

New Coordinator's Training - Day Two

There's More to This Than Money!

**Office of Federal and State Accountability
Consolidated Finance and Applications Team**

Molly M. Spearman
State Superintendent of Education

Table Talk- How are you feeling coming into Day Two?



AGENDA

- Roles and Responsibilities of the Consolidated Finance and Applications Team
- Allowable Use of Funds
- Grants Housekeeping/Processes
- Updates and Due Dates
- Neglected and Delinquent (N&D)
- Title II - Supporting Effective Instruction
- Lunch
- Consolidated Oversight and Monitoring
- Table Talk



Roles and Responsibilities

Jennifer Rhodes



Responsibilities of Finance and Applications Team

Review and approval of the following applications:

- *Title I, Part A - Basic Grants to LEAs*
- *Title II, Part A - Supporting Effective Instruction*
- *Title IV, Part A - Student Support and Academic Enrichment (SSAE)*
- *Title V, Part B - Rural Education Achievement Program (REAP)*
- *Title I, Part D - Neglected and Delinquent*

Calculate allocations and track claims

- Track the 15% carryover threshold- Title I
- Issue GANS
- Process grant close-out
- Manage GEMS
- Approve budgets in GAPS
- Provide technical assistance
- Advocate for parent and family engagement and private schools



Allowable Use of Funds

Jennifer Rhodes



What are the allowable costs in the federal grants?

Levels of Complexity:

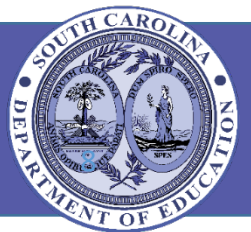
- ESEA Law and Regulations
- ESEA Program Guidance
- Education Department General Administrative Regulations (EDGAR)
 - 2 CFR Part 200- Basic allowability
 - 34 CFR Part 76 - General allowability for the USDE
- USED Policy Letters



Determining Allowability

Costs must be:

- ✓ Necessary
- ✓ Reasonable
- ✓ Allocable
- ✓ Conform to EDGAR
- ✓ Meet Terms and Conditions of the Grant Award
- ✓ Consistent with State and Local Policies
- ✓ Provided Consistent Treatment
- ✓ Adequately Documented
- ✓ Supplemental



Grants Housekeeping

Jennifer Rhodes



Claiming Reminder

- It is imperative that districts submit quarterly claims. Submitting timely claims is not only a good fiscal practice but can save problems at the end of a grant. Claims will be tracked on a quarterly basis. Sharay Mosley will be in communication with districts regarding.
- Reminder - The GAPS system shuts down automatically at closeout dates. The Title I office has no power over this automatic shutdown. Do not wait until the midnight hour to try to submit claims.



Claiming Criteria
Office of Federal and State Accountability
Consolidated Finance and Application's Team

Grant	Claiming Percentage Expectation Y1/Q1 July 1-September 30	Claiming Percentage Expectation Y1/Q2 October 1- December 31	Claiming Percentage Expectation Y1/Q3 January 1- March 31	Claiming Percentage Expectation Y1/Q4 April 1- June 30
<i>Title I</i>		40%	60%	85%
<i>Title II</i>		15%	30%	50%
<i>Title IV</i>		15%	30%	50%
<i>Title V</i>		15%	30%	50%



Grant	Claiming Percentage Expectation Y2/Q1 July 1- September 30	Claiming Percentage Expectation Y2/Q2 October 1- December 31	Claiming Percentage Expectation Y2/Q3 January 1- March 31	Claiming Percentage Expectation Y2/Q4 April 1- June 30
<i>Title I</i>	85%	90%	95%	100%
<i>Title II</i>	60%	75%	90%	100%
<i>Title IV</i>	60%	75%	90%	100%
<i>Title V</i>	60%	75%	90%	100%

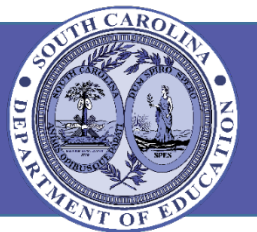


Amendments

- Title I Coordinator *initiates* amendments. Amendments must be approved prior to implementation.
- Title I Coordinator initiates a revision within GEMS under “Revision Started.” Title I Coordinator informs project manager that an amendment is needed.
- Title I Coordinator resubmits the project to their project manager for approval and makes appropriate changes in GAPS.
- Title I Coordinator *communicates* with Finance Director that an amendment is forthcoming in GAPS.
- Once district Finance submits the amendment, SCDE will approve in GAPS.
- *Communication is key to ensure effective processing of amendments.*



