	
Early Childhood Centers - Denbigh ECC - Marshall ELC - Watkins ECC **Elementary Schools** - An Achievable Dream Academy - Carver - Discovery Stem Academy - Greenwood - Hidenwood - Jenkins	- Katherine Johnson - McIntosh - Newsome Park - Palmer - Sanford - Saunders - Sedgefield - Stoney Run **Middle Schools** - Crittenden - Huntington

How Title I Schools are Identified in NNPS

This year the division-wide average of low-income families is set at 57% for Newport News Public Schools. This percentage is determined by calculating the average of all low-income families across all NNPS schools and often changes from year to year. Any school over 57% low income is eligible for Title I services for NNPS. Any schools with a 75% or higher for low income are required to receive support from either Title I or an equitable allocated amount from the operating budget.

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
Title I, 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.

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How Title I, Part D funds are utilized in NNPS:
• Newport News Behavioral Health Center:
o Transition Programs
o Job Opportunities
o 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 Title II, Part A 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)
o Instructional Specialists
o 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
• Private Schools

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

ELEMENTARY AND SECONDARY SCHOOL EMERGENCY RELIEF (ESSER) FUND

Program Office: Office of State and Grantee Relations, OESE
CFDA Number: ESSER I and II - 84.425D/ARP ESSER – 84.425U
Program Type: Formula Grant

ESSER I – March 27, 2020 (Responding)
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 (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.

ESSER II – January 5, 2021 (Preparing)
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.

ESSER III – March 11, 2021 (Preventing)
On Thursday, March 11, 2021, the American Rescue Plan (ARP) Act was signed into law. It was an unprecedented $1.9 trillion package of assistance measures, including $122 billion for the ARP Elementary and Secondary School Emergency Relief (ARP ESSER) Fund. Funds are provided to SEAs and LEAs to help safely reopen and sustain the same operation of schools and address the impact of the coronavirus pandemic on the Nation's students. ARP 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 2020.

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:	Currently, there are 3 Pre-K centers in NNPS:
• Staffing and services for students • Professional Development • Supplemental resources and equipment	• Denbigh Early Childhood Center • Marshall Early Learning Center • Watkins Early Childhood Center

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)

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<u>**To determine allowability and before requesting federal funds,**</u>

<u>**always ask if the request is:**</u>

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

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

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 are better prepared to 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 evidenced- based interventions (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 and supporting 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.

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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

EXPENDITURE ACCOUNT DESCRIPTIONS	
Object Code (OC) Definitions and Examples:	
OC 1000	**PERSONAL SERVICES -** 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.
OC 2000	**EMPLOYEE BENEFITS -** 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.
OC 3000	**PURCHASED/CONTRACTUAL SERVICES -** 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.
OC 4000	**INTERNAL SERVICES -** 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.
OC 5000	**OTHER CHARGES -** 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.

OC 6000	**MATERIALS AND SUPPLIES -** 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.
OC 8000	**CAPITAL OUTLAY** - 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. **Note:** Indirect cost cannot be claimed against capital outlay and equipment.

Glossary (Terms/Acronyms/Phrases)	
Accountability	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.
Accreditation	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.
Accreditation Ratings	**Schools earn one of the following three accreditation ratings:** **Accredited** — Schools with all school-quality indicators at either Level One or Level Two **Accredited with Conditions** — Schools with one or more school-quality indicators at Level Three **Accreditation Denied** — 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.
Achievement Gap:	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.
ARP	American Rescue Plan
ATSI	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.
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. 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.
CEP	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.

CFDA Number	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.
CFR	Code of Federal Regulations
CIP	Capital Improvements Plan
CNCS	Corporation for National and Community Service
CRF	Coronavirus Relief Fund
CSI	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.
EBI/EBP	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.
ED	U.S. Department of Education; the Department
EDGAR	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.
EL	English Learner
ELL	English Language Learner
ELP	English Language Proficiency
ESEA	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.
ESSA	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).
ESSER	Elementary and Secondary School Emergency Relief (ESSER); one of the four grant programs created through the CARES Act
ESSER Funds	Elementary and Secondary School Emergency Relief (ESSER); one of the four grant programs created through the CARES Act
ESF	Education Stabilization Fund; one of the four grant programs created through the CARES Act
ESI	Explicit and Systematic Instruction
ESY	Extended School Year
Evidence Based	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)
Explicit Instruction	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)

