Federal Programs and Grants Development Manual

2021 – 2022

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Section 1: Federal Programs and Grants Development Contact List

Program and Title	Name	Extension
Director	Leticia Roman	23518
Administrative Assistant	Dee Dee Marquart	23516
Grants Development		
Coordinator	Lyndi Goepfert	23515
Office Specialist	Debbie Mues	23517
Project Manager	Deidra Whittenberger	23521
Budget Analyst – TIPA, TIPC, TIPD, Title II, Title III, Title IX	Nichole Brake	23514
Budget Analyst – 21st Century, ICP, SIG 4, Title IV, TSSSA, UniSIG	Ankita Shah	23523
Budget Analyst - CARES, ESSER II, DI Supports, HQR, Civic Lit	Diane Romero-Lopez	23550
Impact Coaching		
Specialist, Professional Learning	Wafa Picciolo	20504
Title I, Part A		
Specialist – Compliance, Program Evaluation, Tutoring & Inventory	Jayne Baxter	23511
Office Specialist	Isabel Berrios Rodriguez	23524
Teacher on Assignment	Adalyn Rodriguez	23512
Project Manager – Extended Learning: Intervention & Summer Programs	Christine Baird	23520
Office Specialist	Trennia Sancho	23519
Teacher on Assignment	Elizabeth Senez	23349
Specialist – Private Schools	Dawn Bourdette	23513
Office Specialist	Nikki Araujo	23510
Classroom Management Coach	LaToya Williams	23522
Project Manager – Parent and Family Engagement	Sheila Rees	44740
Office Specialist	Cyndi Orlowski	44730
Teacher on Assignment	Neville Schouburgh	44737
Teacher on Assignment	Anne-Christine Surin	44748
Director – School Improvement & Transformation	Carrie Crkvenac	20690
Specialist – School Improvement & Transformation	Stephanie Radford	20673
Title I, Part C and Title I, Part D		
Specialist – Immigrant, Migrant, Neglected and Delinquent	Emily Taylor	44745
Data Clerk & Migrant Recruiter	Oxali Santo Domingo	44734
Migrant Advocate	Jennipher Nieves	22669/44734
Title III – ESOL		
Coordinator	Gianna Acevedo-Alamo	20191
Title IX – Homeless		
Homeless Liaison	Jennifer Watley	20856
Voluntary Pre-Kindergarten (VPK)		
Coordinator	Wendy Reaves	20507

Title I, Part A
Improving the Academic Achievement for the Disadvantaged

Purpose
Title I emphasizes high academic standards, student achievement, professional development and family engagement. The program is aimed at stimulating reform of the nation's educational system at the state and local levels to improve student knowledge and skills needed to succeed in the 21st Century.

Description
Funds are allocated to ensure that all children in the highest poverty schools receive a fair, equitable, high-quality education and to increase their academic achievement and to close achievement gaps through additional instructional staff and supplemental services including but not limited to:

- academic coaches to support teachers
- academic intervention teachers
- professional learning for all instructional personnel
- tutoring and extended learning opportunities
- technology through the Waterford Early Learning Program and Smart Start
- evidenced-based research materials and supplies to support supplemental programs
- academically-focused activities for family engagement

Research and Program Evaluation
To support Federal Programs staff in determining effective implementation of projects and programs that are federal or state funded. It is required to evaluate and measure the impact of each program in terms of increased student achievement.

In collaboration with district staff, the Federal Programs office will conduct research and program evaluation through the following:

- monitor student data to provide informed decisions regarding the selection and use of programs to best fit the needs of students and schools
- review Title I schools' comprehensive budget plans for alignment with their school improvement plan
- ensure the maximum return on investment for resources and money allocated to programs
- compile midyear and end-of-year evaluation reports for each program that is federal or state funded

Title I, Part A – programs offered
Academic Intervention

Purpose
Academic Intervention teachers provide intensive instruction based on evidence of need. Intervention teachers:

Description
Academic intervention teachers are funded per school based on evidence of need. Intervention teachers:

- provide targeted instruction in small groups using either a push-in or pull-out model
- communicate with administrators, coaches and classroom teachers
- participate in professional learning communities and data chats
- monitor student progress and attendance to provide evidence of effectiveness of instruction

Homeless: Non-Title I Schools

Purpose
Coordinate with services the local educational agency is providing under the McKinney-Vento Homeless Assistance Act by providing additional support for homeless students and unaccompanied youth at all schools through:

- Transition coaches targeting high school graduation/college and career readiness
- tutoring
- homeless budget allocation provided to principals at Non-Title I schools

Impact Coaching

Purpose
To increase teacher effectiveness to positively impact student learning.

Description
An instructional coach is an instructor or trainer of others. Instructional coaches partner with teachers to help them incorporate research-based practices into their teaching to raise the quality of teaching and student learning through:

- coaching
- professional development
- supporting PLC
- research-based resources
- analyzing data or facilitating data meetings to help identify student needs and instructional changes

Migrant Education

Purpose
To support high quality and comprehensive educational programs for current and former migratory students and supplement Title I, part C – Migrant Education Programs (MEP).

Description
Migratory education support includes, but is not limited to, the following:

- provide learning kits for families
- parenting activities
- Migrant Advocate and Migrant Recruiter
- materials and supplies
- professional development

Neglected and Unaccompanied Students: Non-Title I Schools

Purpose
Title I, part A funds are reserved for the prevention and intervention programs for children and youth who are neglected, unaccompanied, delinquent and/or at-risk. Upon identification, funding provides services to non-Title I schools for homeless students who may also be classified as “unaccompanied youth”.

The following are support services for unaccompanied youth in all Title I secondary schools:

- Extensive case management services as well as academic and nonacademic progress monitoring by transition coaches
- Tutoring services
- Data analysis of student demographics
- Academic and nonacademic student support summer reading materials
- collaboration and networking with District agencies and Title programs

Parent and Family Engagement

Purpose
To include parents in the development of the Parent and Family Engagement Plan (PFEP)

Description
Each school will develop a Parent and Family Engagement Plan with input from parents. The PFEP will then be distributed to the parents of every student at a Title I school. School and family engagement activities include but are not limited to:

- School-parent conferences to discuss the School Compact
- Annual Title I meeting
- Family/Curriculum Nights
- Parents-to-Kids Literacy Program
- High School Showcase and Volusia County Fair
- Attend school-based conferences
- Sponsor and organize four regional Family and Community Togetherness (F.A.C.T.) Fairs
- Workshops, training, parent groups, SAC, school PTA and DPAC
- Development and distribution of Title I, part A publications in compliance with federal law
- Monitoring support for compliance
- Partner with community resources for sponsorship opportunities
- Collaboration with Volusia County School's internal departments for family support and student academic achievement
- Compilation of community resources for family support and student academic achievement

Private Schools – Equitable Services

Purpose
Non-profit, private schools are eligible to participate in federally funded programs to receive equitable services for their eligible students, their teachers and parents of students who are educationally disadvantaged and failing or most at risk of failing to meet high academic standards, and who reside in Title I, part A public school zones.