Grants Accounting Processes



Grants Accounting Process

- State Fiscal Year: July 1 - June 30
- Federal Fiscal Year: October 1 - September 30
- SCDE receives two GANs from USED: Partial GAN on July 1, Full GAN on October 1
- Allocations are calculated, loaded into GEMS in May/June/July so districts can begin planning
- SCDE will not load a grant into GAPS until we have the final GAN from USED.
- Therefore, applications will be approved, but a district will have to wait until October to load the budget into GAPS.
- Indirect Cost Rates will be edited for both new and old grants at the time of final allocations.



Updates and Due Dates



Updates

Awarded: Preliminary

- 2023 Title I Allocations
- 2023 Title II Allocations
- 2023 Title IV Allocations
- 2023 N&D Allocations

To be Awarded:

- 2023 REAP Allocations



Due Dates

- Title I due July 1
- Title II due July 31
- Title IV due August 31

Closeout:

- 2020 Expiring grants - September 30, 2022
- 2021 Expiring grants - September 30, 2022

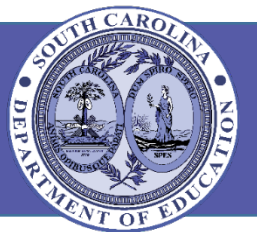


Title I, Part D

Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk (N&D)

*Program Reminders, Updates, and
Important Due Dates*

Marcus Corbett, State Coordinator



Amendments

- Are required for any change to the approved application/plan to include a change or modification to activities
- Must be guided by the needs assessment
- Include sufficient detail to ensure where and how the amended funds are being utilized
- Amendments, including any changes in the approved activities, even if it does not involve a change in cost, must be approved via GEMS first
- After GEMS approval, update the budget in GAPS



Internal Controls

- The LEA must have procedures/operations manual for administering the N&D Program (separate from program funding manual)
- Each LEA must demonstrate administrative controls and assume responsibility for monitoring the funded programs to approved facilities and sites to ensure compliance with any formal agreements and applicable statutory and regulatory requirements.
- The LEA must have written procurement procedures that comply with federal regulations (e.g. District Federal Programs Funding Manual)



Records Maintenance and Transferability of Funds

Records Maintenance/Retention

- Records must be maintained for a retention period of six years following closeout

Transferability of Funds

- An LEA may transfer up to 100 percent of funds from other federal programs (Title II, Part A; and Title IV, Part A) into Title I, Part D
- Title I, Part D funds may not be transferred into other federal programs



Facility Closures

- A. Districts with multiple facilities can request to reallocate the funds to the other facility(ies) only if the facilities will have the capacity to use the funds by the end of the grant award period
- B. Districts can request to use the funds to support the district's at-risk program
- C. For options A and B, the district understands that this can only take place once (for the current year only). When districts request to utilize the funds under these circumstances, they have to submit a detailed plan for approval. They must submit the plan using the N&D Activity Summary documents and load them in GEMS in the Related Documents section



Facility Closures (continued)

- D. Decline the funds
- E. If a district declines the funds, the funds can be reallocated to another school district
- F. Districts that experience facility closures or facility declining funds may be subject to an allocation reduction the next school year
- G. At the end of the grant funding cycle when a district carries a balance, the funds are subject to being de-obligated



Monitoring Overview

Monitoring will be conducted by The Consolidated Oversight and Monitoring Team.

Monitoring consists of determining the quality and effectiveness of the services provided to eligible students and the degree to which the program is sufficiently administered.