Federal Accountability Indicators	Under ESSA, schools are identified for support and improvement based on multiple performance indicators. **Academic Indicators:** • Academic achievement – measured by pass rates on the Standards of Learning (SOL) and the Virginia Alternate Assessment Program (VAAP) reading and mathematics assessments • Growth in reading and mathematics for elementary and middle schools – measured by the progress tables • High school graduation rate – measured by the Federal Graduation Indicator (PDF) • Progress in English Learners gaining proficiency in English – measured by the ACCESS for ELLs 2.0 English Language Proficiency assessment **Indicators of School Quality or Student Success:** • Chronic absenteeism • School Accreditation rating
Federal By-Pass:	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.
FLEP	Former Limited English Proficient
FOIA	Freedom of Information Act
GAN	Grant Award Notification
IEP	Individualized Education Program
IES	Institute of Education Sciences - The statistics, research, and evaluation arm of the U.S. Department of Education.
Implementation Science	systems-level work to improve quality, safety, and value
Improvement Science	refers to the work to promote the systematic scaling of evidence-based interventions into practice and policy
LEA	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.
LEP	Limited English Proficiency
Low-performing schools	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).
Maintenance of Effort (MOE)	The combined fiscal effort per student or the aggregate expenditures of the LEA from state and local funds from the preceding year must not be less than 90% of the second preceding year.
Maintenance of Equity (MOEquity)	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.
NCLB and Accountability	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.
Obligation of Funds	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.
Object Code (OMEGA)	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
OESE	Office of Elementary & Secondary Education
OSQ	Office of School Quality
PAR	Personnel Activity Report
PDSA	Plan, Do, Study, Act Process (Continuous Improvement)
Persistently lowest-achieving schools:	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.
Personalized learning plan:	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.
PEL	Potential English Learner
Research-based	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)
Performance Levels	**Performance on each school-quality indicator is rated at one of three levels:** LEVEL ONE: At or Above Standard - Performance at or above state standard for indicator - Sufficient improvement toward state standard for indicator from Level Two LEVEL TWO: Near Standard or Improving - Below state standard for indicator but approaching Level One performance - Sufficient improvement on indicator from Level Three LEVEL THREE: Below Standard - Performance on indicator below state standard - Performance on indicator at Level Two for more than four consecutive years
School in Improvement	Schools that have any school quality indicators rated at a Level Three and/or is federally identified as ATSI, CSI, or TSI.
SEA	State Education Agency
SIG	School Improvement Grant
SOA	Standards of Accreditation

SQI	**School Quality Indicators:** **Elementary and middle schools are evaluated on the following indicators:** **Achievement:** • Overall proficiency and growth in English reading/writing achievement (including progress of English learners toward English-language proficiency) • Overall proficiency and growth in mathematics • Overall proficiency in science **Achievement Gaps:** • English achievement gaps among student groups • Mathematics achievement gaps among student groups **Student Engagement** • Absenteeism **High schools are evaluated on the following school-quality indicators:** **Achievement:** • Overall proficiency in English reading/ writing and progress of English learners toward English-language proficiency • Overall proficiency in mathematics • Overall proficiency in science **Achievement Gaps:** • English achievement gaps among student groups • Mathematics achievement gaps among student groups **Student Engagement** • Graduation and completion, Dropout rate, Absenteeism • College, career and civic readiness (effective 2021-2022)
Student Growth	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.
Student-Level Data	Demographic, performance, and other information that pertains to a single student but cannot be attributed to a specific student.
Student Performance Data	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.
Subgroup	Each category of students identified under ESEA section 1111(b)(2)(C)(v)(II).
Systematic Instruction	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.
TA	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.

Time and Effort Reporting	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: • The employee's time must be documented in writing. • The documentation must reflect the actual time spent by the employee on activities of the federal program(s) being charged. • 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. • The documentation must account for all of the employee's time for the period covered. • The documentation must be signed by the employee.
TSI	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.
USED	United States Department of Education
VDOE	Virginia Department of Education
WWC	What Works Clearinghouse – 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?"

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

- **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/federal_programs/esea/index.shtml

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