

ESSEX COUNTY PUBLIC SCHOOLS



Federal Program Grants Handbook

Updated 2025

Local Guidance to Essex County Public Schools Federal Programs

ABSTRACT: The purpose of this handbook is to provide an overview, information, and use of each of the grants managed by the Essex County Public Schools Federal Programs Office.

Table of Contents

Page	Description
2	History of the United States Department of Education Federal Programs
3	Essex County Public Schools Federal Programs Office
4	<p>Grants Managed by the Essex County Public Schools Federal Programs Office</p> <ul style="list-style-type: none"> • Types of Grant Funding • Title I: Improving the Academic Achievement of the Disadvantaged <ul style="list-style-type: none"> ◦ Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies (LEA) ◦ Title I, Section 1003: Schools in Improvement (SIG) • Title II, Part A: Preparing, Training, and Recruiting High Quality Teachers and Principals • Title III: Language Instruction for English Learners and Immigrant Students • Title IV, Part A: Student Support and Academic Enrichment • Title V, Part B, Subpart 2: Rural Education • Federal Pandemic Relief Programs
9	<p>Federal Programs Monitoring, Compliance, and Fiscal Management</p> <ul style="list-style-type: none"> • Grant Fiscal Management Process • Comprehensive Needs Assessment-Asset Mapping Process • Comprehensive Needs Assessment-Asset Mapping Process Timeline
13	<p>Grant-funded Professional Learning and Materials Requests Process</p> <ul style="list-style-type: none"> • Professional Learning Requests Process • Materials Requests Process
16	Glossary: A Compilation of Education, Grants, Local, State, and Federal Terminology
19	<p>Appendices</p> <ul style="list-style-type: none"> • A.1: Certification of Pay (Semester 1) • A.2: Certification of Pay (Semester 2) • B: Professional Development Leave Request and Verification Form

History of the United States Department of Education Federal Programs

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 Barack 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 a 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
- 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.

Essex County Public Schools Federal Programs Office

Management and Oversight: The Federal Programs Office is managed by the Director of Teaching and Learning

Responsibilities: The responsibilities of this office related to federal grants include but are not limited to the following—

- Supervise, support, and build Federal Programs
- Collaborate with the Finance Team—consisting of the Director of Accounting, Budget Specialist, and Administrative Assistant—on expenditures, purchase orders, and invoices for materials, resources, service providers, and resources *aligned to the measurable objectives and evidence-based supports, resources, and interventions within each grant*
- Review grant spenddown, budget transfers, and reimbursements with the Director of Accounting
- Design, coordinate, and implement the Comprehensive Needs Assessment Asset Mapping Process
- Oversight of all Federal Programs, related programs, and non-federal grants (e.g., Title grants, SIG, VPI, etc.). **Title IV and IDEA Grants are overseen by the Chief Operations Officer.*
- Liaison between the Virginia Department of Education Office of Federal Programs and Essex County Public Schools division leadership
- Write and complete original grant submissions, revisions, and amendments
- Determine the funding for Title I schools/new budget (35% tab for Comprehensive School Improvement Plans)
- Update and monitor Federal Program positions funded by titled grants
- Complete monthly expenditure reports and communicate them to Essex County Public Schools division leadership
- Provide regular communication with the Superintendent and Chief Academic Officer regarding the status of all grants operating within the division
- Ensure compliance (ESSA and Pandemic Relief Audits and State-Federal Program Monitoring)
- Complete and ensure that all equitable services are carried out with private schools to include required communication to all private schools within and outside of the locality; and, conduct meaningful consultations, maintain Intent to Participate documentation, and maintain Agreement of Services Plans
- Coordinate with private schools regarding the inventory of grant-funded materials
- Liaison between the Virginia Department of Education Office of School Quality (OSQ) and Essex County Public Schools division leadership
- Attend all Virginia Department of Education Office of School Quality (OSQ) webinars, technical assistance, and monitoring visits
- Complete all required Office of School Quality school monitoring requirements and SIG Applications
- Disseminate information to the appropriate Essex County Public Schools division (or school) leadership per the Offices of Federal Programs and/or Office of School Quality
- Create and maintain the Professional Learning and Materials Requests Process and website
- Create and maintain the Professional Development Attendance and Leave Request Process and website
- Other duties as assigned

Grants Managed by the Essex County Public Schools Federal Programs Office

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 predetermined (e.g., Project Lead the Way (PLTW), Recruitment and Retention (RARS 1.0, 2.0), NOAA-Meaningful Watershed Educational Experiences B-WET Grants).