Serves as a mechanism to identify “Promising Practices” that include measurable results and successful outcomes; although not research or evidence-based, yet prove to be effective across the entire N&D program

Serves as a process for collecting information about state and local needs of N&D programs, so that assistance and other targeted resources can more effectively impact programmatic improvements



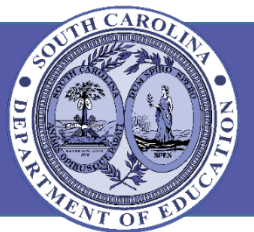
Monitoring...What to Expect

- Consists of documentation reviews, on-site observations of services and activities, and interviews with staff at the district level
- Focuses on the program compliance indicators directly related to the core N&D programs' administrative procedures, programmatic/academic procedures, and program evaluation
- Visit to the facility/site(s) that includes a tour of the facility, and interview with facility staff



Important Due Dates

- October Count/Annual Count for LEAs is due on or before **Monday, December 12, 2022**
- Application/Plan is due to SCDE on or before **Monday, December 12, 2022**
- Consolidated State Performance Report (CSPR) data is due on or before **Friday, January 6, 2023**
- The monitoring schedule and districts to be monitored for FY2023 will be provided by the Consolidated Oversight & Monitoring Team



Neglected & Delinquent Education Programs

Questions



Contact Information

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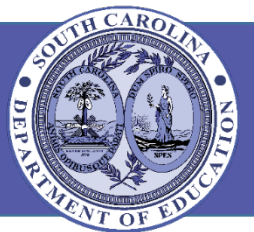
TITLE II, PART A SUPPORTING EFFECTIVE INSTRUCTION

Leslie Bloss, Theresa Gregory, and
Martha Walker



Overview

- The purpose of the Title II, Part A grant is:
 - To increase student achievement consistent with challenging state academic standards
 - To improve the quality and effectiveness of teachers and principals
 - To increase the number of teachers and principals who are effective in improving student academic achievement in schools
 - To provide low-income and minority students greater access to effective teachers and principals



Three Guiding Principles

- Support for Educators
- Educator Equity
- Strengthening Title II, Part A Investments



Principle 1 - Support for Educators

- Multiple pathways to teaching and leading
- Induction and mentorship
- Meaningful evaluation and support
- Strong teacher leadership
- Transformative school leadership (state level)



Principle 2 – Educator Equity

- State Plans under ESSA must indicate how low-income and minority children are not served at disproportionate rates by ineffective, out-of-field or inexperienced teachers. (Section 1111(g)(1)(B))



“Ineffective Teacher” Definition

- An **ineffective teacher** will be defined as a teacher on an annual or continuing contract who has received a “not met” rating for one year OR a teacher on an induction contract who has received a “not met” rating for two consecutive years as outlined in Expanded ADEPT system guidelines.



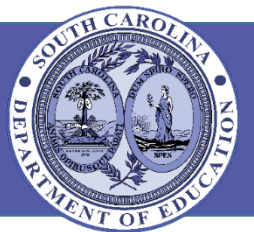
“Inexperienced Teacher” Definition

- An **inexperienced teacher** is defined as an educator who has three or fewer years of teaching experience as indicated on their SC license. In SC, districts may keep their teachers on induction contracts for up to three years.



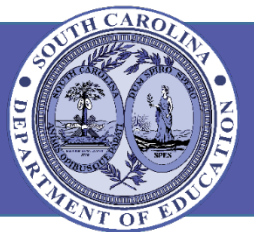
“Out-of-Field Teacher” Definition

- An **out-of-field teacher** is defined as a teacher who is teaching one or more courses or classes in a subject for which they do not have the appropriate certification.
- *Required Credentials for Professional Staff Members in the Instructional Programs of South Carolina’s Public Schools*, updated annually, establishes the acceptable certification credentials for educators working in various settings and roles.

