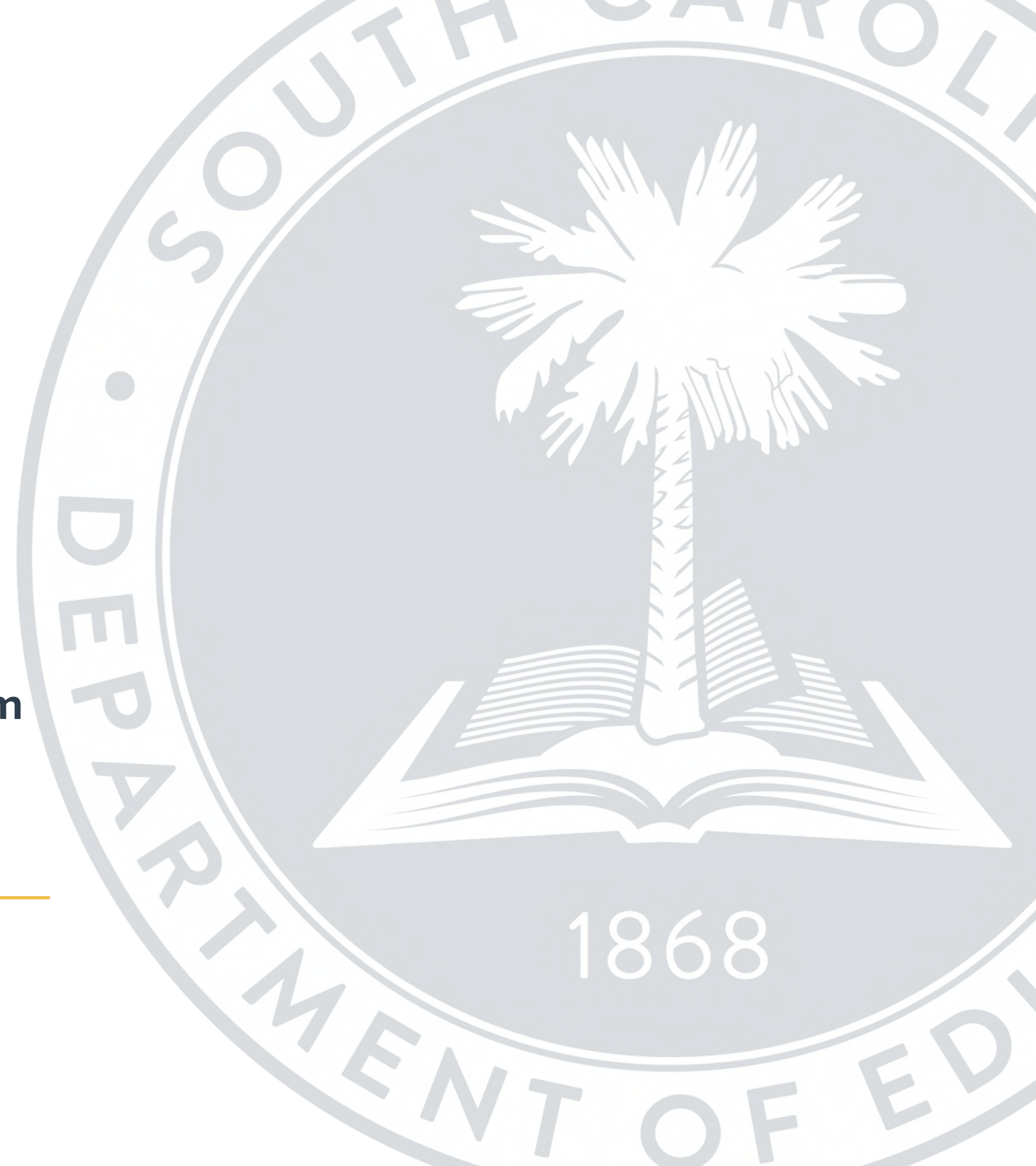


Title I, Part A

Coordinator's Training Day 1

Consolidated Finance and Applications Team

July 2026





FEDERAL PROGRAMS ***SUPERPOWER*** CHECK-IN

EVERY HERO
MAKES AN
IMPACT!

Every federal programs coordinator has a superpower.
Today, choose the one that best describes YOU right now.

No wrong answers — just real life in federal programs.



GRANT WRITING WIZARD

Turns guidance
into funded
applications



SPREADSHEET NINJA

Reconciles
budgets at
lightning speed



COMPLIANCE DETECTIVE

Finds issues
before monitoring
does



FIRE EXTINGUISHER

Solves problems
before they
spread



DEADLINE MAGICIAN

Always submits
on time
(somehow)



BUDGET WHISPERER

Knows where
every dollar
should go



MONITORING SURVIVOR

Stays calm
during audits
& visits



MASTER JUGGLER

Balances
everything at
once



HOW TO PLAY

1 Pick **ONE** superpower
that fits you best

2 Be ready to share:
• Your name + district
• Your superpower
• “This shows up in
my job when...”



Day One Agenda

- **General Information**
- **Uses of Funds**
- **Required LEA Set Asides**
- **Fiscal Expectations**



What is Title I?

- Title I is the first title in the ESEA of 1965 as reauthorized as the NCLB Act of 2001 and now as ESSA of 2015.
- Title I is the largest federal aid program for K-12 schools.
- The purpose is to ensure that all students have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and assessments.



President Lyndon B. Johnson signing ESEA 1965.

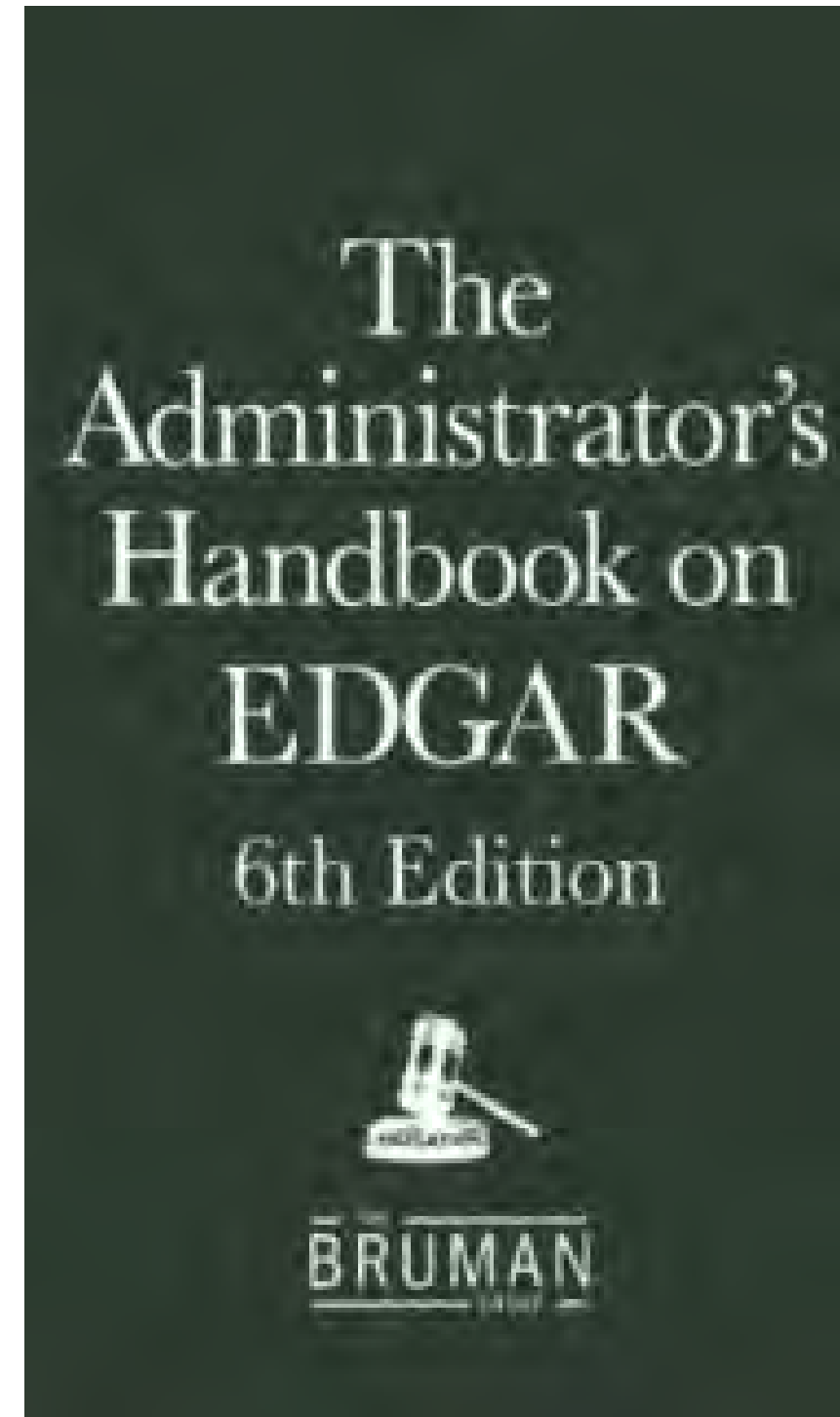


President Barack Obama signing ESSA in December 2015.



Title I Coordinator Roles

- Title I Coordinators need to be up-to-date on the latest in education reform efforts and to understand curriculum and instruction.
- Title I Coordinators need to know the law, the regulations, and guidance related to Title I.
- Title I Coordinators also need to be familiar with EDGAR (Education Department General Administrative Regulations).



Title I Coordinator Roles- cont'd.

- Title I Coordinators have a **major responsibility** to see that the funds that flow to the districts are used for the educational purposes intended in the law.
- Title I Coordinators have a **major role** in overseeing that the funds which are spent are in compliance with applicable law, regulations, and guidance.
- Title I Coordinators need to be well-versed in both program and compliance.
- Coordinators need to meet with stakeholders to create a comprehensive needs assessment outlining district goals.



“Fund your plan, rather than planning your funds”



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Key Components to Grant Implementation



PLANNING



EVALUATING



IMPROVING

Plan Development



Each LEA plan shall be developed in consultation with teachers, principals, administrators (include administrators of programs described in other parts of this title) and other appropriate school personnel, and with parents of children in schools served under this part. (*Section 1112*)

- What does this look like?
- The Title I Coordinator should meet with stakeholders to plan based on need (timely manner).
- Sign In, Agenda, and Meeting Minutes should correlate with information within GEMS.
- Needs Assessment should tie directly to activities within the GEMS plan.

LEA Assurances

The LEA plan must ensure that it will:

- Ensure that migratory children and former migratory children are selected to receive Title I services on the same basis as other children.
- Provide equitable services to private school children.
- Coordinate and integrate Title I services with other educational services such as MLs, children with disabilities, migratory children, and homeless children and youth.
- Designate a point of contact with DSS. Establish procedures for transporting foster care students to the school of origin.
- Ensure that teachers and paraprofessionals working in Title I programs meet state certification and licensure requirements.



DSSR & Title I Planning Cycle

AUG	• Back to School DSSR Data Reflection • Open House/Annual Title I Meeting • School/Family Engagement Policy & Parent Compact	SEPT	• Administer Fall Diagnostic Assessment and Review Data • Review and Revise DSSR Action Steps	OCT	• Title I Reallocations • Title I Budget Review • Review and Revise DSSR Action Steps
NOV	• Team/Department Title I Needs • Review and Revise DSSR Action Steps	DEC	• Team/Department Title I Needs • Administer Winter Diagnostic Assessment and Review Data • Review and Revise DSSR Action Steps	JAN	• SIC/Title I Meeting - Needs List • Review and Revise DSSR Action Steps
FEB	• SIC/Title I Meeting - Rank Order Needs List • Review and Revise DSSR Action Steps	MAR	• SIC/Title I Meeting - Allocate Preliminary Funds • Administer Spring Diagnostic Assessment and Review Data • Review and Revise DSSR Action Steps	APR	• SIC/Title I Meeting - Approve DSSR & Title I Funds • Submit DSSR by April 30th • Parking Lot List of Strategies That Still Need To Be Funded
MAY	• Testing & Graduation	JUN	• Finalize Title I Funds Based on Final Allocations • Review Incoming Student Diagnostic Data	JUL	• BLANK



DSSR Budget Spreadsheet

Goal	Activity	Estimated Cost
Student Achievement Goal 1: K-2 Reading	Purchase reading interventionist	\$47,500.00
Student Achievement Goal 1: K-2 Reading	Instructional Materials &Supplies	\$5,000.00
Teacher/Admin Quality Goal	PLC Conference	\$3,500.00
Teacher/Admin Quality Goal	Master Manager	\$20,000.00
School Climate Goal	Attendance interventionist	\$50,000.00
Sub-Total		\$126,000.00
Allocation		\$250,000.00
Remaining Budget		\$124,000.00

Parking Lot		
Goal	Activity	Est. Cost
Student Achievement Goal 2: Math	Purchase math interventionist	\$47,500.00
Student Achievement Goal 2: Math	Purchase math manipulatives	\$3,500.00



What is a Comprehensive Needs Assessment (CNA)?

A CNA is a **systematic, data-driven process** used to identify gaps between the **current state** and the **desired state** of a school or district. It examines multiple aspects – not just test scores.

Key Characteristics:

- Uses **multiple data sources** (quantitative and qualitative)
- Focuses on the **whole child and whole system**
- Involves **multiple stakeholders**

Important Reminder:

A CNA is **not just a report** – it is a process that informs improvement planning.