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

The purpose of Title I is to provide all children with significant opportunities to receive a fair, equitable, and high-quality education, and to close educational achievement gaps. School divisions provide support to school personnel through professional development and parents through school-based parent and family engagement activities to help students achieve high academic standards.

Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies (LEA)

Virginia Department of Education (VDOE) Program Office: Office of Federal Programs // [VDOE Website](#)

Program Type: Formula Grant

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. **Tappahannock Elementary School (TES) and James H. Cary Intermediate School (JCIS) receive Title I funding.**

Title I, Part A funds positions/partial positions and fringe benefits for TES and JCIS: Title I Reading Teacher (TES); English Teacher (JCIS); Mathematics Teacher (JCIS); Critical Shortage Area Stipends; Parent Engagement Staff; Homeless Transportation Driver; Peer Support Coaching Stipends (4); and, the Title I Coordinator (Senior Director of Teaching and Learning).

Title I, Part A funds support—

- supplemental web-based programs, such as IXL and Edmentum;
- the MasteryConnect assessment and analytics platform (partial);
- English/Language Arts and mathematics consultants;
- supplemental materials and resources supporting a balanced literacy approach, mathematics manipulatives, and technology-enhanced instructional resources supporting mathematics instruction; and,

- professional learning series-development opportunities training on evidence-based practices and interventions related to a balanced literacy approach; evidence-based practices and interventions, engagement strategies, and high-yield leverage number sense routines; and, specially designed instruction.

Title I, Section 1003: Schools in Improvement (SIG)

Virginia Department of Education Program Office: Office of School Quality // [VDOE Website](#)

Program Type: Formula Grant

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 granted 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 support 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 are both Title I and non-Title I. **James H. Cary Intermediate School (JCIS) and Essex High School (EHS) are identified as ATSI schools (Achievement Gap: Students with Disabilities-English/Language Arts and Mathematics) based on 2022-2023 Accreditation Detail and School Quality Reports.** Therefore, these two schools receive SIG funds.

Title I, Section 1003 Schools in Improvement (SIG) funds support—

- evidence-based interventions to improve Reading and mathematics;
- professional development, resources, and materials for division- and school-level leadership, teachers, and support staff; and,
- extended planning pay for staff.

Title II, Part A: Preparing, Training, and Recruiting High Quality Teachers and Principals

Virginia Department of Education Program Office: Office of Federal Programs // [VDOE Website](#)

Program Type: Formula Grant

Program Description: Federal funds awarded under Title II, Part A, support programs to increase academic achievement by increasing the number of qualified teachers in classrooms; increasing the number of qualified principals and assistant principals in schools; and increasing the effectiveness of teachers and principals by holding school divisions and schools accountable for improvements in student academic achievement.

Title II, Part A funds support—

- the Mentor Teacher Program;
- support coursework, tuition-related expenses, testing (e.g., Praxis exams) or training for additional endorsements or for provisionally licensed teachers to become fully licensed and endorsed;
- support teacher and leadership coaching, thus improving and increasing both teacher and principal quality;
- some travel expenses for teachers and administrators attending professional development in core content areas and areas of school

- improvement; and,
- training materials for school- and division-level professional development associated with improving instruction for all students.

Title III: Language Instruction for English Learners and Immigrant Students

Virginia Department of Education Program Office: Office of Federal Programs // [VDOE Website](#)

Program Type: Formula Grant

Program Description: Federal funds awarded under Title III support programs to address English language proficiency and academic achievement of English Learners (ELs), including the provision of language instruction educational programs (LIEPs) and activities that increase the knowledge and skills of teachers who serve ELs. Title III programs also provide enhanced instructional opportunities for immigrant children and youths. School divisions receiving less than \$10,000 must participate in a consortium to receive funds. **Essex County Public Schools participates in the Title III Consortium.**

Title III funds support—

- the Parents as Educational Partners (PEP) programs at TES and JCIS;
- the purchase of instructional materials for use with ELs;
- stipends for staff interpretation and translation services outside contracted hours specifically for EL programs or Title III-funded services;
- interpretation and translation services specifically for LEP parent and family outreach and engagement; and,
- conference registration and related travel expenses (lodging, transportation, meals for allowable conferences paid directly to participants) related to ELs.