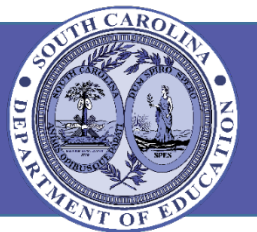


Principle 3 – Strengthening Title II, Part A Investments

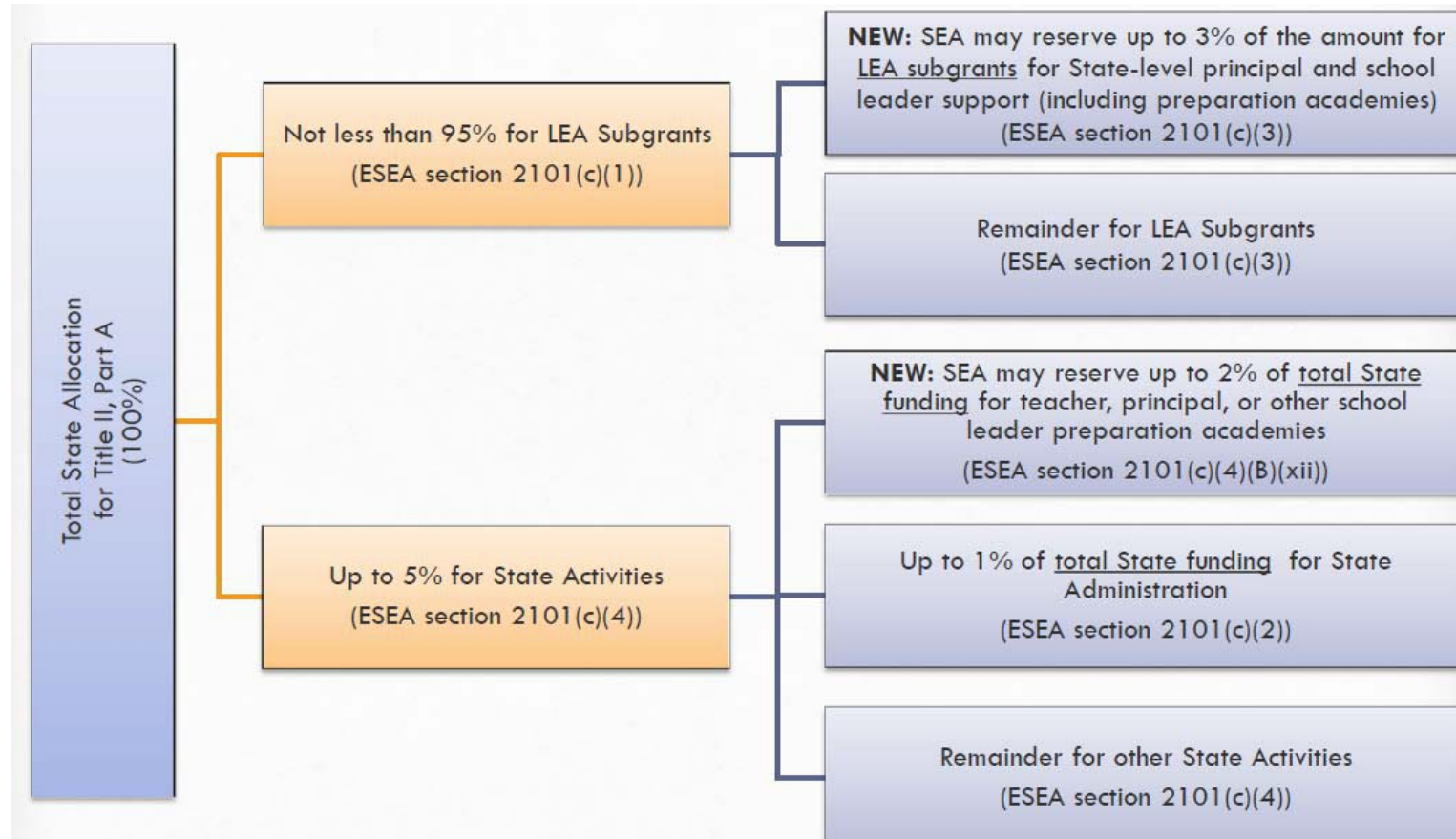
- Chosen interventions must align with identified needs
- The **evidence base** and the **district capacity** are considered when **selecting a strategy**
- There is a robust **implementation plan**
- Adequate resources are provided so the **implementation** is well-supported
- Information is gathered regularly to **examine** the strategy and to **reflect on and inform** next steps



Allocations to LEAs



LEA Allocations



Period of Performance

- Each grant is open for a two-year period (27 months)
- The state's fiscal year ends June 30th. Therefore, claims through June 30th of each year must be submitted in GAPS by August 15th.
- Work with your district finance staff to ensure timely submissions.