What is an Executive Summary of Data Findings?

The **Executive Summary of Data Findings** is a **concise synthesis** of the most important conclusions drawn from the CNA.

It:

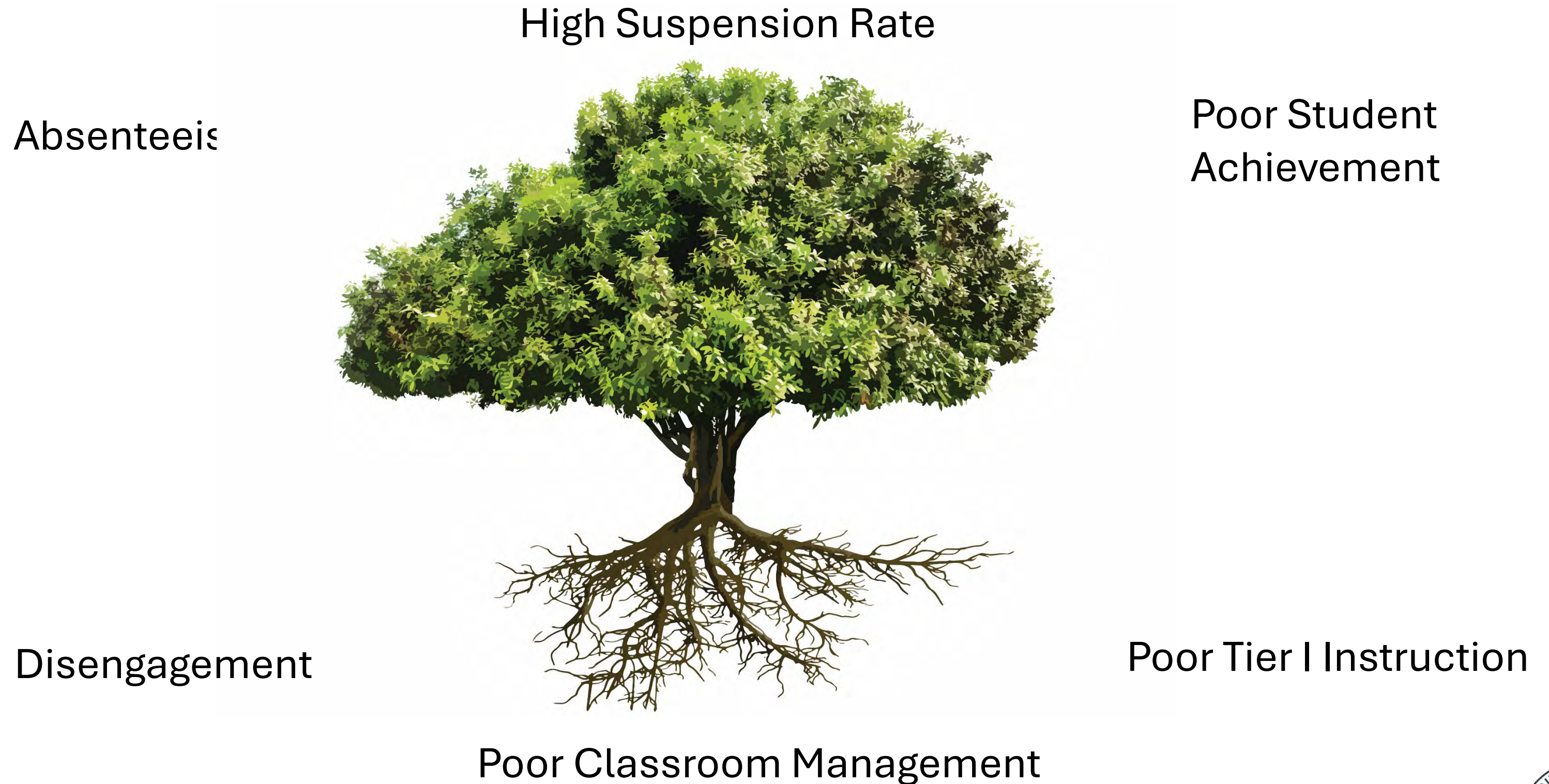
- Summarizes **key trends, strengths, and priority needs**
- Highlights **baseline data**, sources, and dates
- Identifies **which findings matter most** for improvement planning
- Emphasizes a **root cause analysis**, not surface symptoms

The Executive Summary answers the question:

Based on all of our data, what do we need to focus on most?



Putting It All Together



Now What?

Once you know Tier 1 is broken, the question isn't whether to fix it. The question is how long students should have to wait while adults figure it out.

-Robyn Jackson



DSSR Goals

Student Achievement	Teacher Administrator Quality	School Climate
Subject Areas – ELA, Math, Science, Social Studies, & Special Ed	Absenteeism	Absenteeism
End of Course Tests – Algebra I, Biology I, English II, & US History	Instructional Strategy Usage	Character Education
WIN Assessments	Professional Development Plan	Discipline
**GT will have its own goal	Professional Learning Communities	Family Engagement Events



Student Achievement Example

Goal

By the end of the 2026-2027 school year, the percentage of K-2 students scoring on or above grade level on the winter iReady diagnostic will increase by 20 points from the baseline.

Title I

- Reading interventionist (salaries & benefits)
- Additional phonics programs
- iReady personalized pathways
- Classroom libraries
- After-school tutoring
- Summer take-home books

Title II

- Additional LETRS training
- Reading conference
- Substitutes for peer observations



Teacher Administrator Quality Example

Goal

By the end of the 2026-2027 school year, the number of teachers using formative assessment data to adjust instruction will increase from 50% to 80% as evidenced through lesson plan reviews, classroom observations, and PLC documentation.

Title I

- Mastery Manager program
- Classroom Mosaic

Title II

- PLC conference
- PLC book study
- Planning days for data digs



School Climate Example

Goal

By the end of the 2026-2027 school year, the chronic absenteeism rate will decrease from 14% to 4% through implementation of proactive attendance monitoring, family engagement strategies, and targeted interventions for students with repeated absences.

Title I

- Attendance interventionist (salary & benefits)
- Additional social worker(s)
- MTSS Tier 2 interventions
- Family engagement events

Title II

- Students At-Risk conference
- Students At-Risk book studies



ACTIVITY	TIMELINE	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATIONS OR IMPLEMENTATION
1. Provide ongoing professional learning on consistent implementation of evidence-based practices, including explicit phonics instruction, structured guided reading, and CRA method of math instruction	August 2026 – May 2027	- Administration - Instructional Coaches - Teacher Leaders	\$15,000	Title One	- PD Agendas and Materials - Purchase additional phonics program - Classroom Observation evidence of targeted strategies
2. Implement instructional coaching cycles to support fidelity of literacy and math instruction through modeling, feedback, and collaborative planning	Ongoing 2025 - 2029	- Administration - Instructional Coaches - Teacher Leaders	n/a	n/a	- Coaching schedules and logs - Feedback Forms - Evidence of strategy implementation during walkthroughs
3. Reading and math interventionists providing Tier II small-group intervention	Ongoing 2025 - 2029	- Administration - Instructional Coaches - Interventionists	\$95,000	Title One	- Purchase reading and math interventionists - Intervention rosters and schedules - Progress monitoring results
4. Implement a family literacy and math initiative that includes family literacy and math workshops, take-home materials and modeled reading/math activities aligned to classroom instruction	Ongoing 2025 - 2029	- Administration - Instructional Coaches	\$4,000 \$5,000	Title One General Funds	- Family workshop agendas, materials, sign-in sheets - Take-home resources - Communication logs (newsletters, website, etc.)

DSSR Budget Spreadsheet

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Student Achievement Goal 2: Math	Purchase math manipulatives	\$3,500.00



Questions

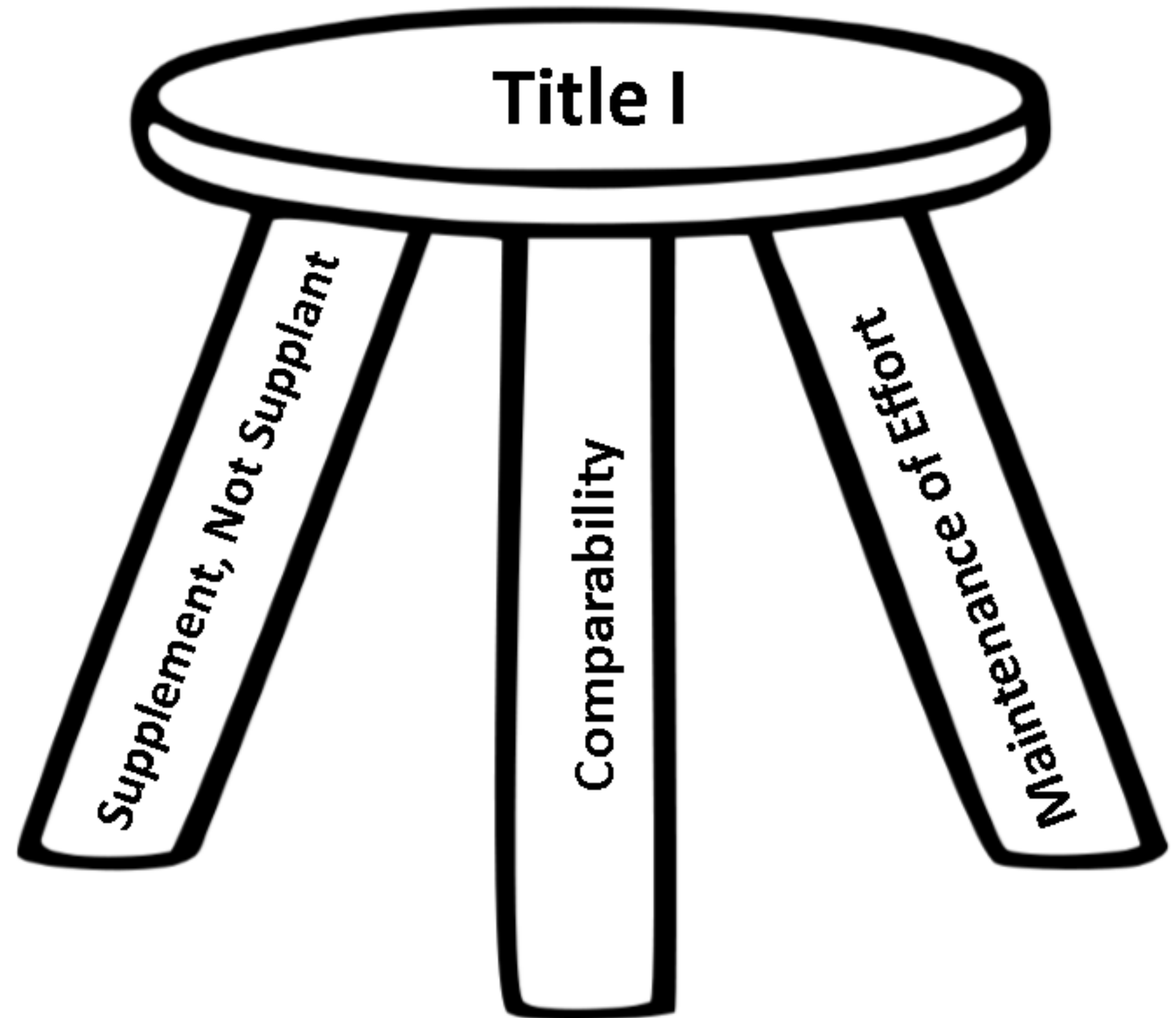


Fiscal Requirements

There are three major fiscal rules that reinforce the fundamental Title I requirement:

- Supplement Not Supplant (SNS)
- Comparability
- Maintenance of Effort (MOE)

These fiscal rules ensure that federal funds are used to provide extra services to children who are at greater risk of failing to reach state academic standards.



Maintenance of Effort



What is Maintenance of Effort?

Maintenance of Effort (MOE) is a federal requirement that requires grant recipients and/or sub-recipients to maintain a certain level of state/local fiscal effort to be eligible for full participation in federal grant funding.



In Other Words

- MOE is a test of equity.
- MOE requires LEAs to demonstrate that the level of state and local funding remains relatively **constant** from year to year.
- An LEA may receive Title I funds only if the LEA has maintained its fiscal effort.



Purpose

- Title I is *in addition (supplemental)* to the minimum education that all students receive.
- To ensure the sub-recipient of federal funds does not spend those funds in place of state and local dollars (supplanting)
- To ensure the sub-recipient spends their state and local funds for the same activities that would be provided if federal dollars were not available



“Meeting” MOE

- MOE is based on the two previous years
- Districts meet MOE for 2021-2022 if:
- 2020 state/local effort is at least 90% of 2019

For example:

MOE for 2019: \$ 7,305.50

MOE for 2020: \$7,246.03 (-\$59.47)

90% of \$7,305.50 = \$6,574.95

\$7,246.03 > \$6,574.95 so MOE has been met



Comparability



Comparability Basics

What is comparability?

- A test of **Fairness** in staffing

Why do we calculate comparability?

- **Required** every year that the LEA receives Title I funding (ESSA, Section 1120A (c))

Important Dates:

- Complete review by November 15
- LEA must be comparable by January 15



Exemptions (Possibly)



One school per grade span



One large school and one small school

Comparability Timeline



Comparability Timeline (Continued)



Federal Criteria

There are eight comparability tests. The SEA determines the test it will use.