Title IV, Part A: Student Support and Academic Enrichment

*Title IV is overseen by the Chief Operations Officer.

Virginia Department of Education Program Office: Office of Federal Programs // [VDOE Website](#)

Program Type: Formula Grant

Program Description: The Student Support and Academic Enrichment Grants (Title IV, Part A) program provides funds for programs and activities to improve students' academic achievement by increasing the capacity of local school divisions to provide all students with a well-rounded education; improve school conditions for learning; and improve the use of technology.

Title IV funds support—

- STEM programming;
- behavior, college- and career coaching support through service providers;
- technology to improve the academic achievement, digital citizenship, and digital literacy of all students; and,

- professional development in the areas of social-emotional learning, bullying prevention, and related content to the well-being of staff and students.

Title V, Part B, Subpart 2: Rural Education

Virginia Department of Education Program Office: Office of Federal Programs // [VDOE Website](#)

Program Type: Formula Grant

Program Description: Title V, Part B, Subpart 2 grant provides funds to rural school divisions serving concentrations of children from low-income families. A grant to an eligible school division is made according to a formula based on the number of students in average daily attendance served by the division.

Eligibility: Title V funds have been awarded to Essex County Public Schools in previous years; however, our division will not qualify for the 2023-2024 school year due to poverty level threshold criteria (20%) established by the United States Department of Education based on census data. The poverty level threshold for Essex County Public Schools is 19.66%.

However, based on the division's remaining balance of allocated Title V funds from 2020 (\$2,260.15), 2021 (\$287.07), and 2022 (\$12,469.70), Title V funds will support—

- the MasteryConnect assessment and analytics platform (partial); and,
- ExploreLearning Gizmos to allow Science teachers to conduct lab simulations reflective of the Science and Engineering Practices of the 2018 Science Standards of Learning (LEAFs).

Federal Pandemic Relief Programs

Virginia Department of Education Program Office: Office of Federal Pandemic Relief Programs // [VDOE Website](#)

Program Type: Formula Grant

Overview: Several federally funded programs have been authorized to support public and non-public schools during the COVID-19 pandemic. The overarching purpose of these programs is to address the impact that COVID-19 has had and continues to have, on elementary and secondary schools in Virginia. 90% of ESSER I (CARES Act), ESSER II (CRRSA), and ESSER III (ARPA) federal pandemic funds were distributed to Local Educational Agencies (LEAs) through formula grants.

Coronavirus Aid, Relief, and Economic Security (CARES) Act: The CARES Act was signed into law on March 27, 2020. The CARES Act includes a \$30.75 billion education stabilization fund with three components: the Elementary and Secondary School Emergency Relief (ESSER) Fund, the Governor's Emergency Education Relief (GEER) Fund, and the Higher Education Emergency Relief (HEER) Fund. **The period of performance for CARES Act funds was from March 13, 2020, through September 30, 2022. All ESSER I (CARES Act) funds allocated for Essex County Public Schools were obligated and used during the performance period.**

Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act: The CRRSA Act was authorized in December 2020. The CRRSA Act includes an additional \$82 billion in education stabilization funds. CRRSA Act ESSER II and GEER II funds can be used for the same programs

and activities as the CARES Act funds. **The period of performance for CRRSA Act funds is from March 13, 2020, through September 30, 2023. All ESSER II (CRRSA Act) funds allocated for Essex County Public Schools have been obligated and will be used during the performance period.**

American Rescue Plan (ARP) Act: The American Rescue Plan (ARP) Act was authorized in March 2021. The ARP Act includes an additional \$122 billion in ESSER III funds, which can be used for the same programs and activities as ESSER I and ESSER II. School divisions must use twenty percent of their ESSER III formula fund allocations to address learning loss. **The period of performance for ARP Act funds is from March 13, 2020, through September 30, 2024. All ESSER III (ARP Act) funds allocated for Essex County Public Schools have been obligated and will be used during the performance period.**

- Per Section 2001(i) of the American Rescue Plan (ARP) Act and the Interim Final Rule on ARP Act Elementary and Secondary School Emergency Relief (ESSER) funds, school divisions are required to periodically review and update as necessary local plans for the Safe Return to In-Person Instruction and Continuity of Services as a requirement of receiving ARP Act ESSER formula funds.
- The [American Rescue Plan \(ARP\) Act Elementary and Secondary School Emergency Relief \(ESSER\) III Plan for Essex County Public Schools](#) and the [260-22a ARP ESSER III Spending Plan-Essex County Public Schools 028](#) are published on the Essex County Public Schools homepage and are maintained by the Senior Director of Teaching and Learning as updates to obligations and budget adjustments occur based on submitted and approved amendments to the Virginia Department of Education's Office Federal Pandemic Relief Programs.