For private schools that qualify, Volusia County Schools has offered extended instructional services through a third-party contractor. The instructional services are provided at the private school for students that are below level in reading and/or math, reside in a Title I school zone and have been approved by the district office to receive the services.

Summer Programs

Purpose

To increase the amount and quality of learning time by providing an extended school year for qualifying Title I students.

Description

- Title I, Comprehension and Science Investigation (CSI) for Pre-K through 5th grade students in Title I schools
- Step Up 2 STEM Summer Program for middle school students in Title I schools
- Title III ESOL Summer Program for Kindergarten through 12th grade ESOL students
- Title I, Part C Migrant Program for Pre-Kindergarten through 12th grade Migrant students

Technology

Purpose
To support district efforts to increase student achievement in all Title I Elementary schools and one combination school. The Waterford Early Learning Program is for students in Kindergarten through second grade. The SmartStart Program is for students in Pre-Kindergarten.

Transformation and School Improvement Team

Purpose

A Transformation and School Improvement Department is comprised of administrators and teachers that will provide guidance and support to four state-identified focus and lowest performing schools and their targeted Tier 3 students in ELA, Writing, Science and Math. Working with these four identified schools in a reactive model, the Transformation and School Improvement Department's goal is to increase student achievement through a layered-support approach including one-on-one teacher instructional support, resource teachers working with students in small group instruction, and administrative support. The Transformation team will monitor and support the other nine middle schools through a proactive model.

Early Childhood Learning Initiative – Voluntary Pre-Kindergarten (VPK)

Purpose
To administer and increase opportunities for quality early childhood education for Title I zoned four-year-olds, including migrant, as mandated by Florida Statutes by providing supplemental extended day Pre-K services at selected Title I sites.

Description
The Voluntary Prekindergarten program operates according to the approved school district calendar and is designed to help transition children to kindergarten. The VPK office collaborates with the Federal Programs offices to coordinate funding to operate a full day program to offer a 540-hour school year program. All VPK families must adhere to the Early Learning Coalition requirements. VPK instructional focus incorporates eight domains of learning:

- Physical development
- Approaches to learning
- Social and emotional development
- Language and literacy
- Mathematical thinking
- Scientific inquiry
- Creative expression through the arts

Title I, Part C
Migrant Education

Purpose
To support high quality and comprehensive educational programs for migratory students.

Description
To ensure that migratory children are provided with appropriate education and supportive services that address their needs and they receive full opportunities to meet the same challenging state academic standards and achievement that all students are expected to meet with the following services:

- assistance with enrollment
- facilitate tutorials
- ongoing MEP staff trainings
- funding for summer learning kits and programs
- support migrant parent involvement activities such as Kindergarten Orientation, Migrant Parent Advisory Council and back-to-school student and parent night

Title I, Part D
Neglected and Delinquent

Purpose
The Department of Juvenile Justice has a cooperative agreement with the District to provide daily academic instruction, remedial services, individual instruction and specific education plans for children and youth who have been adjudicated or recommended by the juvenile justice system. Services include:

- Transition support and case management services
- Tutoring
- Intensive intervention
- Credit retrieval
- Transition coaches to support students returning to Volusia County Schools

Title II, Part A
Supporting Effective Instruction

Purpose
Title II, Part A holds LEAs and schools accountable for improvements in student academic achievement through evidence-based programs. Projects are intended to increase student academic achievement through improving teacher and principal quality, increasing the number of effective teachers in the classroom and increasing the number of high effective principals and assistant principals in schools.

Description
Training and recruiting for teachers and principals funded by Title II, Part A are required to provide:

- evidence-based programs that are targeted and specific support for beginning teachers
- activities that will develop the capacity of principals and other instructional leaders to improve teaching and learning, coach and/or train principals to recognize effective teaching skills, ineffective teaching and know how to take action to ensure quality learning for all students
- support for the professional learning of educators at high-need schools as well as address and take action to ensure an equitable distribution of effective teachers and principals among particular types of schools

Professional learning opportunities are provided in core academic areas to improve teaching practices and assist in closing student academic achievement gaps. Learning opportunities are available for both academic coaches and resource teachers.

Title III, Part A
ESOL

Purpose
To ensure that English language learners, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English.

Description
All Title III funds must be used so as to supplement the level of local, state and federal funds that, in the absence of Title III funds, would otherwise be expended for programs for LEP students and immigrant children and youth, and in no case supplant such federal, state and local funds. Services provided are:

- professional development in the areas of English Development standards, Florida Standards and best practices when working with English Language Learners (ELL)
- tutoring
- continuation of the summer school program in collaboration with Title I, Part A and Part C for identified ELLs
- family engagement opportunities
- promote adult literacy classes to enhance English speaking abilities of families of ELLs
- support private schools through coordination with private school officials
- assist teachers, principals and other school leaders, local and state agencies to develop and enhance their capacity to provide effective instructional programs to prepare English learners, including migrant students, to enter all-English instructional settings

Title III, Part A
Immigrant

Immigrant Set-Aside

Purpose:
To assist eligible local educational agencies (LEAs) that experience significant increase in the number of immigrant children and youth by enhancing efforts to transition immigrant children and youth into American society, and focusing on meeting the same challenging academic content and students' achievement standards as all students are expected to meet.