South Carolina uses **student : teacher ratio**.

Required data include:

- District-wide salary schedule
- District policy to ensure equivalence of staff
- District policy to ensure equivalence in materials and supplies



Eligible Employees for Counting Purposes

- **Instructional staff members to be included:**

When an LEA measures compliance by comparing student/staff ratios, the LEA should **consistently** include the same categories of staff members in the ratios for both Title IA and non-Title IA schools.

o (Instructional staff may include teachers and other personnel assigned to schools who provide direct instructional services, including music, art, and physical education teachers; guidance counselors; speech therapists; and media specialists, as well as other personnel who provide services that support instruction, such as school social workers and psychologists.)



Eligible Employees for Counting Purposes

Calculating Comparability

LEAs should only include staff paid with State and local funds.

- **Exclude** staff paid with private or federal funds.
- **Exclude** principals, assistant principals, custodians, cafeteria personnel, school nurses, security personnel, pre-kindergarten teachers, pre-kindergarten paraprofessionals, secretaries, and non-instructional paraprofessionals.

Authorized Activities

- Include activities that are authorized by Title VII of ESEA, the Impact Aid Program. Impact Aid is considered general aid to recipient LEAs; these funds may be used for an educational activity consistent with local and State requirements.
- Impact Aid funds are effectively deemed State and local funds for which no accountability to the federal government is required, and staff that is paid with Impact Aid funds is included in comparability determination.



Comparability Procedure

- Must count students and teachers **ON SAME DAY!**
- Compare Title I schools by grade spans served.
- Compare non-Title I to Title I schools, *or* if all Title I schools, compare schools with the highest poverty rates to those with the lowest poverty rates.
- Count students using the district's Membership Count.
- Count **allowed** staff using the best possible system (ex. personnel or finance).
- **Do not** count 3- or 4-year-olds.
- **Source data** must be **verifiable** by an auditor.
- Social security numbers and salaries are **not** needed.
- A K-8 school can be counted as one K-5 and one 6-8 school.



Comparability Calculation Example

School	Grade Span	Student Enrollment	FTE Instructional Staff	Student/ Instructional Staff Ratio	Comparable?
Title I Elementary Schools					
Beaufort Elementary	KG - 5	528	70.2	7.5	Yes
Broad River Elementary	KG - 5	510	49.4	10.3	Yes
Davis Elementary	KG - 5	417	38.7	10.8	Yes
Shanklin Elementary	KG - 5	726	59	12.3	Yes
Port Royal Elementary	KG - 5	189	16	11.8	Yes
St. Helena Elementary	KG - 5	808	56	14.4	No
Shell Point Elementary	KG - 5	673	60	11.2	Yes
Non-Title I Elementary Schools					
Hilton Head	KG - 5	1,764	114.5	15.4	
Lady's Island	KG - 5	757	70.0	10.8	
MC Riley	KG - 5	1,005	88.0	11.4	
Mossy Oaks	KG - 5	484	42.0	11.5	
Total		4,010	314.5	12.8	
110% of Student/FTE ratio for non-Title I schools *					14.08



Not Comparable?

If student : teacher ratio does not work, try to:

- Adjust funding source
- Use another method (contact SCDE first)
- Move personnel



Required Reading

Non-Regulatory Guidance

Title I Fiscal Issues:

Maintenance of Effort

Comparability

Supplement, Not Supplant



<https://www.ed.gov/sites/ed/files/2020/07/fiscalguid.pdf>

<https://www.ed.gov/sites/ed/files/2024/01/essaguidance160477-1.pdf>

Step 1:	
Preceding Year Audit Report Total Expenditures:	
(Refer to the audited Location Reconciliation Schedule)	\$ 15,200,000
Step 2:	
Items Subtracted From Total Expenditures in Step 1:	
(List page number for each data source from Audit Report.)	
Federal Expenditures (SEFA) <u>Page</u>	\$595,000
Capital Outlay (Attach Report)	\$170,000.00
Debt Service <u>Page</u>	\$73,500.00
Community Services <u>Page</u>	\$ 1,600.00
Pupil Activity Fund <u>Page</u>	\$ 45,000.00
Intergovernmental <u>Page</u>	\$ 9,800.00
Total Amount Excluded:	\$ (894,900.00)
Total Expenditures for MOE Calculation:	
	\$ 14,305,100.00
Step 3:	
135 ADM:	2,105
The per pupil MOE calculated for the preceding year from Audit Year <u>2020</u> :	\$ 6,795.77
Step 4:	
The per pupil MOE calculated for the second preceding year from Audit Year <u>2019</u> : (Attach Worksheet)	\$ 6,576.98
Met MOE Requirements? *	Met MOE
*Compare the per pupil MOE in Step 3 to the per pupil MOE of Step 4. The per pupil amount in Step 3 must be not less than ninety percent of the per pupil amount in step 4 to meet the MOE requirement.	



MOE in GEMS

- GEMS Home
- Administer
- Search
- Reports
- Inbox
- Funding
- Grant Summary
- LEA Document Library
- Address Book
- SCDE Resources
- Help for Current Page
- Request Help
- GEMS Sign Out

Stanley, Jewell
Production

Session Timeout
00:59:53

Maintenance of Effort

2001 - Fairfield County School District (2001) Public District - FY 2019 - Title I Part A - Rev 0 - Title I Part A

Go To

Step 1:	Audit Source Page #	Amount
Preceding Year Audit Report Total Expenditures: (Refer to the audited Location Reconciliation Schedule)	* 67	* \$ 50,111,437.00
Step 2: Items Subtracted From Total Expenditures in Step 1:	Audit Source Page #	Amount
Federal Expenditures (SEFA) (Upload page to Related Documents)	* 72	* \$ 5,457,651.00
Capital Outlay (Upload report to Related Documents page)	NA	* \$ 3,222,812.00
Debt Service (Upload page to Related Documents)	* 63	* \$ 1,237,711.00
Community Services (Upload page to Related Documents)	* 13	* \$ 114,661.00
Pupil Activity Fund (Upload page to Related Documents)	* 65	* \$ 473,263.00
Intergovernmental (Upload page to Related Documents)	* 13	* \$ 626,397.00
Total Amount Excluded:		\$ 11,132,495.00
Total Expenditures for MOE Calculation:		\$ 38,978,942.00
Step 3:	Audit Year	Amount
135 ADM:(Upload to Related Documents)		* \$ 2,511.00
The per pupil MOE calculated for the preceding year from Audit Year	* 2016-2	\$ 15,523.27
Step 4:	Audit Year	Amount
The per pupil MOE calculated for the second preceding year from Audit Year	* 2015-2	\$ 14,645.94
Met MOE Requirements? +		Met MOE
+ Compare the per pupil MOE in step 3 to the per pupil MOE of step 4. The per pupil amount in step 3 must be not less than ninety percent of the per pupil amount in step 4 to meet the MOE requirement.		



ESSA Reminders

An LEA may fail to meet the Maintenance of Effort (MOE) test once every five years without penalty.

- If an LEA fails to meet MOE in the current year **AND** has failed to meet it in the previous five years, a penalty will be assessed.
- The penalties have not changed.



Waiver Requests

The State has no authority to waive the MOE requirement. The U.S. Dept. Of Education may waive the requirement for the following:

- Exceptional or uncontrollable circumstances, such as natural disaster
- A precipitous and unforeseen decline in the financial resources of the State
- Waivers may now include “a change in the organizational structure of the LEA.”
20 USC 7901 (c)



Penalties

- The penalties for not meeting Maintenance of Effort remain the same.
- An LEA will receive a reduction in **all** federal program funding if it fails to meet the requirement and a waiver is not granted.



Tips and Friendly Advice

- Do not reinvent the wheel.
- Use and fully complete the form from the SCDE website...it works!
- Do not use “custom” forms.
- Keep everything **consistent** from year to year.
- Beware of large anomalous capital outlays.
- Work closely with your Finance Director.
- **Review in July and January to allow for adjustments.**
- Ask Questions



Questions

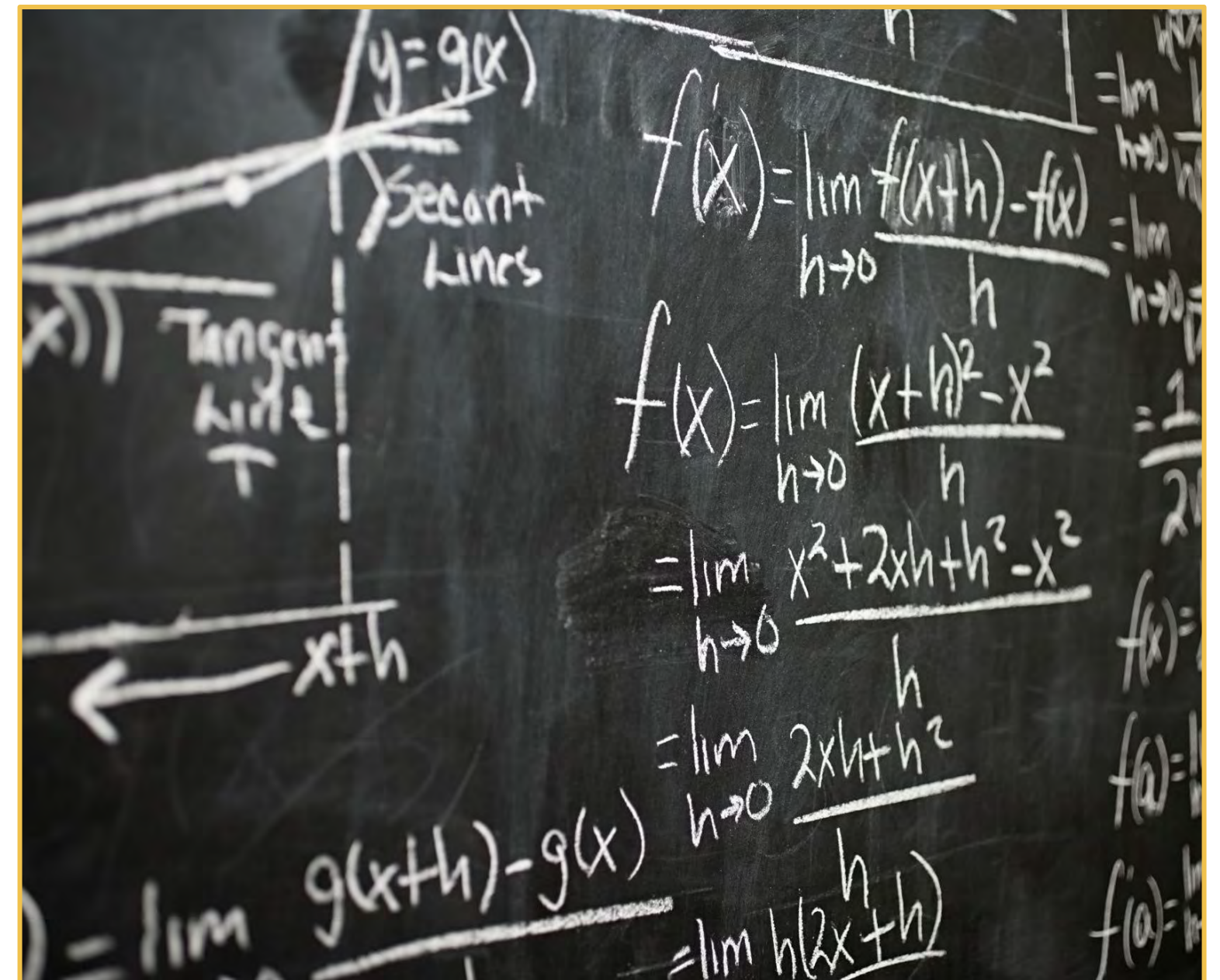


Supplement, Not Supplant



ESSA SNS – Title I

- Districts developed a methodology beginning in 2018-2019 SY for demonstrating that Title I funded schools receive their fair share of state and local dollars (which the SCDE monitors).
- The SEA must look at school budgets, staffing formulas, weighted per pupil distribution funds for instruction, MOE, comparability, and other factors affecting equity.
- The bottom line is to look at state/local funding of schools, in the absence of federal funding, and determine if the schools are receiving funding or resources equitability.



Exemptions (Possibly)



One school per grade span



One large school and one small school

Supplement Not Supplant Methodology

PPA

Richland School District Two

ESSA Title I Part A Supplement, Not Supplant Methodology

The Every Student Succeeds Act (ESSA) requires Local Education Agencies (LEAS) to demonstrate that their methodology complies with Section 1118 of ESSA describing a neutral methodology of distributing state and local funds to schools in the District.

The district gives a discretionary budget to each school or stand-alone center. Below are the allocation formulas.