Federal Program Monitoring, Compliance, and Fiscal Management

Overview: Federal policy requires every program office overseeing discretionary or formula grant programs to monitor each of its programs. VDOE maintains the responsibility for the 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.

FEDERAL PROGRAM MONITORING AND COMPLIANCE

Grant	Responsible Parties	Application Deadline	*Monitoring Frequency
Title I, Part A	POC: Senior Director of Teaching and Learning Division Leaders (i.e.g, Superintendent, Chief Academic Officer, Director of Accounting)	July 1	Quarterly
Title I, Section 1003: Schools in Improvement	POC: Senior Director of Teaching and Learning Division Leaders (i.e.g, Superintendent, Chief Academic Officer, Director of Accounting) Principals of schools in improvement (e.g., ATSI)	Per Office of School Quality application deadlines	Per the Office of School Quality monitoring deadlines
Title II, Part A	POC: Senior Director of Teaching and Learning Division Leaders (i.e.g, Superintendent, Chief Academic Officer, Director of Accounting)	July 1	Quarterly
Title III	POC: Senior Director of Teaching and Learning Division Leaders (i.e.g, Superintendent, Chief Academic Officer, Director of Accounting, Instructional Technology Integration Supervisor)	July 1	Quarterly
Title IV, Part A	POC: Chief Operations Officer Division Leaders (i.e.g, Superintendent, Chief Academic Officer, Director of Accounting)	July 1	Quarterly
Title V, Part B, Subpart 2	POC: Senior Director of Teaching and Learning Division Leaders (i.e.g, Superintendent, Chief Academic Officer, Director of Accounting)	July 1	Quarterly
Pandemic Relief Funds (ESSER I, II, and III)	POC: Senior Director of Teaching and Learning Division Leaders (i.e.g, Superintendent, Director of Accounting)	March 2020 through September 30, 2023 (ESSER II); through September 20, 2024 (ESSER III)	Quarterly Per any additional program monitoring guidelines from the Office of Federal Pandemic Relief Programs

**Quantitative and qualitative data gathered for monitoring include Comprehensive School Improvement Plan (CSIP) SMART goals and essential actions; internal fiscal timelines; progress monitoring performance data; and program/evidence-based intervention (EBI) data. The Monitoring Frequency provided in the table above is the suggested minimum frequency from the Offices of Federal Programs and School Quality. However, Essex County Public Schools exceeds this expectation as grant expenditures are reviewed, monitored, and reported monthly to appropriate division leadership while grant balances and funds requests are reviewed and acted upon weekly by the Finance Team.*