Description:
The Title III Immigrant set aside funds must be used so as to supplement the level of local, state and federal funds that, in the absence of Title III funds, would otherwise be expended for programs focused on immigrant children and youth, and in no case supplant such federal, state and local funds. Services provided with this set aside are:

- support and enhance the instructional opportunities of recently arrived immigrant children and youth through tutoring or summer programs
- assist teachers, principals, or other school leaders in identifying the unique needs of recently arrived immigrants
- assist in addressing the acculturation needs of recently arrived immigrant students and their families
- support in properly identifying and coding immigrant students

Title IV
Student Support and Academic Enrichment

Purpose
To improve student academic achievement by increasing capacity in providing all students with access to:

- a well-rounded education
- improving school conditions for learning to support safe and healthy students
- improving the use of technology to advance the digital literacy of all students

Title IX, Part A
Homeless Education

Purpose
Local school districts must ensure that homeless students have equal access to a free, appropriate public education. Title IX funding provides:

- local Homeless Liaison
- transportation to the school last attended before becoming homeless

Unified School Improvement (UniSIG)

Purpose

To support students attending Title I schools identified for targeted (school grade of "D") or comprehensive (school grade of "F") support and improvement to enhance student achievement and increase graduation rates. Services provided must be aligned to the schools' targeted area of focus, the district's strategic plan, as well as the School Improvement Plan. Services may include:

- intervention
- core subject materials and supplies
- behavior support and modification
- collaborative planning for teachers
- SEL Teacher

Nita M. Lowey 21st Century Community Learning Centers

Purpose

To provide opportunities during non-school hours for academic enrichment, including tutoring, to help students, particularly those who attend low-performing schools, to meet state academic standards. Services may include:

- youth counseling programs
- physical fitness
- nutrition and wellness programs
- technology education
- mathematics, science and literacy enhancement
- offer families of students served by community learning centers opportunities for active and meaningful engagement in their children's education

Turnaround School Supplemental Services Application (TSSSA)

Purpose

To provide both academic and social emotional components to support student and family needs resulting in an increase in student performance which will help schools exit the turnaround process. Services and materials may include:

- professional learning stipends and materials
- STEM Lab materials
- technology
- software licenses and materials
- classroom supplies
- SEL materials and supplies
- salaries for coaches, behavior specialists, intervention teachers or SEL teacher-on-assignment
- tutoring stipends
- guided planning stipends

Additional Grants

The office of Federal Programs and Grants Development provide fiscal oversight and compliance monitoring for the following grants:

GRANT	GRANT OVERSIGHT & COMPLIANCE	BUDGET ANALYST
CARES	D. Whittenberger	D. Romero-Lopez
CARES CTE	B. Castelli	M. Housley
CARES Medicaid	D. Fisher	D. Fisher
Carl Perkins Vocational & Technical Ed	B. Castelli	M. Housley
Civic Literacy	D. Whittenberger	D. Romero-Lopez
ESSER II – Lump Sum	D. Whittenberger	D. Romero-Lopez
ESSER II – Non-enrollment	D. Whittenberger	D. Romero-Lopez
ESSER II – Academic	D. Whittenberger	D. Romero-Lopez
ESSER II - Technology	D. Whittenberger	D. Romero-Lopez
High Quality Reading	D. Whittenberger	D. Romero-Lopez
IDEA	A. Wiles	C. Sphire
IDEA PK	A. Wiles	C. Sphire
Pathways to Career	B. Castelli	M. Housley
SEDNET	J. Barrow	C. Sphire
SIG 4 - Holly Hill	D. Whittenberger	A. Shah

Section 2: Expenditure Procedures

Federal Programs Expenditure Proposals

To utilize allocated federal or state grant funding, an expenditure proposal and rationale must be completed. Procedures in completing these documents are as follows:

1. Answer all 6 questions on the "Expenditure Proposal Rationale" document (be as specific as possible)

2. Complete all sections of the expenditure proposal including:
   a. School Improvement Area of Focus
   b. District Strategic Plan Focus
   c. Requestor Name (Signature Required)
   d. Item information – quantity, item #, description, unit price and total cost
   e. Check the "Nature of Activity" and "Fund Source" boxes
   f. Approval of the budget plan does not circumvent the requirement to submit and obtain approval of an expenditure proposal prior to expenditure

3. Send the expenditure proposal to the "Designee" for review and move through the approval chain **PLEASE NOTE: An expenditure proposal cannot be approved after the event/activity or material has been ordered. Early submission and planning will facilitate the process faster. Any expenditure proposal for an expenditure of $10,000 or more will require additional levels of approval which will add to the total time required for an approval – see signature requirements below:**

   Federal Programs Director signature required for expenses up to $9,999
   Assistant Superintendent signature required for expenses ranging between $10,000 and $19,999
   Superintendent signature required for expenses ranging between $20,000 and $49,999
   School Board approval for all expenses $50,000 and up

4. Approval/non-approval communication will be sent via email from the designated Budget Analyst.

Type of Approved Purchase/Activity	How to Purchase	Required Documentation
Materials and Supplies	Purchase Card or Purchase Order	➢ Receipt all materials/supplies upon delivery ➢ Invoice is sent to Federal Programs "Designee"
Tutoring/PLC/PL Stipends/Substitutes Rate of pay: Tutoring: $30 per hour PLC: $25 per hour PL Stipend: $25/hr for presenter $15/hr for attendees Substitutes: $100 per day	Teachers complete the specified timesheet with dates/times/signatures in **BLUE** ink	➢ School-based facilitator/administrator is responsible for verifying & signing the timesheets ➢ School-based designee completes the payroll invoice weekly and attach **original** timesheets to invoice – send to Federal Programs "Designee"
Contracted Services - complete 6-12 weeks prior to the date of activity ***REQUIRED form to use when contracting a vendor or consultant**	Complete the Contracted Services Agreement – send to Purchasing Department for approval **BEFORE** signing	➢ Send all contracts for vendor/consultant to Federal Programs "Designee" ➢ Upon approval, Principal signs the Contracted Services Agreement and send to the vendor for signature

Once approved, please move forward with the purchase or activity.

General Guidelines for Expenditures

1. Federal and state funding cannot reimburse charges made to a school's internal, transportation, substitute or supplement account. Charges must be made directly to the Federal Program account.

2. The **supplement, not supplant provision** requires that federal funds be used to augment the regular educational program, not to substitute for funds or services that otherwise would be provided during the time period in question. The statute requires that State and Local Educational Agencies (SEA and LEA) use federal funds received only to supplement the amount of funds available from non-federal sources for the education of students. The SEA and LEA cannot use these federal funds to supplant funds that would, in the absence of federal funds, have been spent on students.