Discretionary Per Pupil Allocation (PPA)

Elementary Schools

PPA

PY 135 ADM	\$85
PY 135 Pupils in Poverty	\$35
PY 135 ADM	\$17 (Supply Allocation)
PY 135 ADM	\$1 (Health Room Allocation)

Middle Schools

PPA

PY 135 ADM	\$90
PY 135 Pupils in Poverty	\$35
PY 135 ADM	\$17 (Supply Allocation)
PY 135 ADM	\$1 (Health Room Allocation)

High Schools

PPA

PY 135 ADM	\$105
PY 135 Pupils in Poverty	\$35
PY 135 ADM	\$17 (Supply Allocation)
PY 135 ADM	\$1 (Health Room Allocation)
PY 135 CTE ADM	\$51
Flat Amount	\$2,930 (Advanced Placement)



Supplement Not Supplant Methodology

At Risk PPA

Richland School District Two

ESSA Title I Part A Supplement, Not Supplant Methodology

General fund allocations are also made specifically to address the needs of students at risk of school failure. Funding is allocated as follows:

<u>At Risk Per Pupil Allocation</u>		
Elementary Schools		
PY 135 Pupils in Poverty	\$165	
Middle Schools		
PY 135 Pupils in Poverty	\$125	
High Schools		
PY 135 Pupils in Poverty	\$90	



Supplement Not Supplant Methodology

Staffing Standards

Richland School District Two ESSA Title I Part A Supplement, Not Supplant Methodology Staffing Standards

Richland School District Two School Staffing Standards								
Elementary			Middle			High		
Position	Membership	FTE/Ratio	Position	Membership	FTE/Ratio	Position	Membership	FTE/Ratio
Principal	Any	1.0	Principal	Any	1.0	Principal	Any	1.0
Assistant Principal	≥ 350	1.0	Assistant Principal	≥ 500	2.0	Assistant Principal	< 750	2.0
	≥ 600	2.0		≥ 800	2.0		≥ 1000	3.0
Media Specialist	< 250	0.5	Media Specialist	< 250	0.5		≥ 2000	4.0
	≥ 250	1.0		≥ 250	1.0	Assistant Administrator	< 750	2.0
Guidance Counselor	> 350	0.5	Guidance Counselor &		300:1		≥ 1000	3.0
	≥ 350	1.0	Career Specialists				≥ 1400	4.0
	≥ 750	1.5					≥ 1700	5.0
	≥ 1000	2.0					≥ 2100	6.0
	≥ 1250	2.5				Media Specialist	≥ 400	1.0
							≥ 1000	2.0
						Guidance Counselor &		300:1
						Career Specialists		Min 1 per GL
Teachers			Teachers			Teachers		
GR 1-5		22:1	GR 6 ELA/Math		20:1	Academic Classes		20:1
GR 1-3 Reading/Math		22:1	GR 6 Other Subjects		20:1	Music & PE		40:1
GR 1-3 Other Subjects		22:1	GR 7-8		20:1	Health		35:1
GR 4-5 Lang Arts/Math		22:1	PE & Music		35:1	Athletic Director	Any	1.0
GR 4-5 Other Subjects		22:1	Health		40:1	Magnet		
Pre Kindergarten		20:1	Technology Specialist	< 500	0.5	Schoolwide		1.0
Kindergarten		22:1		≥ 500	1.0	School within a school		2.0
Art	> 350	0.5	Academic Effectiveness	Any	0.5	ROTC		2.0
	≥ 350	1.0	AVID	Any	0.5	Technology Specialist	Any	1.0
	> 750	1.5	Magnet					
	≥ 1000	2.0	Schoolwide		1.0	Career Prep		3.0
	≥ 1250	2.5	School within a school		2.0	Extra Curricular Tutorial		0.25
						Arts Magnet PCA		2
Music		Max class size 40				HS Initiatives		
Physical Education		Max class size 28	Orchestra	< 500	0.5	Orchestra	< 500	0.5
Technology Specialist	< 350	0.5		≥ 500	1.0		≥ 500	1.0
	≥ 350	1.0	Band	Any	1.0	Band	Any	1.0
Nurse	< 350	0.5	Nurse	Any	1	Nurse	Any	1
	≥ 350	1.0	Psychologist	< 500	0.5	Psychologist	< 500	0.5
Psychologist	Any	0.5		≥ 500	1.0		≥ 500	1.0
Classified Staff			Classified Staff			Classified Staff		
Administrative Assistant	Any	1.0	Administrative Assistant	Any	1.0	Administrative Assistant	Any	1.0
Student Data Coordinator	Any	1.0	Student Data Coordinator	Any	1.0	Student Data Coordinator	Any	1.0
Attendance Secretary	Any	1.0	Secretary II (185 day)	> 750	1.0	Secretary II (215 day)	Any	3.0
Secretary II	> 750	1.0		> 1000	2.0	Secretary II (185 day)	> 1650	2.0
Health Room Aide	Any	1.0	Secretary II Guidance (240 day)	Any	1.0	Secretary II Guidance (240 day)	Any	1.0
Media Aide	Any	1.0	Bookkeeper	Any	1.0	Bookkeeper	Any	1.0
GR 1-5 Instruc. Aides	< 600	2.0	Media Aide	Any	1.0	Media Aide	Any	1.0
	600-749	3.0	Health Room Aide	Any	1.0	Health Room Aide	Any	1.0
	750-899	4.0	Instructional Aides	< 850	2.0	Clerical - Fees	Any	1.0
	900-1050	5.0		850-1099	3.0	Instructional Aides	< 1400	4.0
	> 1050	6.0		1100-1349	4.0		1400-1699	5.0
Kindergarten Aides	Any	1 per classroom		1350-1600	5.0		1700-1799	6.0
							1800-2000	7.0
						Maintenance Worker	Any	1.0



Related Documents

- SCDE may request that LEAs attach additional documentation to funding application
- SCDE can provide document template
- Documents may be required or optional
- Clicked links will open in new browser window

Related Documents

0701 - Beaufort County School District (0701) Public District - FY 2019 - Title V - Rev 0 - Title V

Go To

Optional Documents		
Type	Document Template	Document/Link
Additional Documentation	N/A	Upload New



What must be included in a LEA Title I Plan?

Under Section 1112 of ESEA, the district plan must describe:
How the LEA will identify and address disparities that result in low-income and minority students being taught by ineffective, out-of-field, inexperienced teachers.

- Poverty criteria the LEA will use to select served schools
- The services to be provided to homeless children and youth
- Strategies for parent and family engagement
- How the LEA will support, coordinate, and integrate Title I services for preschool students with other early childhood programs (if applicable)



Equitable Services



SOUTH CAROLINA
DEPARTMENT OF EDUCATION

History



Established in 1965, under the Elementary and Secondary Education Act (ESEA)

Reauthorized in 2002 under the No Child Left Behind Act (NCLB)

Reauthorized again in 2015 under the Every Student Succeeds Act (ESSA)

Requires local education agencies (LEAs) to provide services for eligible private school students according to Federal Guidance.

Title I Purpose

- ESSA Title I, Section 1117 – LEAs must provide educational services and benefits to eligible private school students (and teachers) that are equitable in comparison to the Title I services provided to public school students.



Title VIII Purpose

- ❖ ESSA Title VIII, Section 8501 covers a similar principle
 - ❖ An LEA participating in a covered ESEA program, in consultation with appropriate private school officials, to provide eligible private school children with appropriate private school officials, to provide eligible private school children and educators with services or benefits and educators with services or other benefits that are equitable to those provided to eligible public-school children and educators.



General Rule – Grant Eligibility

- All Private Schools are eligible to participate
- Private Schools must be non-profit (LEA must verify)
- Consultation should happen for Title I, Part A, and Title VIII, Part F
- Title VIII, Part F:
 - Title I, Part C - Education of Migratory Children
 - Title II, Part A - Supporting Effective Instruction
 - Title III, Part A - English Language Acquisition, Language Enhancement, and Academic Achievement
 - Title IV, Part A - Student Support and Academic Enrichment Grants
 - Title IV, Part B - Nita M. Lowey 21st Century Community Learning Centers (21st CCLC)
 - Title IV, Part F, section 4631 - Project SERV.



LEA Responsibility

As the LEA, you should:

- Identify and reach out to all private schools inside and outside of the geographic boundaries (Title I, Part A Only)
- Reach out to all private schools in the geographic boundaries (Title VIII, Part F)
- Invitations sent to attend the meeting
- Verify the physical location of the school
- Verify the school is non-profit
- List all available services
- Important – Set specific deadlines
- Ensure all services are secular, neutral, and non-ideological
- Ensure services go to low-achieving students at participating schools
- Maintain control of ALL funds, materials, equipment, and property purchased
- Maintain ongoing communication with the private schools

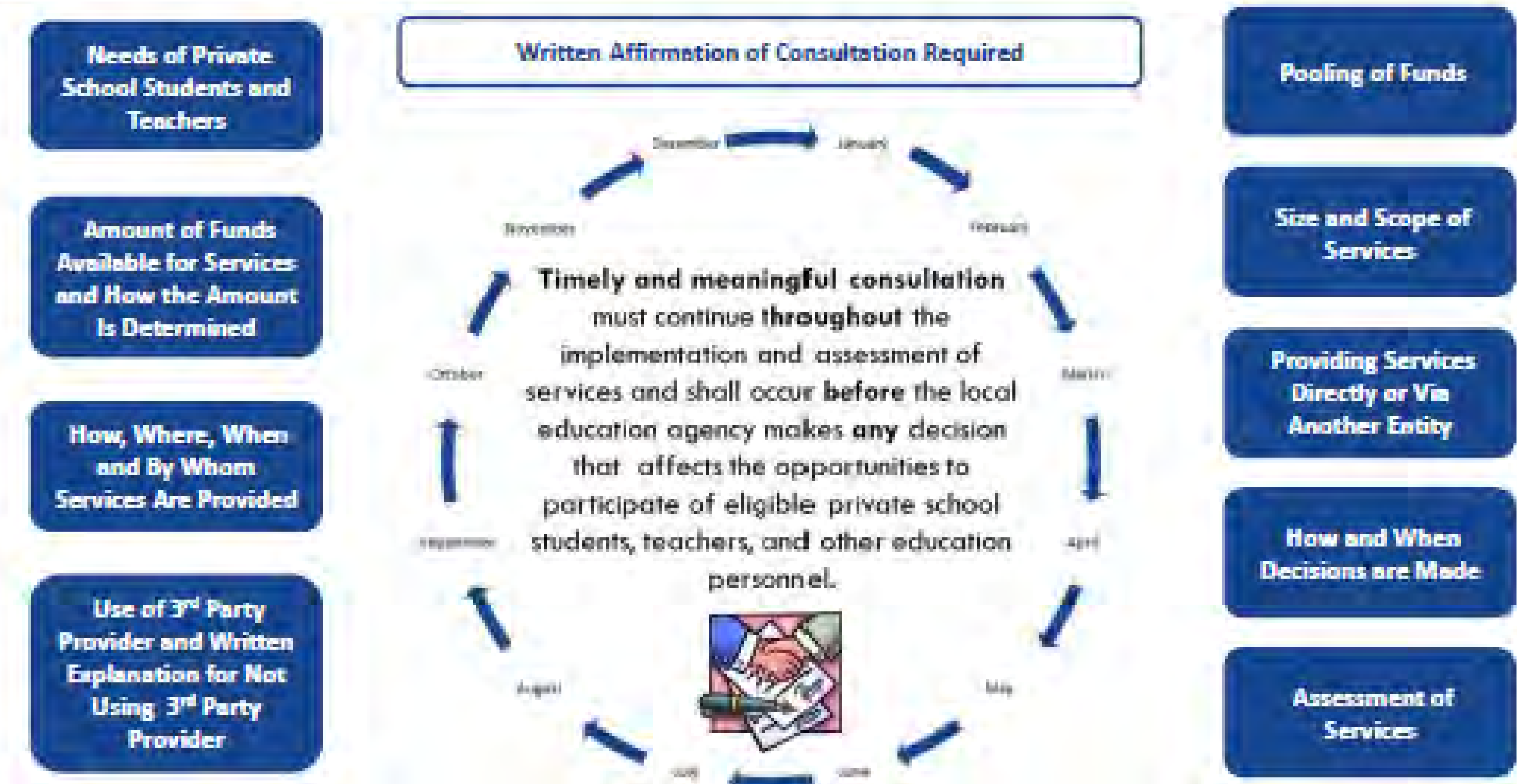
Reminder: 25-mile radius rule no longer exists

SEA Ombudsman Role

- ❖ The equitable services ombudsman is the state's primary point of contact for addressing questions and concerns pertaining to the equitable services requirements under Title I and Title VIII of ESEA, as amended by ESSA.
- ❖ Ensure that monitoring protocols are being followed and take an active role in the monitoring process
- ❖ Serve as a general resource regarding equitable services requirements for both LEAs and private school officials
- ❖ Establish a process for receiving documentation of agreement from LEAs consistent with the consultation requirement that the results of such agreement shall be transmitted to the ombudsman. (ESEA section 1117(b)(1))
- ❖ Participate in the State's Title I Committee of Practitioners (ESEA section 1603(b)) and, as applicable, nonpublic schools working group.



Consultation



Consultation – Both Title I, Part A and Title VIII, Part F

Children's needs and how they are identified

What services

How, where, by whom services to be provided

Size and scope of program

Data to ID students

How and when LEA makes decisions

Services to be provided directly or through a third party

School by school or pooling

Time of day for provision of services

Coordination with other programs



Additional Topics of Consultation

Both Title I, Part A, and Title VIII, Part F

- Administrative costs of providing equitable services
- Indirect costs
- Services and activities for teachers of participating private schools' students
- Family engagement activities
- Any funds available for carryover
- Transferring funds
Title II, Part A or Title IV, Part A into Title I, Part A (see B-23 through B-25)



Document – Civil Right Certificate

- Not required to be completed
- Should not be used any longer and should be removed immediately.
- It is a violation, and you will be cited if audited

IF YOUR SCHOOL CHOOSES TO PARTICIPATE, PLEASE SIGN AND RETURN THE ATTACHED "CIVIL RIGHTS CERTIFICATE" ALONG WITH THIS FORM.