Grant Fiscal Management includes—

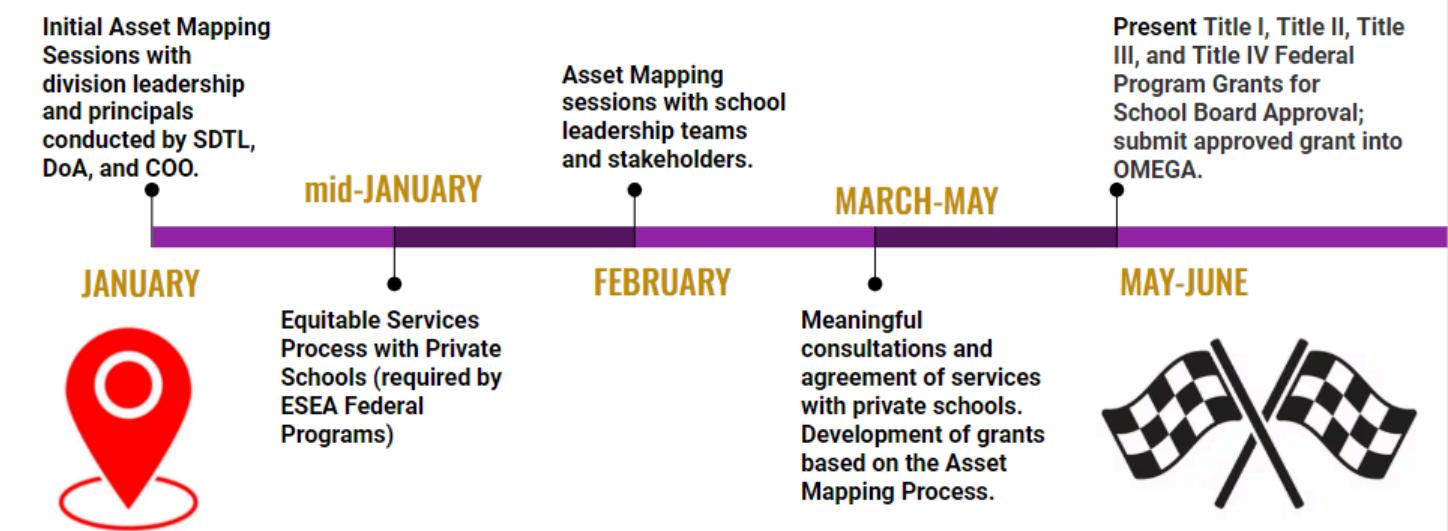
- descriptions of financial/fiscal management responsibilities (Who does what? When? How? and, Why?);
- chart of accounts showing cost centers for fund accounting and codes;
- internal controls and delegations of authorities to various officials to commit, prepare, review, approve, sign, issue, and record various commitment or obligation documents (e.g., purchase orders, contracts, agreements, supplies, equipment, property, travel, sub-grants, professional services, checks);
- identification of who receives, reviews, approves, and retains vouchers, invoices, and other source documents and how expenses are coded and allocated; and,
- examples of several vouchers/invoices showing their coding, allocation to grants, recording in the division's financial system, and inclusion to periodic reports.
- timely submissions of grant amendments based on identified school/division needs aligned to allowable expenses per the grant (within 7-10 business days of receipt of the request or needs assessment as guided by data points).
- budget transfers within 7-10 business days of grant amendment or approval within OMEGA.
- weekly meetings between the Senior Director of Teaching and Learning, Director of Accountability, and Finance Specialist to monitor grants, budget, professional development and/or materials requests.

Comprehensive Needs Assessment-Asset Mapping Process—

- The purpose of asset mapping is to examine multiple sources of data to identify the most important needs within a school and division.
- These data assist schools and the division in monitoring and assessing the impact of the **5Ps**: programs, providers, platforms, instructional practices, and professional development...while staying within budget!
- The following templates are used to guide the CNA-Asset-Mapping Process:
 - [Asset Mapping Template](#)
 - [CNA Asset Mapping Process Template](#)

Comprehensive Needs Assessment-Asset Mapping Process Timeline—

- **REQUIREMENT:** All components of each grant are required to be vetted and grounded in evidence-based practice and interventions. Foundational to this practice is the [What Works Clearinghouse](#) (among others), the recommended resource from the Office of School Quality and the Office of Federal Programs [VDOE]. (**KEY:** SDTL - Senior Director of Teaching and Learning; DoA - Director of Accounting; and, COO - Chief Operations Officer)



EXPENDITURE ACCOUNT DESCRIPTIONS (Object Code Descriptions)

Object Code	Object Code Descriptions
Object Code 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.
Object Code 2000	EMPLOYEE BENEFITS: Job-related benefits provided to 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.
Object Code 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(s) 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.
Object Code 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.
Object Code 5000	OTHER CHARGES: Includes expenditures that support the program, including utilities (maintenance and operation of the plant), staff/administrative/consultant travel, travel (Staff/Administration), office phone charges, training,

	leases/rental, indirect cost, and others. Meals for working lunch and dissemination of material are capped at the per diem rates for the meal listed in the state travel policy times the number of persons.
Object Code 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.
Object Code 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.

Grant-funded Professional Learning and Materials Requests Process

Overview: The grant-funded professional development and materials request process was established at the beginning of the 2022-2023 school year. The Professional Learning and Materials Requests Process is outlined on the [Essex Instruction](#) website and described in detail below.

Professional Learning Requests Process

Essex County Public Schools Professional Learning Requests Form: Due to limited funding only principals, assistant principals, directors, and their administrative secretaries are able to fill out the funds' requests. **Submissions by any other staff will not be reviewed for approval.**

Planning: Fund requests should be completed 30 days ahead of time; air travel should be completed 90 days ahead of time.