3. To determine the allowability of an activity, apply the basic cost principles of R.A.A.N.

Cost Principle:	**Questions to answer:**
R – Reasonable	1. Would a "prudent" person decide to incur the cost of the activity? 2. Does the cost reflect sound business practices? 3. Are costs consistent with market prices?
A – Allowable	1. Is the cost prohibited by Federal DOE rules or rules set forth by the district or state? 2. Is the cost allowed within the funding parameters?
A – Allocable	1. Is the cost in the comprehensive budget? 2. Is the cost aligned with approved activities?
N - Necessary	1. Is the cost necessary for the performance goals of the funding source? 2. Is the cost aligned to the School Improvement Plan?

4. Allowable versus Unallowable Expenditures

Allowable Expenditures	**Unallowable Expenditures**
➢ Schoolwide reform programs ➢ Staff Development (conferences, speakers/trainers, consultants - within DOE parameters) ➢ Parent Involvement activities ➢ Extended learning (summer programs, Saturday school, before/after school) ➢ Special support services (supplemental materials/resources for core subjects) ➢ Curriculum planning team ➢ iPads and software ➢ Materials, programs, teachers to support or implement curriculum aligned activities	➢ Essential personnel ➢ Furniture ➢ Food or snacks ➢ Equipment to set up TV studio ➢ PE/Sports equipment ➢ Art or music materials/equipment ➢ Gifted education materials/equipment ➢ Travel for guidance counselor or media specialist ➢ Paper plates/cups (unless approved for parent activity) ➢ T-shirts ➢ Rewards, certificates, decals, stickers, magnets, gift cards, prizes ➢ Basic office or school supplies ➢ Printer toner ➢ Core program materials

Purchasing Procedures for Approved Expenditure Proposals

The following procedures are for purchases made by purchase order or using a purchasing card. If purchase is $10,000 or more, the school must provide the approved expenditure proposal for either choice of purchasing.

Payment by Purchase Order

1. Enter the expenditure proposal into Oracle, using the string number provided in the approval email communication from the Federal Programs Designee.
2. Choose TI – the school's name in Deliver to: area (if using funds other than TI, must re-assign to Deidra Whittenberger)
3. The purchase order will be emailed to the person who submitted the expenditure proposal.
4. The purchase order must be forwarded to the company. Scanning or faxing is recommended.
5. At the time of delivery, verify that all items have been received and in good condition.
6. Receipt the order in Oracle.
7. Email invoice to appoinvoices@groups.volusia.k12.fl.us
8. Forward a copy of the invoice to the appropriate Federal Programs designee.
9. Substitutions cannot be made for items on purchase orders. Return any substituted items and issue another expenditure proposal, if needed.

Payment by Purchasing Card

1. When making payments by purchasing card, indicate on your expenditure proposal that you will pay by P-card
2. Contact Purchasing, if necessary, to increase monthly credit limit or single swipe limit.
3. Forward a copy of the invoices to the Federal Programs designee. You will receive an email with the stringline to enter into Oracle.

Conference Guidelines

Per FLDOE guidelines for out-of-state conferences: "Out-of-state travel may be allowable if the services requested are reasonable, necessary and meet the intent and purpose of the grant program. No later than 30 days prior to the travel, a justification must be provided to the program office for preapproval. The justification must include the purpose for the travel, why it cannot be provided within the state of Florida, the projected number of attendees and a cost breakdown (registration fees, hotel, per diem, car rental/airline ticket, etc.) of the travel. The number of attendees requested shall also be reasonable."

Conferences must be pre-approved and be essential to student achievement. All travel requests must adhere to District Policy 717: Travel Expense Reimbursement Policy.

Per the State's K-12 ESEA Common Federal Program Guidance: "out-of-state travel may be allowable if the services requested are reasonable, necessary and meet the intent and purpose of the grant program. No later than 30 days prior to the travel, a justification must be provided to the program office for preapproval. The justification must include the purpose for the travel, why it cannot be provided within the state of Florida, the projected number of attendees and a cost breakdown (registration fees, hotel, per diem, car rental/airline ticket, etc.) of the travel. The number of attendees requested shall also be reasonable."

Out-of-county travel starts with the email approval from the Assistant Superintendent prior to the expenditure proposal.

All out-of-county travel by employees must be approved in advance by his/her supervisor. A copy of the approval must be attached with the expenditure proposal by Assistant Superintendent.

Procedures for attending a conference

1. Complete an expenditure proposal for the conference registration including the name of all individuals attending, dates and location. Include all fees for the conference registration and any preconference meetings.
2. Attach a copy of the signed leave form request for each attendee.
3. Scan and email a copy of the expenditure proposal and supporting documents which include the conference agenda or flyer to the Federal Programs designee.
4. Upon approval, submit the conference registration forms to the conference organizer along with either a purchase order number or purchasing card number.

Travel Arrangements for attending a conference

1. Complete an expenditure proposal with an estimate of mileage (airfare, if applicable), meals, lodging, parking fee and tolls. To ensure that the school's budget is not exceeded, be certain to carefully calculate potential expenses.
2. Upon approval, make travel arrangements with the hotel (airline, if applicable).

Travel Expense Reimbursement

1. All travel reimbursement will be requested through Oracle
2. Out-of-county travel expenses will be reimbursed at the standard school district rates for mileage and meals
3. Meal expenses must first be paid by the employee and will be reimbursed to the employee through Oracle
4. Lodging expenses may be paid using a school's purchasing card or may be paid by the employee and reimbursed through Oracle. **Lodging expenses incurred in Florida and paid with a school's purchasing card are tax exempt**. Be sure to show a sales tax exemption form to avoid charging tax to the district.

Contracted Services

For contracted services that do not exceed $3,000 per full day of service, a contract shall be submitted for review at the time of the request. If a contract is not available to submit for review at the time of the request, a detailed scope of work or proposed contract of services must be provided. The submission must include a purpose, rationale, projected number of individuals to be served and a cost breakdown of the services to be performed to determine if the request is allowable, reasonable and necessary. Materials to support the services may be requested as an additional expense. Any contracted service requested in excess of $3,000 per full day of service, including travel, will be presumed unreasonable.

Field Trips

Educational field trips may be allowable if the field trips are planned instructional activities that engage students in learning experiences that are difficult to duplicate in a classroom situation. Field trips must be reasonable in cost and necessary to accomplish the objectives of the grant program. The request must include the destination, entrance fee if applicable, number of attendees per grade level and transportation costs. Academic lesson plans are required and shall include activities that prepare students for the trip and follow-up activities that allow students to summarize, apply, and evaluate what they learned. For monitoring purposes, the local educational agency (LEA) must maintain documentation that provides evidence of student learning connected to the objectives of the grant program.