The law requires that private schools receiving services from federal funds, must comply with Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, and the Age Discrimination Act of 1975. Enclosed please find a copy of the "Civil Rights Certificate" that **MUST** be signed by private schools wishing to participate.

Civil Right Certificate **(required only if participating in federal programs)**

Assurance of Compliance with the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, and the Age Discrimination Act of 1975.

This applicant assures that it will comply with:

1. Title VI of the Civil Rights Act of 1964, as amended, 42 U.S.C. et seq., which prohibits discrimination on the basis of race, color, or national origin in programs and activities receiving federal financial assistance.
2. Section 504 of the Rehabilitation Act of 1973, as amended, 29 U.S.C. 794, which prohibits discrimination on the basis of handicap in programs and activities receiving federal financial assistance.
3. Title IX of the Education Amendments of 1972, as amended, 20 U.S.C. 1681et seq., which prohibits discrimination on the basis of sex in education programs and activities receiving financial assistance.
4. The Age Discrimination Act of 1975, as amended, 42 U.S.C. 6101 et seq., which prohibits discrimination on the basis of age in programs or activities receiving federal assistance.
5. All regulations, guidelines, and standards lawfully adopted under the above statutes by the United States Department of Education.

The applicant agrees that compliance with this Assurance constitutes a condition for the participation of children enrolled in this private school in an ESEA Title I program, and that it is binding upon the applicant, its successors, transferees, and assignees for the period during which such assistance is provided. In the event of failure to comply, the applicant understands that assistance can be terminated and applicant denied the right to receive further assistance. The applicant also understands that the Department of Education may at its discretion see a court order requiring the compliance with the terms of the Assurance or seek other appropriate judicial relief.



Private Schools

Private Schools
All private schools in the geographical boundary only, should be <u>listed</u> and participation status is clearly indicated. (Check participation letters for accuracy)
All documents must be loaded to Related Documents Field. - See <u>Related Documents</u> Section for required documents.
Calculation of private school proportion has been determined. (If a district is transferring funds into Title II, contact Theresa and verify that the private school proportion reflects the additional <u>funds</u>).
Private School Documentation – Review requirements under the related document section

Not Applicable

Non-Participating Private Schools

School Name	Status
Cathedral Academy	Contacted - Not Participating
Trinity Classical Academy	Contacted - No Response

Participating Private Schools

School Name	Enrollment	Equitable Share
Pinewood Preparatory School	863	\$ 24,871.66
Summerville Catholic School	206	\$ 5,936.92

Formula to Determine Amount for Equitable Services

A.	Number of Students	
A1.	District student enrollment	25,150
A2.	Participating private school enrollment	1,069
A3.	Total number of students (A1 + A2)	26,219
B.	Title II, Part A Total Allocation	\$ 755,592.93
C.	Per Pupil Rate	\$ 28.82
D.	Equitable Services	
	Amount district must reserve for equitable services for participating private schools (A2 x C).	\$ 30,808.58

Optional Documents		
Type	Document Template	Document/Link
Private School Response	N/A	 Private School Invite  Private School Response  Private School Planning Meeting  Private School Needs Assessment

Private Schools Page

Private Schools Page

All private schools in the geographical boundary and private schools outside the boundaries with known district students attending are listed, and participation status is clearly indicated. (Check participation letters)

Calculation of private school proportion has been determined.

Completed Private School Documentation must be added to Related Documents (Invitations with established deadlines, Letters of Intent with established deadline (original mailing and returned responses), Certified Mailing receipts with USPS stamp or receipt, returned mail, or any email communications (additional contact proof for no response received or any decline of funding).

New Hope Treatment Centers	Non-Responsive
Providence Classical School	Non-Responsive
Tega Cay Christian School	Non-Responsive
The Goddard School	Non-Participating
Westminster Catawba Christian School	Non-Participating

nstructions:

1. If taking Indirect cost on private schools, enter the amount taken for each school. The maximum amount that can be taken for the school is shown.

2. Note: The formula for Indirect Cost (IDC) is "Allocation - Allocation/(1+IDC rate) = Maximum IDC"

3. The total amount for the Indirect Cost Taken should be budgeted to code 430 Indirect Cost Transfer.

4. The Private School Share amount minus any Indirect Cost Taken amount should be budgeted to code 370 Non-public School Services.

Participating Schools						
School	# Low Income Private School Students (from Title I Attendance Areas)	Total Allocation for this Private School	Parent and Family Engagement	Indirect Cost (Maximum allowed)	Indirect Cost Taken	Amount Available for Services to Students and Professional Development
St. Anne Catholic School	3.00	\$ 5,358.81	\$ 53.59	\$ 227.32	\$ 268.18	\$ 5,037.04
Totals:	3.00	\$ 5,358.81	\$ 53.59	\$ 227.32	\$ 268.18	\$ 5,037.04

\$ 4,567,495.16	Original Allocation	\$ 1,786.27	Average PPA for Public and Private	4.43	% Indirect Cost Rate
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Equitable Share Calculation		
	Public School Share	Private School Share
# Low Income	2,554.00	3.00
Proportion of Low Income	99.88 %	0.12 %
Proportionate Share of Allocation	\$ 4,562,136.35	\$ 5,358.81
Indirect Cost Taken on Private Schools (budget to Object Code 430)		\$ 268.18
Private School Allocation (code to 370)		\$ 5,090.63

Equitable Services & Parent & Family Engagement Activities

Participating Schools						
School	# Low Income Private School Students (from Title I Attendance Areas)	Total Allocation for this Private School	Parent and Family Engagement	Indirect Cost (Maximum allowed)	Indirect Cost Taken	Amount Available for Services to Students and Professional Development
Our Lady of Peace School	20.00	\$ 18,355.93	\$ 183.56	\$ 519.05	\$ 415.45	\$ 17,756.92
Totals:	20.00	\$ 18,355.93	\$ 183.56	\$ 519.05	\$ 415.45	\$ 17,756.92

\$ 10,338,059.78 Original Allocation	\$ 917.80 Average PPA for Public and Private	2.91 % Indirect Cost Rate
--------------------------------------	--	---------------------------

- LEA's must reserve at least 1% of the private school proportional share to carry out parent and family engagement activities.
- An LEA must ensure that teachers, parents, and families participate, on an equitable basis, in services and activities for parents and families.
- Activities of private school participants must be planned and implemented after meaningful consultation with private school officials and parents and families.



Private School Documentation

Completed Private School Documentation must be added to Related Documents (Invitations with established deadlines, Letters of Intent with established deadline (original mailing and returned responses), Certified Mailing receipts with USPS stamp or receipt, returned mail, or any email communications (additional contact proof for no response received or any decline of funding).

Optional Documents		
Type	Document Template	Document/Link
Private School Response	N/A	Upload New
Private Schools Affirmation of Consultation	 Affirmation of Consultation Form	Upload New





Equitable Services Resources



SCDE Website

[Home](#) / [Policy](#) / [Federal Education Programs](#)



ESSA Title IX, Part A McKinney-Vento Homeless Assistance Act

- [Overview](#)
- [Information for Parents or Guardians of Homeless Children](#)
- [Resources for Educators of Homeless Children](#)

Equitable Services to Private Schools

- [Title I, Part A of the Elementary and Secondary Education Act of 1965, as Amended by the Every Student Succeeds Act: Providing Equitable Services to the Eligible Private School Children, Teachers, and Families](#)
- [Title VIII, Part F of the Elementary and Secondary Education Act of 1965: Equitable services for Eligible Private School Children, Teachers, and other Educational Personnel](#)
- [2025-2026 Affirmation of Consultation](#)

Every Student Succeeds Act (ESSA)

- [Consolidated State Plan](#)
- [SC School Report Cards](#)
- [ESSA Waivers](#)



Federal Guidance

- Title I Equitable Services Guidance:
<https://oese.ed.gov/files/2023/05/Title-I-ES-guidance-revised-5-2023.pdf>
Revised May 17, 2023
- Title VIII Equitable Services Guidance:
<https://www2.ed.gov/about/inits/ed/non-public-education/files/esea-titleviii-guidance-2023.pdf>
Revised July 17, 2023





Contact Information

Theresa Gregory

Email: tgregory@ed.sc.gov

Phone Number: (803) 734-3749

Equitable Services

Email: EquitableServices@ed.sc.gov



LEA Set Asides



District Set-Asides

Definition: Reservations for district-wide activities that are taken from the current year Title I allocation prior to distributing funds to schools.



Required Set-Asides:

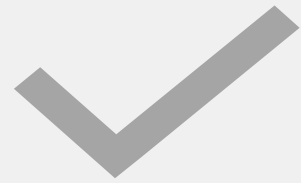
- **Parent and Family Engagement** - One percent (1%) of the current year allocation must be reserved (if current allocation is \$500,000 or more).
 - Ninety (90) percent of the 1% for Parent Involvement **must** be allocated to Title I schools.
Note: If served from the LEA, the GEMS narrative must clearly describe how schools are receiving their fair share of parenting funds. Coordinators are encouraged to push the funds down into the schoolwide plans.
- **Homeless** - District **must** set aside funds for homeless.



What if my Title I allocation is less than \$500,000?



You **ARE NOT** required to reserve 1% of your allocation



You **ARE** required to follow the expectations of ESEA Section 1116.

LEA Requirements according to ESEA 1116

- Activities and strategies should be consistent with the LEA's Parent and Family Engagement policy.
- LEAs must ensure that activities and strategies include at least one of the following:

Supporting PFE PD for LEAs and Schools

Supporting programs that reach parents at home, in the community and in schools

Disseminating information on best practices focused on Parent and Family Engagement

Collaborating or providing allocations to schools to collaborate with community based organizations that have a record of success of increasing parent and family engagement



Additional Information on Title I Parent and Family Engagement Requirements

SC Parent and
Family School
Requirements

Title I, Parent &
Family Engagement
Non-regulatory
Guidance



Required LEA Set Asides

LEA Set Aside Page

The LEA set-aside at least 1% of its new allocation for PFE. (If LEA receives >= \$500,000)

The LEA set-aside funds for the homeless. (Ideally, \$100 - \$200 per MKV student)

Homeless use of funds is identified

Required LEA Set Asides

Set Aside Item	AMOUNTS ASSIGNED TO THE DISTRICT ONLY - (Do not include school amounts - school amounts are entered in the budget page)	Narrative
Parent and Family Engagement (minimum of 1% of your Public Share allocation if your Title I, Part A allocation is at least \$500,000). 90% of funds must be distributed to schools. For LEAs receiving at least \$500,000 in Title I allocations: \$ 9,888,993.75 - your Title I, Part A original public share amount \$ 98,889.94 - 1% of your Title I, Part A original public share amount - (Total Contributed from Schools + District Set Aside) must meet this minimum \$ 89,000.95 - 90% of the above number (this amount must be distributed to your schools for parent and family engagement activities) \$ 521,154.90 - Total Contributed from Schools (from Budget Code 188) \$ 610,281.36 - Total Parent and Family Engagement (Total Contributed from Schools + District Set Aside)	* \$ 89,126.46	* Materials, Supplies, and Copy Costs- flyers, newsletters, brochures, and notices; postage for parent letters and flyers for events; parent communication folders; ink/toner, cartridges to print newsletters, flyers, brochures, notices; hands-on materials/manipulatives for subject area parent nights/workshops; refreshments for parent meetings/workshops. Funding will be allocated at the school level, at the district level for homeless outreach to families within the district, and for the early learning 4K program Check Spelling 514 of 8000 characters
Homeless (which Homeless method is used for the set-aside?) ☒ #1 - Identify homeless students' needs, and fund accordingly. ☐ #2 - Obtain count of homeless students and multiply by Title I per pupil allocation. ☐ #3 - Reserve an amount of funds greater than or equal to the amount of the LEA McKinney-Vento subgrant. ☐ #4 - Reserve a specific percentage based on the district's poverty level or total Title I, Part A allocation.	\$ 198,000.00	Homeless Purchased Services Homeless Materials Homeless Taxi Transportation Bus Driver Salary- Homeless Bus Driver Benefits- Homeless Bus Permits- Homeless Check Spelling 155 of 8000 characters
Total:	\$ 287,126.46	



Homeless Set-aside Reminders

- Above and beyond what is already provided to students experiencing homelessness under Title I, Part A.
- An LEA should not reserve the same amount of Title I, Part A funds over multiple years when the student count increased or decreased significantly from the previous year.
- Evaluate. Is the set-aside improving outcomes? Is the amount sufficient to meet the student's needs?
- No “money parking”. TIPHA has the same expectations.
- Foster Care transportation cannot be included in TIPAH plan. Foster Care transportation can be in a different set-aside.



District Set-Asides (Instructional Programs)

Equitable Services Requirement for Title I Set-Asides

Key Rule:

If the district reserves Title I funds for instructional activities or professional development for public Title I schools, it must also:

- Provide equitable services from those same funds to eligible private school children and educators

Examples of Funded Activities:

- Summer School
- Professional Development (for teachers & paraprofessionals)
- Parental Involvement Activities



Things to Keep in Mind-Supplemental District Set-Asides

Supplement, Not Supplant (SNS)

- All plans must be reviewed to ensure they do not violate SNS rules
- District set-asides follow the old SNS methodology

Evaluate Funding Placement

- Carefully examine activities, programs, or interventions:
 - Do they belong in a school allocation or a district set-aside?