Professional Learning Funds Request Parameters: Professional Learning funds are more likely to be approved when the event or travel is –

1. Aligned to the implementation and success of the ECPS Strategic Plan Goals;
2. Takes place within the region or within the state of Virginia;
3. Not available through ECPS;
4. Aligned to your school's comprehensive school learning plan and student performance data; and/or,
5. A high return on investment (i.e., participants in the professional learning have an opportunity to share what was learned at the school- and/or division-level; the learning will impact a large number of students, etc.)

Professional Learning Funds Request Process Next Steps

STEP 1: Allow up to 96 hours (4 business days) for your request to be processed. Please keep this timeframe in mind as you plan in advance of the professional learning offering and if your request requires travel.

STEP 2: The requester will receive notification via email whether the request has been **APPROVED** or **DENIED** by the Senior Director of Teaching and Learning (excluding Title IV and IDEA). Title IV and IDEA requests will be **APPROVED** or **DENIED** by the Chief Operations Officer. Attendees will be copied on this correspondence. A **DENIAL** will most likely result if –

- a. the request form was filled out by someone other than whom was listed at the top of this form;
- b. the request does not meet the parameters specified at the top of this form;
- c. the request did not include sufficient detail or had incomplete sections;
- d. the request does not meet the timeframe specified at the top of this form (unless extenuating circumstances have been communicated to the Senior Director of Teaching and Learning in advance of the form being submitted);
- e. the request does not meet the allowable expenses per the requested funding source; and/or,
- f. the request exceeds the amount available within the requested funding source.

STEP 3: If your funds request has been **APPROVED** and the professional learning offering requires travel and/or other accommodations, you will be asked to fill out the [ECPS Professional Leave Approval and Reimbursement Form](#).

- a. The form **MUST** be filled out completely or it will not be processed.
- b. The form **MUST** be signed by the principal.
- c. The form **MUST** be attached, with the principal signature, in Frontline.

Once these steps are followed, your form will be reviewed and approved by the Chief Academic Officer.

Materials Requests Process

Essex County Public Schools Materials Requests Form: Due to limited funding only principals, assistant principals, directors, and their administrative secretaries are able to fill out the funds' requests. **Submissions by any other staff will not be reviewed for approval.**

Planning: Fund requests should be completed 20 days ahead of time.

Materials Funds Request Parameters:

Instructional Purposes: Funds can only be approved if it can be proven that the materials will solely be used to SUPPLEMENT the funds that would, in the absence of any Title funds, be made available from state and local sources for the education of students, not to supplant such funds.

Professional Development Purposes: Funds can only be approved if it can be proven that the materials will solely be used for professional development purposes. For instance, if highlighters, sticky notes, and glue sticks are requested, then none of these materials could ever be used for anything other than professional development sessions--and would likely have to be stored in a separate area away from normal office supplies. Likewise, materials such as two-color counters or microscopes could not be purchased for teachers to use during the PD and later given to students. In order to successfully request materials for professional development, you will need to prove that not having the materials would severely and negatively impact your ability to provide the professional development; even so, there are a limited amount of funds, so the decision would be determined both on need and the availability of funds.

Technology: Professional development funds can be used to pay for instruction on how to use technology (i.e., travel or registration fees, online courses, etc.) but the use of funds to pay for technology equipment is strongly discouraged unless evidence is available and documented that materials are used solely during professional development activities and never for other uses. Classroom materials expenses that are for student use are not allowable.

Materials funds are more likely to be approved if utilizing them is –

1. Not already available through the school's instructional budget;
2. Aligned to the implementation and success of the ECPS Strategic Plan Goals;
3. Aligned to your school's comprehensive school learning plan and student performance data;
4. Aligned with the Virginia Standards of Learning with an identifiable need tied to measurable student performance outcomes;
5. Aligned to the ECPS instructional model; and/or,
6. A high return on investment (i.e., materials used to advance the work of the division's strategic plan, school's comprehensive learning plan, are proven to increase student performance data, etc.)

Materials Funds Request Process Next Steps:

STEP 1: Allow up to 96 hours (4 business days) for your request to be processed. Please keep this timeframe in mind as you plan in advance of your projected use of the materials.

STEP 2: The requester will receive notification via email whether the request has been **APPROVED** or **DENIED** by the Senior Director of Teaching and Learning (excluding Title IV and IDEA). Title IV and IDEA requests will be **APPROVED** or **DENIED** by the Chief Operations Officer. Attendees will be copied on this correspondence.