Time sheets

Time sheets are used to pay school district employees for pre-approved professional development and parent involvement activities. The individual assigned by the Principal to manage the time sheets (typically the payroll clerk) should create a payroll invoice weekly for any hours worked.

The payroll invoice and the original signed time sheets should be submitted on a weekly basis to ensure up-to-date budget accuracy and that employees are compensated in a timely manner.

Failure to submit time sheets on a regular basis could result in spending more funds than are available and employees not being paid in a reasonable amount of time. If a school were to spend more money than what was budgeted, the amount over spent will be charged back to the school.

Procedure for all time sheets

1. Time sheets MUST be completed in BLUE ink
2. Complete the school name, purpose of the pre-approved activity, employee's printed name and signature, social security number, DROP status, dates and times of activity, total hours worked and school-based Administrator's signature

   All items MUST be complete prior to payment. If an item is missing, the time sheet will be held and not paid until revisions have been made.

3. All original time sheets are to be submitted with a completed payroll invoice form attached to the Federal Programs designee.

Types of timesheets and specific instructions

Type of Timesheet	Specific Instructions	Rate of pay
Childcare Stipends	1. Childcare hours must be in conjunction with a parenting activity 2. Hourly wage employees MUST NOT work more than 8 hours total for the day 3. Only employees with an active job record may be employed for childcare	Teachers = $15 per hour Paraprofessionals = Hourly rate All others = $8.25 per hour
Extended Core Instruction/Tutoring (Before or After school)	1. Only **certified** employees with **active job records** may be employed for tutoring 2. Suggested student-to-tutor ratio is 6:1 for elementary and 10:1 for secondary 3. Tutoring stipend will include 15 minutes for planning and 45 minutes for face-to-face tutoring 4. An **approved budget plan and expenditure proposal** must be on file with Federal Programs designee **BEFORE** tutoring begins	Teachers = $30 per hour
TIPA Tutoring	1. Only a certified teacher who works with a targeted group of students during the school day 2. Tutor can work up to 25 hours per week	Tutor = substitute pay rate
In-service Stipends	1. In-service should include stipends only for pre-approved activities and upon successful completion of the entire workshop and workshop requirements. 2. Teacher must attend all sessions. In-service during the regularly scheduled workday is not eligible for stipends. 3. Only certified, currently employed teachers may receive a stipend. Substitutes, administrators and teachers-on-leave may not receive a stipend. 4. Only direct contact hours for a conducted session may receive a stipend. Time sheets for professional development contact hours must be consistent for all participants with regard to sign-in and sign-out times.	Teachers = $15 per hour
Family Involvement/Parent Nights Stipends	1. Only certified instructional employees with active job records may be employed to conduct family involvement/parent night activities. 2. A minimum of 8 parents should attend each session.	Presenters/facilitators = $25 per hour for facilitation time and preparation time
Professional Learning Communities (PLC)	1. Only certified instructional employees with active job records may receive a stipend. Substitutes and teachers-on-leave may not receive a stipend.	Teachers = $25 per hour

Tutoring Plan

1. If a school decides to spend a portion of their Title I, Part A funding on school-based tutoring, they must allocate a portion of the funding in their Title I Comprehensive Budget plan.
2. As part of the collaboration between the school and Title I, a Tutoring Plan must be completed.
3. A rationale and expenditure proposal for tutoring must be completed and emailed to Nichole Brake and Jayne Baxter for approval with the Title I Tutoring Plan attached. **Both the expenditure proposal and tutoring plan will need approval BEFORE any tutoring can occur**.
4. The Tutoring Plan must include the projected tutoring schedule with all days, dates and times that tutoring will occur as well as identifying the groups of students to be served based on data.
5. The Tutoring Plan, as well as student attendance, progress monitoring and tutor time sheets are all required documents for compliance and monitoring.

Guided Planning

1. A school may choose to use Federal funding for guided planning for teachers.
2. Guided planning must occur beyond the regularly scheduled work hours.
3. The Guided Planning Proposal must include the projected dates and time of meetings, grade level and names of teachers in attendance.
4. A rationale/expenditure proposal must be completed and submitted along with the Guided Planning Proposal to Deidra Whittenberger via email for approval.
5. Guided planning must not occur until the expenditure proposal and guided planning proposal have been approved.
6. Required compliance documents for each school and meeting include the Guided Planning Proposal, agenda (including dates, time and topics) of meeting, meeting minutes and names with signatures of teachers in attendance.

Summer Instructional Planning

Principals can elect to use funding to pay stipends for instructional staff to conduct data analysis and plan for the following school year during the month of June (prior to June 30th). The stipend is $25 per hour for no more than 6 hours per day and a total of 36 hours per person.

Section 3: Grants Development Services

Grants Development Services

Purpose
To support district efforts to increase student achievement by organizing additional resources through acquisition of grants, monitoring for program compliance and fiscal oversight.

Description
Research potential funding sources and provide technical assistance with the planning, review of proposals and budget development by:

- collaborating with representatives from local, state and national agencies, institutions and foundations to garner additional financial resources in support of the district's strategic plan
- monitoring compliance and maintain fiscal oversight of grant funds
- researching potential funding sources to ensure adherence with district initiatives
- technical assistance with planning, review of proposals and budget development to teachers, schools and departments during the grant preparation process
- securing all required approvals/signatures for application submissions
- submitting proposals via online applications and/or FedEx to grantor agency
- developing, reviewing and processing DOE budget pages for grant applications
- processing necessary budget or program amendments for grants
- budget and program oversight to maintain grant compliance

School Board Approval Process

The Grants Development Department also oversees the School Board Document (Board Docs) submission process.

Approval from the Board is required for any of the following:

- Grants/Grant Amendments (required for adding funds)
- Partnerships
- Contracts/Contracted Services Agreements – see General Counsel procedures)
- **Purchases exceeding $49,999.99 must be Board approved**

Procedures for documents to gain Board Approval:

Send an email to Deidra Whittenberger containing the following information:

- amount of grant/agreement
- short narrative explaining the details of your program (who, what, when, where, why)
- explanation of how funds will be used
- expected programmatic outcome (highlights of program)

Section 4: Property Inventory

Process for review of contracts by Purchasing

All proposed contracts must be submitted by the user department to Purchasing for review and approval. This process may take up to twelve weeks before placement on the Board agenda.