Justification is Key

- Maintain a clear rationale for choosing district-level funding over direct school allocation
- Be prepared to defend the decision based on need, efficiency, or broader impact



Supplemental District Set-Asides

Monitoring Findings: Misuse of District Set-Asides

What USED Found:

- Funds from district set-asides were used or distributed to schools
 - Without considering school poverty levels or
 - Ignoring per pupil allocation (PPA) requirements
- Contact your Program Manager if needed for technical assistance to ensure compliance with Title I fund distribution rules.



Supplemental District Set-Asides

Rationale & Requirements for District Set-Asides

-Clear Rationale is Essential: Set-asides must have a documented and justifiable purpose

Examples include:

- LEA Administration
- District-sponsored Title I summer school (serving multiple schools)
- Pre-K Programs

-Private School Consultation Required

- If serving private schools, districts must consult with private school officials during the planning of supplemental set-asides

-Unallowable Set-Asides

- ✗ Supplies or technology purchases without a tie allowable activity are not permitted
- ✓ Place bulk purchases (e.g., supplies, tech) in schoolwide program plans



Supplemental District Set-Asides

Examples of Allowable District Set-Asides:

- Job Embedded Professional Development
 - Instructional Coaches at Title I schools with identified needs
- Extended learning time for Title I schools
 - After-school programs, summer learning, or extended day



Supplemental District Set-Asides

Examples of Allowable District Set-Asides:

- Job Embedded Professional Development
 - Instructional Coaches at Title I schools with identified needs
- Extended learning time for Title I schools
 - After-school programs, summer learning, or extended day



Optional Set Asides

Additional LEA Set Aside Page
Additional set asides have been filled out including activity, use of funds, and project activity cost.
Administrative salaries/benefits match the percentage of time spent on Title I duties.
Additional LEA Set Asides are suitable as district set asides (Would they be suitable at the school level?)
The activities are allowable and reasonable.

Optional LEA Set Asides		
Set Aside Item	Amount	Narrative
Administrative	\$ 247,080.66	Title I Coordinator (70%) Title I Financial Secretary (80%) Title I Documentation Secretary (30%) Supplies and materials and technology to maintain the grant Travel/Conferences for Administration of the Program
Neglected and Delinquent	\$ 0.00	
Other Instructional Programs	\$ 305,135.39	Summer Learning and Enrichment Program 2026 - Three week summer camp will provide instructional support and enrichment to students in all Title I elementary schools. Out of School Coordinator, 30 days - this position would lead the summer camp work by recruiting staff, advertising the program to families, writing curriculum that aligns to SCCCR, coordinating transportation and food services, and operation of the camps during June 2027.
☒ Foster Care Transportation Other (Please Describe)	\$ 250.00	Transportation for Foster Children to and from School for Best Interest Determination (BID)



Table Talk:

Questions regarding District Level Set Asides



School Allocations



School level Allocations

- The district has discretion in determining the per-pupil amount.
- Schools must be served by rank order according to the school eligibility page.
- This amount may be determined by a formula with the same per pupil amount in each of the schools served.
- The district may also determine poverty bands with a lesser per pupil amount allocated to the poverty band with a lesser poverty percentage.
- The district must provide the highest-ranked poverty school with more funding or equal to the amount given to the other served schools.
- Remember that **poverty** is the only factor on which a district may determine funding. In other words, an LEA may not allocate funds based on the instructional model, educational need, or any other non-poverty factor. *Section 1113 (1)(A)(3)*



Methods for Determining Poverty Rates

Aa district may use **one option** for an apples-to-apples comparison:

Option 1: Meal Data

- Free and Reduced Lunch Count
- National School Lunch Program application

Option 2: Direct Certification

- Supplemental Nutrition Assistance Program (SNAP)
- Temporary Assistance for Needy Families Program (TANF)

Option 3: Pupils in Poverty (Highly recommended and provided by SCDE)

- Supplemental Nutrition Assistance Program (SNAP)
- Temporary Assistance for Needy Families (TANF)
- Medicaid (within three years)
- Foster Care, Migrant, and Homeless/Runaway



School Eligibility and Fund Distribution

School Eligibility Criteria

A school may receive Title I funds if:

$\geq 35\%$ of students are from low-income families, **or**
The school's **poverty rate $\geq$ district's average poverty rate**

LEA Fund Distribution Options

LEAs may choose one or more of the following rules:

- **75% Rule**
(Prioritize schools with $\geq 75\%$ poverty first)
- **Grade Span Rule**
(Distribute funds by grade level groupings – e.g., K–5, 6–8, 9–12)
- **Small District Exemption**
(Districts with $< 1,000$ students have more flexibility)
- **High School Rule**
(May serve high schools under 75% before lower-grade schools)



School Eligibility

Contacts	Yes	No	NA
Ensure that all contacts have been updated (Title I, Parenting, Foster Care).			
Eligibility	Yes	No	NA
All K–12 schools (public and charter) have been listed, ranked by percent based on Direct Certification, Pupils in Poverty, or FRL Meals – If using FRL double check schools receiving CEP			
School poverty data has been entered and verified. (SCDE PIP Report or Related Documents)			
Eligible and served schools have been marked.			
Private school poverty count is listed correctly. (If private schools are being served, there should be data in Columns F & K)			

Grade Span	Service	K-12 Public Enrollment	K-12 Private School Count	All Students (K-12 Public Enrollment + Private School count)	Poverty Factor	Public Count	Adjusted Public Count	K-12 Low Income Students			Percent (I+K)/G	Adjusted Percent L/G	Sort Order (Asc)
C	D	E	F	G	H	I	J	K	L	M	N	O	
PK-5	Schoolwide ▼	469	0	469	PIP (Pupils in Poverty) ▼	418	418		418	89.13 %	89.13 %		
PK-5	Schoolwide ▼	442	0	442	PIP (Pupils in Poverty) ▼	393	393		393	88.91 %	88.91 %		
K-5	Schoolwide ▼	352	0	352	PIP (Pupils in Poverty) ▼	304	304		304	86.36 %	86.36 %		
PK-5	Schoolwide ▼	370	0	370	PIP (Pupils in Poverty) ▼	308	308		308	83.24 %	83.24 %		
PK-5	Schoolwide ▼	481	0	481	PIP (Pupils in Poverty) ▼	394	394		394	81.91 %	81.91 %		
6-8	Schoolwide ▼	596	0	596	PIP (Pupils in Poverty) ▼	483	483		483	81.04 %	81.04 %		
6-8	Schoolwide ▼	572	0	572	PIP (Pupils in Poverty) ▼	435	435		435	76.05 %	76.05 %		
PK-5	Schoolwide ▼	537	0	537	PIP (Pupils in Poverty) ▼	395	395		395	73.56 %	73.56 %		
9-12	None ▼	843	0	843	PIP (Pupils in Poverty) ▼	616	616		616	73.07 %	73.07 %		
K-5	Schoolwide ▼	645	0	645	PIP (Pupils in Poverty) ▼	463	463		463	71.78 %	71.78 %		
9-12	None ▼	1675	0	1675	PIP (Pupils in Poverty) ▼	1175	1175		1175	70.15 %	70.15 %		
6-8	Schoolwide ▼	687	0	687	PIP (Pupils in Poverty) ▼	479	479		479	69.72 %	69.72 %		
K-5	Schoolwide ▼	314	0	314	PIP (Pupils in Poverty) ▼	185	185		185	58.92 %	58.92 %		
PK	None ▼	0	0	0	Select... ▼	0	0		0	0.00 %	0.00 %		
	None ▼	0	0	0	Select... ▼	0	0		0	0.00 %	0.00 %		
		7983	0	7983		6048	6048	0	6048	75.76 %	75.76 %		



Grade Span	Service	K-12 Public Enrollment	K-12 Private School Count	All Students (K-12 Public Enrollment + Private School count)	Poverty Factor
C	D	E	F	G	H
PK-5	Schoolwide ▼	469	0	469	PIP (Pupils in Poverty) ▼
PK-5	Schoolwide ▼	442	0	442	PIP (Pupils in Poverty) ▼
K-5	Schoolwide ▼	352	0	352	PIP (Pupils in Poverty) ▼
PK-5	Schoolwide ▼	370	0	370	PIP (Pupils in Poverty) ▼
PK-5	Schoolwide ▼	481	0	481	PIP (Pupils in Poverty) ▼
6-8	Schoolwide ▼	596	0	596	PIP (Pupils in Poverty) ▼
6-8	Schoolwide ▼	572	0	572	PIP (Pupils in Poverty) ▼
PK-5	Schoolwide ▼	537	0	537	PIP (Pupils in Poverty) ▼
9-12	None ▼	843	0	843	PIP (Pupils in Poverty) ▼
K-5	Schoolwide ▼	645	0	645	PIP (Pupils in Poverty) ▼
9-12	None ▼	1675	0	1675	PIP (Pupils in Poverty) ▼
6-8	Schoolwide ▼	687	0	687	PIP (Pupils in Poverty) ▼
K-5	Schoolwide ▼	314	0	314	PIP (Pupils in Poverty) ▼
PK	None ▼	0	0	0	Select... ▼
	None ▼	0	0	0	Select... ▼
		7983	0	7983	



Private School Count

Private school poverty count is listed correctly. (If private schools are being served, there should be data in Columns F & K)

K-12 Public Enrollment	K-12 Private School Count	All Students (K-12 Public Enrollment + Private School count)	Poverty Factor	K-12 Low Income Students					
				Public Count	Adjusted Public Count	Private Count	Total Low-Income J+K	Percent (I+K)/G	Adjusted Percent L/G
E	F	G	H	I	J	K	L	M	N
712	122	834	PIP (Pupils in Poverty) ▼	520	520	65	585	70.14 %	70.14 %
681	157	838	PIP (Pupils in Poverty) ▼	511	511	70	581	69.33 %	69.33 %
646	49	695	PIP (Pupils in Poverty) ▼	417	417	18	435	62.59 %	62.59 %
626	13	639	PIP (Pupils in Poverty) ▼	378	378	6	384	60.09 %	60.09 %
0	0	0	Select... ▼	0	0		0	0.00 %	0.00 %
2665	341	3006		1826	1826	159	1985	66.03 %	66.03 %



Allocations to Served Schools

Allocations to the Served Schools

All schools with > 75% poverty are served before serving any schools at or <75%.

Higher ranked schools receive > or = to PPA of lower ranked school.

Total Available for School Allocations: **\$2,861,455.45**
Average Per Pupil Amount (PPA): **\$899.83**

Low Income		School Allocations		
Adjusted Percent	Adjusted Public Count	Sort Order	PPA	Allocation
C	D	E	F	G D x F
85.58%	457	1	1,391.40	\$635,869.80
82.30%	265	2	1,389.25	\$368,151.25
80.00%	392	3	1,123.25	\$440,314.00
75.05%	358	4	816.90	\$292,450.20
74.59%	138	5	816.90	\$112,732.20
72.78%	401	6	816.90	\$327,576.90
71.54%	264	7	816.90	\$215,661.60
68.08%	386	8	517.90	\$199,909.40
63.81%	358	9	517.90	\$185,408.20
57.91%	161	10	517.90	\$83,381.90
Total Adjusted Public Count:	3180	Total Allocations:		\$2,861,455.45
Remaining:				\$0.00



Skipped Schools

Any skipped school is receiving additional Title I-like funds, equal to what the school would have received from Title I.
(Explanation is provided)

Grade Span	Service	K-12 Public Enrollment	K-12 Private School Count	All Students (K-12 Public Enrollment + Private School count)	Poverty Factor	Public Count	Adjusted Public Count	K-12 Low Income Students				Adjusted Percent L/G
C	D	E	F	G	H	I	J	Private Count	Total Low-Income J+K	Percent (I+K)/G		
PK-5	Schoolwide ▼	307	0	307	PIP (Pupils in Poverty) ▼	288	288		288	93.81 %	93.81 %	
PK-K	Schoolwide ▼	216	0	216	PIP (Pupils in Poverty) ▼	202	202		202	93.52 %	93.52 %	
PK-5	Schoolwide ▼	224	0	224	PIP (Pupils in Poverty) ▼	204	204		204	91.07 %	91.07 %	
PK-5	Schoolwide ▼	375	0	375	PIP (Pupils in Poverty) ▼	341	341		341	90.93 %	90.93 %	
1-5	Schoolwide ▼	421	0	421	PIP (Pupils in Poverty) ▼	381	381		381	90.50 %	90.50 %	
6-8	Skip School ▼	896	0	896	PIP (Pupils in Poverty) ▼	796	796		796	88.84 %	88.84 %	
1-5	Schoolwide ▼	478	0	478	PIP (Pupils in Poverty) ▼	424	424		424	88.70 %	88.70 %	
9-12	Skip School ▼	1281	0	1281	PIP (Pupils in Poverty) ▼	1069	1069		1069	83.45 %	83.45 %	
9-12	None ▼	0	0	0	PIP (Pupils in Poverty) ▼	0	0		0	0.00 %	0.00 %	
	None ▼	0	0	0	PIP (Pupils in Poverty) ▼	0	0		0	0.00 %	0.00 %	
		4198	0	4198		3705	3705	0	3705	88.26 %	88.26 %	

Is the LEA electing not to serve or 'skipping' any other eligible schools that have a higher percentage of children from low-income families than the schools that are being served?