Maintenance of Effort (MOE)

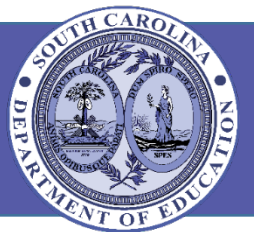
- MOE is typically calculated by the district Title I or Finance office.
- Districts are required to maintain fiscal effort for Title II.
- If a district does not meet MOE and a waiver is not granted, Title funding will be reduced.



Needs Assessment - Purpose for Title II

The LEA must assure that information is gathered concerning the needs of its teaching force and school leaders in order to support all students in meeting challenging state content and standards.

- To determine the needs of the LEA as it relates to the grant requirements.
- To maintain an annual action plan of improvement.
- Utilized in the similar ways across grants.
- Stakeholder involvement is crucial.



Online Application

- Based on needs assessment and allocation awarded.
- Follow guidance from USED and SCDE when developing plan.
- Online application should be completed and submitted by your Superintendent by July 31st.



Allowable Use of Funds



Necessary and Reasonable

- Reasonable means costs:
 - Should not exceed that which would be incurred by a prudent person under similar circumstances
 - Should be in the LEA plan
 - Reflect sound business practices
 - Reflect market prices for comparable goods and services for the geographic area



Supplement, Not Supplant

- Title II funds may be used only to supplement educational program activities provided with state and local funds.
- The LEA may not use Title II funds to pay for activities that, in the absence of these funds, would be provided with state and local funds.
- Title II funds may be used to fund only the PD activities that supplement those mandated locally or by the state, and can supplement those discretionary PD activities that the LEA would fund in the absence of other local and/or state funding.
- In the following instances, it is presumed that supplanting has occurred if:
 - The LEA used federal funds to provide services that were required under other federal, state, or local laws.
 - The LEA used federal funds to provide services that were provided with non-federal funds in the prior year.



Allowable Uses of Funding

- I. Initiatives to recruit and retain highly effective (HE) teachers
- II. Professional development to increase teacher knowledge and improve instruction in the classroom
- III. Professional development to improve the quality of instructional leadership teams, principals and other school leaders
- IV. Multiple career paths
- V. Teacher advancement initiatives



I. Recruit and Retain HE Teachers

- Signing bonuses
- Differential pay
- Recruitment fair registrations and travel
- Induction programs
- Teacher mentors
- Class size reduction
- Incentives for teachers and principals who have a record of success



Class Size Reduction

LEAs may reduce class size by creating additional classes in a particular grade or subject and placing qualified teachers hired with program funds in those classes.

- Federal funds cannot be used to meet state or local class size requirements.
- The school and grade level for CSR must be documented in the Needs Assessment and listed in the online application.
- CSR cannot be used for gifted or SPED programs.



Class Size Reduction

Whether there is a concern for supplanting can be determined using the following guidelines:

K-3: 30:1

4, 5 and 6 (ELA and Math): 30:1

4, 5 and 6 (Other subjects): 35:1

7-12: 35:1



Supplement, Not Supplant Test

- Run PowerSchool report for the grade
- Subtract the federally funded teacher(s) from the total number of teachers for that grade
- Divide the number of students by the number of state funded teachers assigned to the grade level
- If calculation is **at or below** the guideline - activity is supplemental
- If calculation is **above** the guideline - activity is supplanting



Class Size Reduction

- Be very cautious when applying funds to a position that was previously funded with state or local dollars.
- Maintain documentation supporting a reduction of funds.
- Contact SCDE for guidance.
- Consistency between federal grants



NA

Class Size Reduction Chart

Teacher's Name	CID	School	Title I School?	Grade	Subjects	Total # Students in Grade Level (135-day ADM)	# of Teachers Allocated by All State Funding and Other Non-Title II Federal Sources for the Grade Level	Class Size BEFORE Adding Title II Funded CSR Teacher	Class Size AFTER Adding Title II Funded CSR Teacher
* Brooke Meeler	* 290162	* Oakwood-Windsor Elementary	✓	* 1	* All	* 70	* 4	* 17.50	* 14.00
* Mackenzie Hewitt	* 295154	* Busbee Elementary	✓	* 1	* All	* 66	* 4	* 16.50	* 13.20
* Christina Molina	* 248838	* Ridge Spring-Monetta Elementary	✓	* 2	* All	* 49	* 3	* 16.33	* 12.25
* Haley Roberts	* 293625	* J.D. Lever Elementary	✓	* 2	* All	* 79	* 4	* 19.75	* 15.80
* Joey Nunley	* 302510	* Clearwater Elementary	✓	* 2	* All	* 53	* 3	* 17.67	* 13.25
* Sherrie Drafts	* 301606	* North Aiken Elementary	✓	* 2	* All	* 77	* 4	* 19.25	* 15.40
* Katelyn Jones	* 300228	* Graniteville Elementary	✓	* 2	* All	* 58	* 3	* 19.33	* 14.50
* Kelsey Knight	* 290965	* Greendale Elementary	✓	* 1	* All	* 49	* 3	* 16.30	* 12.25