A **DENIAL** will most likely result if –

- a. the request form was filled out by someone other than whom was listed at the top of this form;
- b. the request does not meet the parameters specified at the top of this form;
- c. the request did not include sufficient detail or had incomplete sections;
- d. the request does not meet the timeframe specified at the top of this form (unless extenuating circumstances have been communicated to the Senior Director of Teaching and Learning in advance of the form being submitted);
- e. the request does not meet the allowable expenses per the requested funding source; and/or,

f. the request exceeds the amount available within the requested funding source.

STEP 3: The requested materials will be ordered in accordance with applicable ECPS purchasing and procurement policy guidelines.

Glossary: A Compilation of Education, Grants, Local, State, and Federal Terminology

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	<u>Schools earn one of the following three accreditation ratings:</u> 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 LEAs 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 that 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 the 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
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.
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

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.
ESSER	Elementary and Secondary School Emergency Relief (ESSER); one of the four grant programs created through the CARES Act
ESSA	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).
ESF	The Education Stabilization Fund is one of the four grant programs created through the CARES Act.
ESI	Explicit and Systematic Instruction
ESSER Funds	Elementary and Secondary School Emergency Relief (ESSER); one of the four grant programs created through the CARES Act.
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.
EBI/EBP	Evidence-Based Intervention: 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 curricula/programs, or specific strategies that have been demonstrated to work when applied in certain situations.
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.
Federal Accountability Indicators	<p>Under ESSA, schools are identified for support and improvement based on multiple performance indicators.</p> <p><u>Academic Indicators:</u></p> <ul style="list-style-type: none"> • <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 • <u>Growth in reading and mathematics</u> for elementary and middle schools – measured by the progress tables • <u>High school graduation rate</u> – measured by the Federal Graduation Indicator (PDF) • <u>Progress in English Learners gaining proficiency in English</u> – measured by the ACCESS for ELLs 2.0 English Language Proficiency assessment <p><u>Indicators of School Quality or Student Success:</u></p> <ul style="list-style-type: none"> • 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
IES	Institute of Education Sciences - The statistics, research, and evaluation arm of the U.S. Department of Education.
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)	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.
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	Four-digit alphanumeric code that defines the type of a financial transaction.
OMEGA	Online Management of Education Grant Awards for application submission, approvals, award, and financial tracking.
Performance Levels	<p><u>Performance on each school-quality indicator is rated at one of three levels:</u></p> <p>LEVEL ONE: At or Above Standard</p> <ul style="list-style-type: none"> • Performance at or above the state standard for indicator • Sufficient improvement toward state standard for indicator from Level Two <p>LEVEL TWO: Near Standard or Improving</p> <ul style="list-style-type: none"> • Below state standard for indicator but approaching Level One performance • Sufficient improvement on indicator from Level Three <p>LEVEL THREE: Below Standard</p> <ul style="list-style-type: none"> • Performance on indicators below state standard • Performance on indicators at Level Two for more than four consecutive years
SQI	<p><u>Elementary and middle schools are evaluated on the following indicators:</u></p> <p>Achievement:</p> <ul style="list-style-type: none"> • 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 <p>Achievement Gaps:</p> <ul style="list-style-type: none"> • English achievement gaps among student groups • Mathematics achievement gaps among student groups <p>Student Engagement</p> <ul style="list-style-type: none"> • Absenteeism <p><u>High schools are evaluated on the following school-quality indicators:</u> Achievement:</p> <ul style="list-style-type: none"> • Overall proficiency in English reading/ writing and progress of English learners toward English- language proficiency • Overall proficiency in mathematics • Overall proficiency in science <p>Achievement Gaps:</p>

	<ul style="list-style-type: none"> • English achievement gaps among student groups • Mathematics achievement gaps among student groups <p>Student Engagement</p> <ul style="list-style-type: none"> • Graduation and completion, Dropout rate, Absenteeism • College, career and civic readiness (effective 2021-2022)
SEA	State Education Agency
SIG	School Improvement Grant
SOA	Standards of Accreditation
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	<p>Federal regulations require 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; and, the documentation must reflect the actual time spent by the employee on activities of the federal program(s) being charged.</p> <p>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; and, the documentation must be signed by the employee.</p>
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.
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?"

Appendices

A.1: Certification of Pay (Semester 1)

A.2: Certification of Pay (Semester 2)

B: Professional Development Leave Request and Verification Form