If yes, please provide a brief explanation as to:

1) Why the school was skipped and how the school meets the comparability requirements; and

2) How the skipped school is receiving supplemental funds from other state and local sources that either meets or exceeds the amount that would have been provided with Title I, Part A funds AND is being spent in accordance with the Targeted Assistance or Schoolwide program requirements. [Section 1113(b)(D)]

If the LEA is electing to not serve a school with a low-income percentage greater than 75%, an explanation must be provided below.

School Data Collection Page

School Data Collection Page	Yes	No	NA
Selection of eligible Title I schools <u>were</u> determined by one of the following: 35% rule or district average.			

Please answer the following questions regarding the data and process used to determine school(s) eligibility for Title I funds.

1. What source of data was used to determine the Title I eligibility status of the LEA's schools? [Section 1112(b)(1)(G)] Note: The LEA must use the same data set for all schools.

* Method of Allocation of Funds

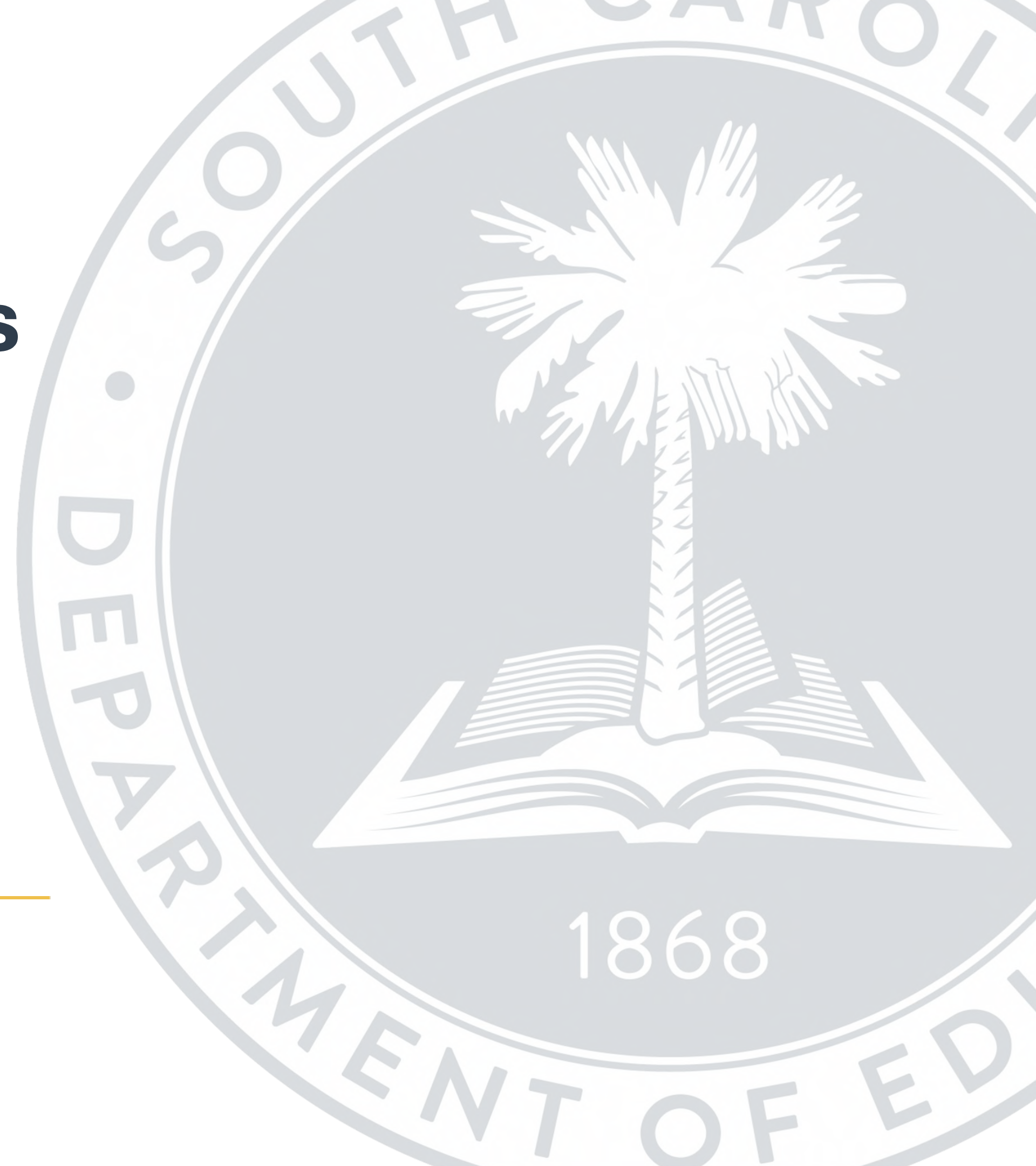
- ☒ Districtwide Rank
- ☐ Grade Span Rank
- ☐ Exception: District enrollment under 1,000 or single school per grade span

Method of Qualification of Attendance Areas in Schools

- ☒ 35% Rule
- ☐ High Schools Greater Than 50% Rule



Schoolwide Programs



Schoolwide Programs – Key Requirements

Supplement, Not Supplant

Targeted Assistance Schools:

Title I funds must *supplement* services for eligible students — not replace state or local funding.

Schoolwide Programs:

Must receive their equitable share of state and local resources *before* using Title I funds.

Allowable Use of Funds

All expenditures must be:

Necessary, Reasonable, & Allocable to achieving Title I goals

Consistency with Program Purpose

Use of Title I funds should always be consistent with the program requirements and the general uses of federal funds.



Purpose and Benefits of Schoolwide Programs



Maximize Funding Flexibility

- Enables strategic use of federal, state, and local resources
- Promotes innovative, schoolwide strategies tailored to student needs

Whole-School Reform

- Supports comprehensive reform efforts
- Prioritizes improving outcomes for lowest-achieving students
- Empowers schools to implement sustainable, systemic changes

Leverage Multiple Funding Streams

- Encourages alignment of Federal and non-Federal funds
- Reduces duplication and increases impact
- Enhances coordination of services and supports

Needs-Based Planning

- Driven by a comprehensive needs assessment
- Schoolwide plans address academic, social-emotional, and behavioral needs
- Informed by data, stakeholder input, and continuous improvement cycles

Schoolwide Program Core Components

1. Comprehensive Needs Assessment

Data-driven review of academic, behavioral, and contextual factors

Identifies strengths, gaps, and areas of greatest need

2. Comprehensive Schoolwide Plan

Aligns strategies and resources with identified needs

Involves all stakeholders: educators, families, and community partners

Focused on improving outcomes for *all* students

3. Annual Review of the Title I Plan

Evaluates the impact of implemented strategies

Informs adjustments and continuous improvement

Ensures accountability and effectiveness



Comprehensive Schoolwide Plan



provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the **challenging State academic standards**;



use methods and instructional strategies that **strengthen the academic program** in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a **well-rounded education**; and

Allowability



Why This Matters

- Ensures compliance with federal requirements
- Protects districts from audit findings and repayment
- Supports effective use of Title I funds for intended purposes
- Key role of coordinators: oversight and documentation



EDGAR Cost Principles

Costs must be:

- Necessary
- Reasonable
- Allocable
- Consistent with state/local policies
- Conform to grant terms and conditions



EDGAR Cost Principles Explained

Necessary

- Tied to identified need in CNA/school plan
- Supports the academic achievement of Title I students
- Not just “nice to have”

Reasonable

- Comparable to market cost
- Would a prudent person approve this purchase?
- Quantity and price both matter

Allocable

- Costs must directly support the Title I program
- Costs must be allocated in proportion to the benefit received by each program



Allowable Cost Examples

- Supplemental instructional staff
- Professional development
- Evidence-based interventions
- Instructional supplies and materials
- Extended learning opportunities
- Family engagement activities tied to student learning
- Data tools directly supporting instruction
- Student Incentives (capped at 1% of school allocation)



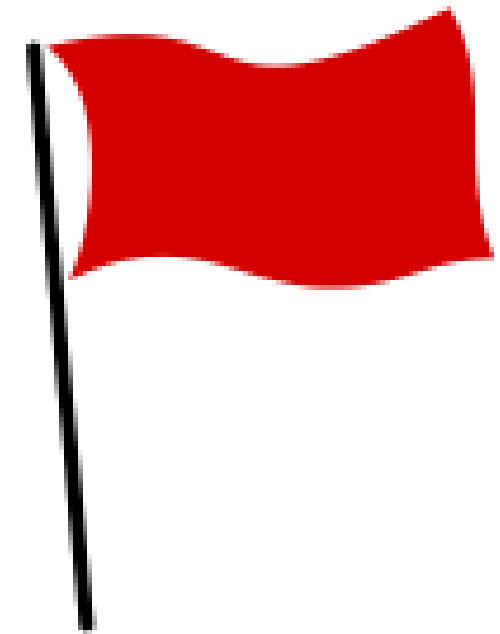
Common **Unallowable** Costs

- General district expenses (core operations)
- Supplanting state/local funding -Title I funds must supplement (add to), not supplant (replace) state and local funds
- Capital improvements (unless specifically authorized)
- Entertainment, field trips, or incentives **not** tied to academic outcomes
- Refreshments for PD or Staff meetings
- Items used for Public Relations (canvas bags, t-shirts)



Red Flags to Watch For

- “We’ve always paid for this with Title I”
- No clear connection to student need
- Large purchases at end of grant period
- Lack of documentation (CNA, plan, inventory, time/effort)



Budgeting — 200.308

- You must have a budget (200.302(b)(5)) and report deviations from that budget
- If you require a revision, you must use the original budget format
- Budget revisions require prior approval if :
 - Change in scope or objective of project
 - Change in personnel named in grant
 - Reduction in effort (25% or 3 month pause)
 - Anything requiring unobtained prior approval
 - Transfer of participant support cost funds
 - New subaward activities (can change awardee)
 - Cost-sharing changes
 - Newly required federal funds
 - Transferring into/out of construction funds
 - No-cost period of performance extensions

Period of Performance

Must timely obligate all funds during the period of performance!

LEAs are provided the initial award period of 15 months (July 1 – Sept 30), with a one-year carryover period under the “Tydings Amendment”

Exceptions: program restrictions (Title I-A, 15%; Perkins, no local carryover); and competitive subgrants (21st CCLC, Adult Ed)



Budget

Budget Page

Ensure that the indirect cost amount does not exceed the maximum allowance.

School funding amounts match the Allocation to the Served School Page

Tags have been assigned to each activity (Reform Strategies, Use of Funds, Identified Needs, and Data).

Reform strategies 1-11 have been addressed with appropriate activities which meet the requirement of the strategies.

Items noted are allowable expenditures under this program and supplemental in nature for LEA set asides.

Private Schools – Expenditures **MUST** utilize Parent and Family Engagement funds. (Minimum requirement is calculated on the Private School page)

The activities are allowable and reasonable **and are based on identified need in the needs assessment summary located in the Related Documents section.**

Staff and FTEs are sufficient to effectively operate the activities.

Professional development is included, which meets the definition/requirements of the law.

Each professional development listed reflects the topic, the consultant's name (if applicable), number of days, and who will be involved in the training. (Template located in the Related Documents field)

Field Trips (if applicable) must reflect school, total student count, location, description of program/activity, academic tie, and total cost. (Template located in the Related Documents field)

Ensure that the budget is balanced.



Budget

Purchased Service

Online Learning Software for Elementary Grades

Purpose of Purchased Service: Purchase an online learning software program to be used in elementary grades. This program will identify student learning gaps through diagnostic assessments and automatically assign targeted practice lessons to address missing skills. In addition, it will enable teachers to monitor students' mastery of grade-level standards at the elementary level.

How It Will Impact Student Achievement: The program will enhance student achievement by closing learning gaps through individualized instruction and continuous progress monitoring. Students will receive personalized support, allowing for more effective remediation and accelerated growth.

Student Impact Measurement Tool: Scale scores generated by the software's assessments will be used to evaluate student progress and program effectiveness.

Funding Source(s): FY26 Title I

The total cost of procurement is \$13,000 and is over the school's procurement threshold of \$10,000. The school will follow procurement guidelines (seek 3 bids or submit NCP form to SCDE).



Provide salaries for 0.25 FTE Art teacher and 1.0 FTE Math Lab teacher.



Budget – Private Schools

Thomas Heyward Academy

Thomas Heyward Academy plans to contract services from LP Tutorial LLC to provide instruction for 10 months at 15 hours per week for a total of 600 hours at \$25.00 per hour at a cost of \$1,500 per month = \$15,000.00 (August 2025 to May 2026). This tutorial service will help struggling readers and writers. The services will be provided in one-on-one or small group targeted instruction. These services include the following: (1) Assess & analyze the reading performance of students to determine reading levels as well as areas of need for up to 18 students; (2) Provide targeted instruction aligned to areas of need identified by the tutor; (3) Provide quarterly reports to administration, teachers and parents about student progress; and (4) attend meetings with administration, teaches, and parents to report progress and receive input to set future goals for students receiving tutoring services.

A non-competitive procurement form will be submitted to the state department for approval.