CID = Certification Identification Number



CSR – Required Documentation

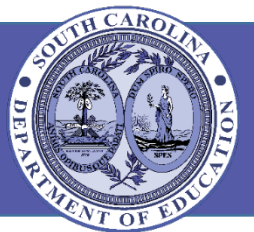
- CSR Worksheet
- School master schedule in chart format for each school that has a CSR teacher
- Daily schedules or teachers grouped by grade level or content area
 - Self Contained: Grade level, total number of students in each class
 - Departmentalized: Course name for each class, total number of students in each class
- Semi-annual certification(s)



II. Professional Development Definition

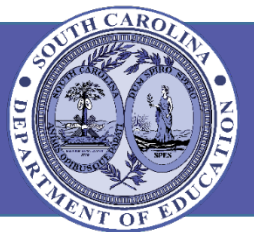
The term “professional development” means activities that -

- 1. Are an integral part of the district strategies for providing educators....with the knowledge and skills necessary to enable students to succeed in a well-rounded education and to meet challenging state standards; and
- 2. Are sustained (not stand-alone, 1-day, or short- term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused.



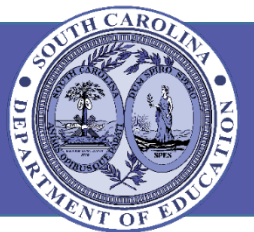
II. PD - Teachers

- Improve content knowledge
- Improve instructional practices such as:
 - Addressing the needs of students with different learning styles
 - Improving student behavior in the classroom
 - Involving parents in their child's education (especially multilingual learners)
 - Understanding and using data and assessments to drive instruction
 - Integrating technology into instruction
- Supplements, stipends, and substitutes



PD – Additional Compensation

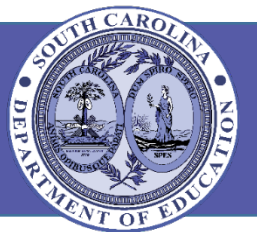
- **Supplements**: funds received for providing services above and beyond salary; commonly used for funding mentors and paying teachers to provide professional learning
- **Stipends**: given to certified personnel for having successfully completed PD that has occurred outside of the employee's contracted hours
- **Substitutes**: can be funded from Title II for time teachers are out of the classroom attending a Title II funded PD



PD - Supplies

Title II funds can be used to purchase PD supplies that are reasonable and necessary to carry out the PD.

- MAY purchase professional learning books for a book study on a topic that aligns with the needs assessment
- MAY NOT purchase books to stock a professional learning reference library
- MAY purchase 15 graphing calculators for 15 teachers to use during PD on math content
- MAY NOT purchase a classroom set of graphing calculators for the teacher to implement the strategies learned



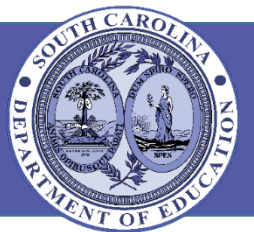
III. PD - Leadership

- Under section 2103(b)(3)(E) of ESEA, as amended by ESSA, districts may use Title II funds to provide PD for:
 - Teachers
 - Instructional leadership teams
 - Principals
 - Other school leaders



School Leader Definition

- Section 81010 (44) of ESEA, as amended by ESSA, defines “school leader” as a principal, assistant principal, or other individual who is:
 - A. An employee of an elementary or secondary school, district or other entity operating an elementary or secondary school
 - B. Responsible for the daily instructional leadership and managerial operations in the elementary or secondary school building
- Professional development to help principals and superintendents become outstanding managers and educational leaders
- Development and support of academies to help talented aspiring principals or superintendents