Timing for review request:

- Not requiring Board approval – review will need to be prior to district signature
- Requiring Board approval – review will need to be prior to the agenda items are generated

Response:

- The Purchasing Department will respond to the user department to concur with the contract as drafted, or include revisions for consideration by other party to contract/agreement

Federal Programs Property Inventory

Procedures for New Technology Inventory (purchasing, processing, and maintaining)

Steps	Contact(s)
1. School requests a quote for items from Laura and then a quote is requested from the Purchasing Department. Some quotes will require the additional support of purchasing and Technology Services.	Laura Dalton – Buyer Isabel Berrios Rodriguez
2. School submits a Rationale and Expenditure Proposal along with a copy of the quote(s) to Federal Programs designee for approval	Nichole Brake
3. Dr. Phillips, Chief of Information and Technology, will be the final approver for all technology Expenditure Proposals.	Nichole Brake
4. Federal Programs office sends an approval email (copying the Federal Programs Inventory designee) along with a string line number, information about creating a purchase order (PO) and where to have the items shipped.	Nichole Brake Isabel Berrios Rodriguez
5. The technology is asset-tagged and receipted.	Isabel Berrios Rodriguez
6. School receives the new technology and digitally signs the transfer paperwork.	Isabel Berrios Rodriguez

Procedures for Technology that is removed from schools for repairs

Steps	Contact(s)
1. School will enter a technology request into the Cherwell System	School Staff
2. If an item must be removed from school for repair, school will complete a digital check out form for the item and will have School Designee sign it. The school and Technology department will each get a copy.	Isabel Berrios Rodriguez School Designee
3. When the item has been repaired, it is returned along with a digital check-in form to the school.	Isabel Berrios Rodriguez School Designee
4. The Federal Programs Inventory Designee will run periodic inventory reports to ensure tracking compliance.	Isabel Berrios Rodriguez

Procedures for Technology for returning iPads

Steps	Contact(s)
1. Prior to an employee leaving a position in Federal Programs, they will return their iPad to the Federal Programs Inventory Designee in person.	Isabel Berrios Rodriguez
2. Federal Programs Inventory Designee will then ensure that all passwords are removed, and device is wiped clean.	Isabel Berrios Rodriguez

Procedures for Technology for picking up excess property

DO NOT DISCARD ANY Federal Programs property without first getting approval

Steps	Contact(s)
1. When property is no longer needed by a school or department, it is considered "excess". These items are often damaged beyond the point of reasonable repair or have outlived their useful life. Excess items are not always broken or obsolete. Surplus items can be redistributed to other areas throughout the district or sold to the public by Warehouse Services.	Isabel Berrios Rodriguez
2. To have excess property removed from the school or department, the school designee should first contact Isabel Berrios Rodriguez and then complete transfer paperwork and put in a work order for removal by the warehouse.	Isabel Berrios Rodriguez Warehouse Designee
3. At the time of pickup, the driver will verify the property number assigned to each item he/she is picking up and provide the designee with a signed copy of the form indicating that all items listed were picked up.	Warehouse Designee

Procedures for Technology – Missing Property

Steps	Contact(s)
1. Employee that is reporting the missing iPad notifies the Technology designee via email immediately upon discovery of a missing iPad.	Isabel Berrios Rodriguez
2. The Technology designee will place the item in lost/stolen mode and an alarm will sound on the iPad. If the iPad is found, school is to notify Isabel Berrios Rodriguez immediately.	School employee Isabel Berrios Rodriguez
3. An email will be sent to the employee who reported the item and the school administration. If the iPad is not found within 24 hours, a Police Incident Report must be filed with the VCS Asset Tag # and Serial # of the iPad. You must complete a Missing Item Documentation as well.	School employee and administration
4. A copy of the Police report and Missing Item Documentation must be sent to Isabel Berrios Rodriguez and Kim Cruz with the District Budget office.	School Designee
5. The Compliance Specialist will contact Safety and Security to inform them of the loss. They will determine if a security site visit is needed.	Rosalyn Velasques-Morales
6. A follow-up email will be sent to the principal and appropriate Federal Programs Staff.	Rosalyn Velasques-Morales

See Appendix B for additional Property Disposition Information.

Appendix A - Forms

The following list of forms can be found on the district's website at:

https://www.vcsedu.org/federal-programs-and-grants/forms

- Federal Programs Expenditure Proposal
- Travel Voucher and Instructions
- Time Sheets
  - Title I Tutoring - Facilitator
  - Title I Tutoring – Tutor
  - TIPA Tutor
  - PLC
  - Childcare
  - Title III
- Attestation for Alternate Working Hours
- Personal Activity Report (PAR form per funding allocation)

Appendix B – K12 ESEA Common Federal Guidance

This guidance applies to all requests from LEAs in regard to traditional, charter and private schools.

1. **Contracted Services**
   For contracted services that do not exceed $3,000 per full day of service, a contract shall be submitted for review at the time of the request. If a contract is not available to submit for review at the time of the request, a detailed scope of work or proposed contract of services must be provided. The submission must include a purpose, rationale, projected number of individuals to be served and a cost breakdown of the services to be performed to determine if the request is allowable, reasonable and necessary. Materials to support the services may be requested as an additional expense. Any contracted service requested in excess of $3,000 per full day of service, including travel, will be presumed unreasonable.

   If an extenuating circumstance requires a contracted service in excess of $3,000 per full day, a ESEA Contracted Services Extenuating Circumstance Request form - located on www.FloridaCIMs.org under the Common Federal Guidance tab - must be submitted to Vice-Chancellor, Melissa Ramsey at Melissa.Ramsey@fldoe.org and the Assistant Deputy Commissioner, Miki Presley at Mari.Presley@fldoe.org for review.

2. **Field Trips**
   Educational field trips may be allowable if the field trips are planned instructional activities that engage students in learning experiences that are difficult to duplicate in a classroom situation. Field trips must be reasonable in cost and necessary to accomplish the objectives of the grant program. The request must include the destination, entrance fee if applicable, number of attendees per grade level and transportation costs. Academic lesson plans are required and shall include activities that prepare students for the trip and follow-up activities that allow students to summarize, apply, and evaluate what they learned. For monitoring purposes, the local educational agency (LEA) must maintain documentation that provides evidence of student learning connected to the objectives of the grant program.