Legacy Christian Academy

"As part of our Title I programming, Legacy Christian Academy will host an end-of-year event titled **"Bridging the Gap"**. This event is designed to address the academic regression that often occurs during the summer months and to empower parents with the tools and knowledge they need to support their child's continued academic growth.

The primary goals of this initiative are to strengthen the school-home connection, celebrate student progress, and equip families with practical, engaging resources that reinforce literacy and math skills over the summer. During the event, we will recognize student achievements and provide each parent with resource materials designed to help them actively engage in their child's education.

Funds will be used to purchase educational materials such as age-appropriate books, math manipulatives, flashcards, and hands-on learning games. These items will be distributed to families to promote academic engagement throughout the summer and support our broader Title I mission of closing achievement gaps and fostering academic equity."

This initiative will increase our Parent and Family Engagement initiatives.

2.2 PRIVATE SCHOOL: Provide instructional supplies and parenting supplies for St. Martin de Porres School to support student instruction as part of the private school program. Purchases may include books, instructional kits, pens, pencils, paper, presentation supplies and materials, etc.



Budget – Field Trips

2.1 During the 2025-2026 school year, students at Arden Elementary will participate in the following field experiences:

Budget Detail

Riverbanks Zoo in Columbia, SC for 38 students in grade 1 at a cost of \$90 per class per student for admission. The total anticipated cost for admission is \$180 and the total anticipated cost for transportation is \$200. Standards addressed: Science 1-LS1-1.

SC State MuseumTurtle Odessy in Columbia, SC for 24 students in grade 2 at a cost of \$\$3.00 per student for admission. The total anticipated cost for admission is \$72 and the total anticipated cost for transportation is \$200. Standards addressed: Science 2.H.1.

Students who participate in Title I-funded field studies will complete pre-activities and post-activities that align with the core content standards being addressed. Teachers have provided a corresponding Title I Field Experience Curriculum Activities form for each field study listed above.

School/ LEA Set Aside Program	Grade	# of Students	Location	Name of Program	Description of Program, Units of Study, Activities, and Field Trip Dates	Standards	Total Estimated Program Cost	Total Estimated Transportation Cost
Arden Elementary	1	38	Columbia, SC	Riverbanks Zoo Investigating Adaptations	See Associated Richland 1 Field Trip Activity Form	Science 1-LS1-1	\$180.00	\$200.00

Field Trip Request Form

General Information	Description of Program	Units of Study and Standard	Standards-Aligned Activities for Field Experience
School: Arden Grade Level: First Number of Students: 38 Name of Program:Riverbanks Zoo--Investigating Adaptions Location of Program: Columbia, SC Field Trip Dates: March 2026 Cost of Program: \$180 Transportation Cost: \$200	Investigating Adaptations Program (1st grade): Students will put their observation and critical thinking skills to the test as they discover how wildlife adaptations help us all survive, grow and meet our needs.	SC State Standards: 1-LS1-1	Pre-field study: Students will learn what it means to adapt and change in order to survive in different enviornments. During field study: Students will learn about different wildlife and plants and learn about the adaptations they have made in order to survive. Post-field study: Students will complete a chart about some of the animals and plants they learned about and the adaptations they have made over time



Budget – Professional Development

Provide teachers and administrators the opportunity to attend state conferences that offer vibrant networking and learning experiences for educators.

<https://rdw.rowan.edu/cgi/viewcontent.cgi?article=3812&context=etd>
<https://pmc.ncbi.nlm.nih.gov/articles/PMC6007782/>

Budget Detail

Goal: The percent of students in K-5 meeting Fall to Spring Growth targets on NWEA MAP math will increase at least 3%. The percent of students in K-5 meeting Fall to Spring Growth targets on NWEA MAP reading will increase at least 3%

Progress Monitoring: Sign-in sheet, agenda, and presentation to support PD provided or PD presented after attendance of the conference. The impact of these PD's on student achievement will be measured using Aimsweb Progress monitoring bi-weekly and FSS done quarterly. District common assessments taken after each unit throughout the year in Reading. Sign-in sheet, agenda, and presentation to support PD provided or PD presented after attendance at the conference.

Grant	Conference Name and Location	School/LEA Programs, Maximum Number of Attendee(s) by School, Role of Attendee(s)	Estimated Total Cost	Estimated Cost Per Attendee	Justification/Connection to School Needs Assessment	Evaluation and Follow-Up
		PD Tracker			Based on our school's needs assessment, there is a demonstrated need to strengthen math instruction and improve student outcomes in mathematics across grade levels. This specialized conference directly addresses that need by providing targeted professional development for math educators. Through sessions on evidence-based instructional practices, innovative tools, and differentiated strategies, teachers will gain the skills necessary to engage students in meaningful problem-solving and deepen their understanding of mathematical concepts. Participation in this conference supports our Title I plan by aligning with our goal to increase student achievement in math and ensure all educators are equipped to meet the diverse academic needs of our learners.	Following attendance at the conferences, participating teachers will share key takeaways and best practices with the full instructional staff through structured professional development sessions. This ensures that the learning is disseminated school-wide and contributes to our collective goal of improving math instruction and student outcomes. Evidence of implementation will include a sign-in sheet, agenda, and presentation from both the attended conference and the subsequent in-house PD sessions. These artifacts will demonstrate how the professional learning is being transferred into classroom practice, supporting a culture of continuous improvement at East Edisto Middle School.
Title I	2025 SCCTM Math Conference: Greenville, SC	Three teachers	\$2,610	\$870: Registration \$210; Hotel \$320; Food \$50; Transportation \$280		



Related Documents

Related Documents
The needs assessment is appropriate, indicates a review of test data and other appropriate data sources, and identifies the needs based on the data and identifies how Title I funding will support the identified needs.
All Private School documentation • Invitations with established deadlines • Letters of Intent with established deadline (original mailing and returned responses) • Certified Mailing receipts with USPS stamp or receipt, returned mail, or any email communications (additional contact proof for no response received or any decline of funding). • Needs assessment documentation • Affirmation of Consultation emailed to Equitable Services email (<u>Participating Private Schools Only</u>).
LEA Parent & Family Plan is uploaded
Field Trip template is uploaded, if necessary
Professional Development template is uploaded, if necessary
Supplement Not Supplant Methodology is uploaded to include both financial and staffing ratios.



Related Documents

Required Documents		
Type	Document Template	Document/Link
Supplement Not Supplant Documentation [Upload 1 document(s)]	N/A	 Supplement, not Supplant Methodology
Comprehensive Needs Assessment [Upload at least 1 document(s)]	N/A	 JCL CNA  OMS CNA  DREM CNA  LCECC CNA  SESA CNA  JPT CNA  MSE CNA  LCHS CNA
LEA Parent and Family Engagement Plan [Upload between 1 and 3 document(s)]	N/A	 KB - Parent and Family Engagement in Education
MOE - Documentation (Single document) [Upload 1 document(s)]	N/A	 MOE

Optional Documents		
Type	Document Template	Document/Link
Additional Documentation	N/A	 Private School  DREM - PD Tracker  LCECC - PD Tracker  LCHS - PD Tracker  MSE - PD Tracker  OMS - PD Tracker  LEA - PD Tracker



Application Timelines At A Glance

- -Title I Plan- July 1
- -Title II Plan- July 31
- -Title IV Plan- August 31
- -Title V Plan- November 30
- -N&D Plan- November 30



GEMS Application Expectation- Escalation Model



Documentation

2 CFR § 200.403(g) – Cost Principles

- All costs must:
- Be adequately documented
- Have clear supporting records

34 CFR §§ 76.730 – 76.731 – USDE Requirements

LEAs (Local Education Agencies) must maintain detailed records that show:

- Compliance with all applicable program requirements
- The amount of funds received
- How funds were used
- The total cost of each project or activity
- Other records needed to support a clear and effective audit trail

Strong documentation ensures accountability, supports monitoring, and protects funding integrity.



Monitoring

Coordinators Training

July, 2026

**Consolidated Oversight and
Monitoring Team (COM)**



**SOUTH CAROLINA
DEPARTMENT OF EDUCATION**



Consolidated Oversight and Monitoring Team (COM)



Daniel Ashley
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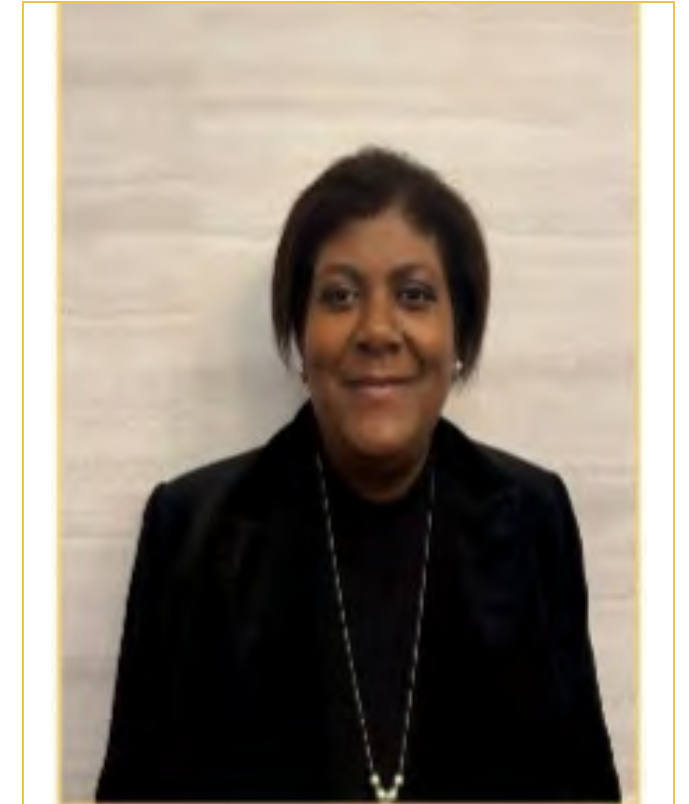
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Monitoring



Districts Being Monitored

2026 - 2027			
Aiken	Calhoun	Cherokee	DJJ
Dorchester 2, 80	Greenville	Greenwood 50, 80	Greenwood 52
Jasper	Laurens 55	Laurens 56	Lexington 2
Marion	Marlboro	Oconee	Palmetto Unified
Richland 1	SCPCSD	Williamsburg	York 1



Monitoring Process Overview

What is it?

- SCDE monitors requirements / compliance of ESEA
- SCDE provides technical assistance
- SCDE works with LEAs to support programs and meet requirements

When is it?

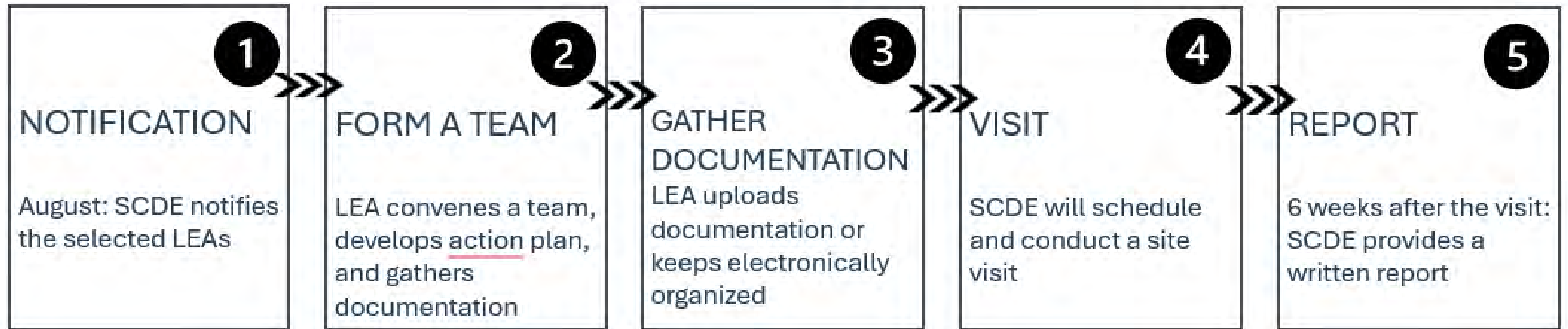
- SCDE is currently utilizing a four-year cycle (with exceptions for consolidating or high-risk districts)
- LEAs being monitored have been contacted by the SCDE

How is it done?

- SCDE reviews evidence previously collected and LEA-submitted materials
- Desk, Hybrid, On-Site, or Re-visit as determined by SCDE



Monitoring Steps and Timeline



Site Visit

- OFSA arrives around 9:00 a.m.
- Visit a selected number of Title I schools as well as an N&D facility (if applicable)
- Review requested documentation and interview staff
- Debrief meeting
- OFSA departs mid-afternoon



Monitoring Protocol Sections:

- Student identification and coordination of services
- Program needs assessment, services, and evaluation
- Family and community engagement
- School improvement
- Teacher and paraprofessional qualifications, and professional development
- Fiscal accountability
- Report card reporting
- Equitable services to private schools
- Monitoring Website link: [Home - Consolidated Monitoring](#)



Documentation and Requirements

- Detailed Expenditure Report for Title Funds (supporting documentation)
- Internal Control Procedures in all areas
- Time and Effort
- Procurement Documentation
- Updated Policies and Procedures



Documentation and Requirements continued...

- What if I don't receive these funds? (Migrant, EHCY, etc...)
 - Still need procedures and policies; Provisions must be implemented.
- What if the indicator is not applicable to my District?
- Don't "reinvent the wheel." Use your contacts and resources.



QUESTIONS