IV. Multiple Career Paths

- PACE program
- CTE Work Based Certification Program
- Teach for America
- EPI



V. Teacher Advancement

- Promote professional growth
- Emphasize multiple career paths
 - Mentor training
 - Additional certifications (Montessori, GT, ESOL, etc.)
 - National Board
 - Advanced degrees



Non-Allowable Expenses

- Food
- General substitute teachers
- Instructional materials
- Evaluator training (supplanting issue)
- MAP testing and other benchmark testing
- Technology/equipment
- Recruitment giveaways with district logo



Title II Support

- **Supporting Students Affected by Trauma and/or Mental Illness**

ESSA supports the provision of in-service training for school personnel in techniques and support related to identifying and supporting students affected by trauma or mental illness, including the use of referral mechanisms, partnerships with outside organizations, or addressing school conditions for learning such as safety, peer interaction, drug and alcohol abuse, and chronic absenteeism.

- **Training to Recognize/Prevent Sexual Abuse**

ESSA supports the provision of training for all school personnel, including teachers, principals, other school leaders, specialized instructional support personnel, and paraprofessionals, regarding how to prevent and recognize child sexual abuse.

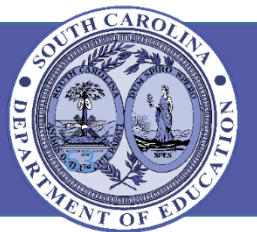


TABLE TALK

- What am I concerned about?
- What do I feel good about?
- What do I need clarity on?



Private Schools

Theresa Gregory



Private Schools

Private school teachers, principals, and assistant principals are eligible to participate in the Title II, Part A program.

- Private school must hold non-profit status to be eligible
- Two options:
 - Participate with district
 - Receive allocation which remains managed by the district



Invitation to Participate

Invitations should be:

- Sent to private schools within the geographic boundaries of the district
- For involvement in the next fiscal year
- Mailed in a timely fashion in order to allow the participants the opportunity to take part in the annual needs assessment
- Mailed by USPS registered receipt

*Can coordinate mailing with other federal programs



Calculating Private School Allocations

- The equitable allocation is based on the LEA's **total** Title II, Part A allocation.

$$\begin{array}{r} \text{Total Public School Students} \\ + \text{ Total Participating Private School Students } \\ \hline \text{Total Number of Students} \end{array}$$

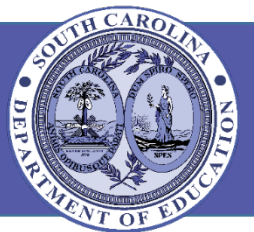
Title II Allocation / Total # of Students = Per Pupil Amount

Per Pupil Amount x # of Students Enrolled in the
Participating Private School = Private School Allocation



Calculation Examples for Private School Allocations

Formula to Determine Amount for Equitable Services			
	Example	Example	Example
A. Number of Students	A	B	C
A ¹ District student enrollment	9,800	5,798	8,991
A ² Participating private school enrollment	464	540	254
A ³ Total number of students (A1 + A2)	10,264	6,338	9,245
B. Title II Part A Total Allocation	306,141	284,508	372,316
D. Per Pupil Rate	\$29.83	\$44.89	\$40.27
E. Equitable Services			
E Amount district must reserve for equitable services for participating private schools (A2 x D). For more than one private school, multiply the per pupil rate by the individual school enrollment from A2.	13,841.12	24,240.60	10,228.58



Private Schools

Needs Assessment

- Ensure timely and meaningful consultation
- Document the meeting
 - Meeting notification
 - Sign-in sheet
 - Minutes



Private Schools

Needs Assessment (continued)

Private school officials should provide input into the planning of the LEA's program activities.

- How students' needs inform the professional learning needs of teachers and principals
- What services will be offered
- How, where, and by whom the services will be provided
- How the services will be assessed



Private Schools

Permissible Uses of Funds

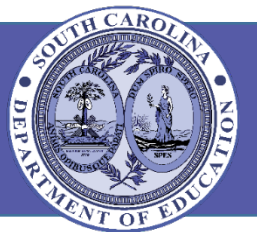
- Title II funds may be used for professional development activities for teachers, principals, and headmasters to address the specific needs of their students.
 - **All funds must be under the control and supervision of the public agency responsible for providing the equitable services (i.e., the district).**
- To the extent that teachers attend a faith-based conference, Title II funds may be expended to pay for the portion of the conference costs determined to represent the secular PD in which the teacher participated.