3. **Recruitment, Retention and Reward Incentives**
   Recruitment, retention and reward incentives must be based on a three-year aggregate state value-added model (VAM) score. If state VAM is not available, another student growth model may be proposed. The student growth model must be fair and reliable. The LEA must submit the model demonstrating the classification and distribution of non-state VAM teacher scores for approval. A state-approved teacher evaluation system does not necessarily meet this requirement. Incentives can be part of a structured pay system or a Memorandum of Understanding (MOU); however, the above criteria shall apply. Incentives for attendance and non-instructional personnel are not allowable. Recruitment incentives for teachers with less than one year of experience or for hard to staff positions will be considered on a case-by-case basis.

4. **Out-of-State Travel**
   Out-of-state travel may be allowable if the services requested are reasonable, necessary and meet the intent and purpose of the grant program. No later than 30 days prior to the travel, a justification must be provided to the program office for preapproval. The justification must include the purpose for the travel, why it cannot be provided within the state of Florida, the projected number of attendees and a cost breakdown (registration fees, hotel, per diem, car rental/airline ticket, etc.) of the travel. The number of attendees requested shall also be reasonable.

Appendix C – Property Disposition Documents

The following documents include additional information pertaining to property disposition.

- **Title I Property Disposition Guidance** **Page 25**
  provided by Michelle Gaines, Bureau Chief, on September 12, 2021
- **FLDOE Title I Property Disposition Requirements** **Page 26**
- **Volusia County Schools Policy 712: Tangible Personal Property** **Page 30**

Sent via email: September 13, 2021

From: Michelle Gaines, FLDOE Bureau Chief

Disposition of Equipment [Section 274.055, Florida Statutes (F.S.) and Rule 69I-73.005, Florida Administrative Code (F.A.C.)]

Based on Section 274.055, Florida Statutes (F.S.) and Rule 69I-73.005, Florida Administrative Code (F.A.C.), when original or replacement equipment acquired under a grant, sub-grant or contract is no longer needed for the original purpose or program or for other activities currently supported by FDOE, disposition of the equipment will be made as follows.

1. Items of equipment with an acquisition cost of less than $1,000 may be retained, sold or otherwise disposed of with no further prior approval requests or reporting requirement obligations to FDOE.
2. Items of equipment with an acquisition cost of $1,000 or more and a useful life of one year or more may be retained or sold and FDOE shall have a right to an amount calculated by multiplying the current market value or proceeds from sale by FDOE's share of the equipment's original costs. (i.e., if 100% of equipment cost was charged to FDOE-funded program, 100% of the disposal proceeds are subject to FDOE instructions).

The following information is worthy for your review regarding disposition of desktops:

- An LEA that has a disposition policy in place may follow its policy consistent with Sections 274.05, 274.06, and 274.07, F.S. and Rule 69I-73.005, F.A.C.
- When an LEA legally disposes of equipment in accordance with the LEA's policy or state statutes, the LEA must record the following information on the individual property record for each item.

    (a) Date of disposition.

    (b) Authority for disposition (resolution of the governing body properly recorded in the minutes as Section 274.07, F.S., requires).

    (c) Manner of disposition (sold, donated, transferred, cannibalized, scrapped, destroyed, traded).

    (d) Identity of the employee(s) witnessing the disposition, if cannibalized (e.g., the process of dismantling portions or components of a property item to repair, replace, upgrade, or extend the useful life of other property items), scrapped, or destroyed.

    (e) For items disposed, a notation identifying any related transactions (e.g., receipt for sale of the item, insurance recovery, trade-in).

    (f) For property certified as surplus, reference to documentation evidencing that the LEA disposed of such property in the manner Section 274.05 or 274.06, F.S., requires.

3. If the LEA identifies for disposal equipment items with a current market value of more than $5,000, such equipment items must be processed in accordance with 2 CFR § 200.313(e)(2), *Equipment*, with the assistance of and prior written approval from FDOE.

Priority of Disposition [OMB Uniform Grant Guidance - 2 CFR § 200.313(c)]

When original or replacement tangible personal property acquired under a grant or sub-grant is no longer needed for the original project or program, the custodian must use the tangible personal property in connection with its other federally sponsored activities, if any, in the following order of priority:

1. Programs, projects, or activities the USED awarding agency sponsors;
2. Programs, projects, or activities other USED awarding agencies sponsor; then
3. Programs, projects, or activities other federal agencies sponsor.

Title I Property Disposition Requirements

State Guidance: When original or replacement equipment acquired with Title I funds is no longer needed for the original purpose or for other activities currently or previously supported by FDOE, the USED, or other programs funded by federal agencies, the LEA must dispose of the equipment in accordance with **Chapter 274, F.S.; 2 CFR § 200**; **Rule 69I-73, F.A.C.;** & **FDOE Green Book 2015.**

TERMS	DEFINITIONS
Acquisition Cost	The cost of buying an item. If an LEA pays $800 for an item, then $800 is the acquisition cost.
Market Value (MV)	The amount an item can be sold for at a specific time. If an LEA were to sell a vehicle, the market value would be how much the LEA estimates a buyer would be willing to pay for the vehicle today.
Net Amount	The total dollar amount generated by the sale of an item, calculated by subtracting any expenses for selling the item from the sale price. If an LEA sells a computer for $10,000 and paid $500 to ship it to the buyer, then the net amount from the sale would be $9,500.
Property Disposition Record	The inventory record for any disposed property in the district. The property disposition record must contain the following information: a. Disposition date; b. Authority for disposition; c. Manner of disposition (sale, donation, transfer, cannibalized, scrapped, destroyed, or traded); d. Identity of the employee(s) witnessing the disposition, if cannibalized, scrapped, or destroyed; and e. Notation identifying any related transactions (receipt of sale, insurance recovery, trade-in)
Useful life	An estimate of the amount of time an item will remain useable. An LEA could estimate that a computer might have a useful life of 6 years.

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ACQUISITION COST OF THE ITEM	HOW DO I PROCEED?
Less than $1,000	**Questions for LEA:** 1. Did the LEA pay less than $1,000 for the item? 2. How did the LEA dispose of the item? (Examples: sale, donation, transfer, cannibalized, scrapped, destroyed, or traded) 3. Did the LEA create a property disposition record? 4. The proceeds do not need to be reported to FDOE.
	FDOE Policy: Items with an acquisition cost of **less than $1,000** may be retained by the LEA, sold, or otherwise disposed of with no further obligation to FDOE, except FDOE reserves the right to transfer furniture/equipment, regardless of classification, to another grantee after the grant period. Income from these sales will not be reported to FDOE.
ACQUISITION COST OF THE ITEM	**HOW DO I PROCEED?**
$1,000 or more & a useful life of one year or more	**Questions for LEA:** 1. Did the LEA pay $1,000 or more for the item? 2. Was the useful life of the item at least 1 year? 3. How much of the acquisition cost was funded by FDOE funded programs? (Examples: 100%, 50%, or 25%) 4. What was the market value of the item? 5. How did the LEA dispose of the item? (Examples: sale, donation, transfer, cannibalized, scrapped, destroyed, or traded) 6. Did the LEA create a disposition property record? 7. Did the LEA follow its disposition policy? The LEA's disposition policy should provide guidance on how to deal with any proceeds from the sale of the item.
	FDOE Policy: May be retained by the LEA or sold, and FDOE has a right to an amount calculated by multiplying the current market value (MV) or proceeds from the sale by FDOE's share of the equipment. *Example: if 100% of the equipment cost was charged to an FDOE-funded program, 100% of the disposal proceeds are subject to FDOE instructions.*

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MARKET VALUE OF THE ITEM	HOW DO I PROCEED?
Between $1,000 And $5,000	**Questions for LEA:** 1. What was the market value of the item? 2. How did the LEA dispose of the item? (Examples: sale, donation, transfer, cannibalized, scrapped, destroyed, or traded) 3. Did the LEA follow its disposition policy? (The LEA should have a disposition policy in place.) 4. Did the LEA create a disposition property record? 5. The net amount stays with the LEA.
	FDOE Policy: The net amount received from such sales will remain at the sub-grantee level and will be treated as other program income in the same ongoing program(s).
MARKET VALUE OF THE ITEM	HOW DO I PROCEED?
In excess of $5,000	**Questions for LEA:** 1. What was the market value of the item? 2. Has the LEA received written approval and instructions from FDOE to dispose of the item? 3. Follow the instructions received from FDOE regarding the disposition of the item, because it has a MV more than $5,000.
	FDOE Policy: Equipment items must be processed in accordance with 2 CFR § 200.313(e) (2), *Equipment*, **with the assistance of and prior written approval from FDOE.**

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LEA RESPONSIBILITIES

Surplus Computer Hard Drive Disposal:

- Security controls must be established to protect the confidentiality, integrity, and availability of data and IT resources relative to equipment items to be disposed by the LEA. These controls related to the surplus computer hard drive are intended to minimize the risk the LEA's information may be compromised.

Transfer of Property Records

- The LEA must transfer to a disposed property file, upon disposition of the item, the individual property record for each item of which the LEA lawfully disposes.

Retention of Records

- The LEA shall maintain all accounts, records and other supporting documentation related to the acquisition and disposal of each tangible personal property item throughout the life of the property item and for a minimum of five (5) years following the property item's disposal or until the resolution of any investigation, litigation, audit or claim, whichever occurs last.

Points to Remember

Priority of Disposition

- When no longer needed for the original project or program, equipment must be used with an LEA's other programs supported by Federal funds in the following order of priority:
  1. Programs, projects, or activities **the USED** awarding agency sponsors;
  2. Programs, projects, or activities **other USED** awarding agencies sponsor; then
  3. Programs, projects, or activities **other Federal** agencies sponsor.

It is the responsibility of the LEA to establish and implement policies and procedures for ensuring that all applicable requirements from State statute, Uniform Grant Guidance (UGG), State rules, and State policies are appropriately adhered to. It is the responsibility of the LEA staff to be knowledgeable about the federal and state requirements, as well as local policies and procedures, and to ensure that all applicable laws, regulations, rules, policies, and procedures are appropriately implemented. Failure to abide by these federal and state requirements can result in auditing or monitoring exceptions, and it may negatively impact the ability of the LEA to meet its program goals and objectives.

If you have questions or concerns regarding the program guidance provided here, please contact Michelle L. Gaines, Bureau Chief, Bureau of Federal Educational Programs, at (850) 245-0978 or Michelle.Gaines@fldoe.org.

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TANGIBLE PERSONAL PROPERTY

I. Property Record Accounting

A. Property record accounting pertains to the acquisition, supervision, accountability, control, transfer and/or disposal of all District owned tangible personal property, as defined in 274.02, Florida Statutes.

B. Each item of such property, which is practicable to identify by marking, shall be marked by the property custodian's designee. The Property Inventory Records Department shall maintain adequate and accurate records of all such property of the District in accordance with Chapter 10.400 of the rules of the Auditor General of Florida.

C. Property Custodians

1. School principals and administrative department heads shall be custodians of the property assigned to their respective schools or administrative departments. Property custodians shall be responsible for the safekeeping and proper use of the property entrusted to their care.

2. The property custodian shall notify the Property Inventory Records Department within ten working days of any removal, transfer, or receipt of donated or purchased property that meets criteria for being recorded on the property records.

D. Property Inventories

1. Property inventories shall be performed annually and when there is a change of property custodian. The Property Inventory Records Department shall compare these inventories with the property records and shall reconcile all differences.

2. The master inventory file shall be maintained in the Property Inventory Records Department at all times for inspection.

E. Disposal of Property

1. No employee of the District shall dispose of property except in accordance with Chapter 10.400 of the rules of the Auditor General of Florida.

2. The property custodian shall return to the warehouse for disposition all tangible personal property that is considered to be in excess of immediate needs, obsolete, or beyond repair.

3. All dispositions must be approved by the Board.

F. Use of School Board Equipment

1. No one shall remove any property from a District location unless that person has applied for and received written approval from the custodian of such property. This approval may be granted only when it furthers the District goals and does not impede the educational purposes of the school or work location. The property custodian shall maintain a copy of all such written approvals in a file at the property custodian's office.

2. If any item on loan is reported as being stolen, the person to whom the item was loaned shall report the theft to the appropriate law enforcement agency and provide a copy of such report to the District Security Department for appropriate investigation.

Legal Authority:
Section 274.02, Florida Statutes

Laws Implemented:
Rule 10.400, Auditor General of Florida

History:
(Adopted -- June 8, 1993)
(Revised – November 12, 2019)
(Effective Date –November 12, 2019)