Private Schools

Permissible Uses of Funds (continued)

- Private schools may not use Title II funds for class size reduction because a private school's contracts for its teachers would be inconsistent with the requirements of ESEA section 8501 (d) regarding public control of funds and the supervision and control of employees or contractors.



Private Schools

Reimbursement

- Districts cannot reimburse private schools directly
- Only the district may obligate and expend federal funds
 - District must procure services
 - District must purchase materials
 - District must reimburse individual teachers/principals
- District must ensure expenses are reasonable, necessary, and allocable.





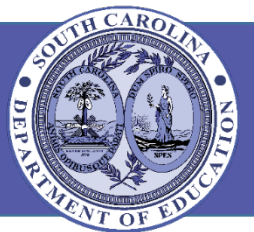
Charter Schools

Leslie Bloss



Charter Schools

- Charter schools in South Carolina are public schools - either charter is held by district, SCPCSD, TCIE, or Limestone
- If your district holds the charter, treat the charter school as any other school in your district
- If part of SCPCSD, TCIE, or Limestone, the charter school will receive Title II services through SCPCSD, TCIE, or Limestone



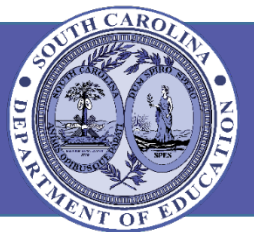
Parents Right to Know

- This requirement has not been removed from law.
- Must notify parents in a format that is understandable and in a medium that will reach all parents (must provide in a language the parent will understand)
- Ensure the notification includes the principal's contact information, the school or LEA name, and the date of notification.



Parents Right to Know

- Must notify parents that they may request the following information regarding their child's teacher:
 - Whether the teacher has met the SC certification requirements for the grade level and subject area in which the teacher provides instruction
 - Whether the teacher is teaching under an emergency or other provisional status through which SC qualifications or certification criteria have been waived
 - The college major and any graduate certification or degree held by the teacher
 - Whether the student is provided services by the paraprofessionals, and if so, their qualifications
- LEAs are required to notify parents of children in Title I schools when their child is assigned to or taught for 20 or more consecutive days by a teacher who is not properly certified for the teaching assignment.



Transferability of Funds

- LEAs may transfer funds from: Title II or Title IV
- LEAs may transfer funds to: Title I, Migrant, Neglected and Delinquent, Title II, Title III, Title IV, Title V
- The funds transferred become subject to all rules and regulations for the grant they are transferred into.
- LEAs must consider how the transfer will impact the required set-asides (Title I) and equitable services.
- Transfer forms should always be updated and uploaded if changes occur.

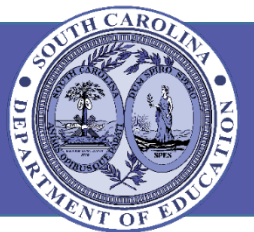
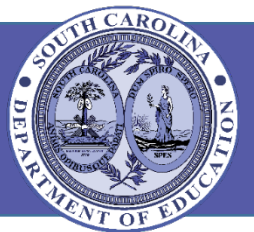


Table Collaboration

- What are my ideas for utilizing Title II funding?
- What initiatives does my district currently have in place that could be supported by Title II?
- How can the SCDE best support you?



Contact Information

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LUNCH



Monitoring of Federal Programs

Karen Cook

Team Lead, Consolidated Oversight and Monitoring



Consolidated Oversight and Monitoring (COM) Team

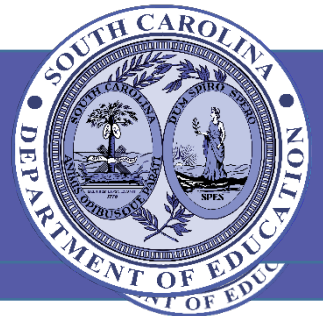
Karen Cook, Team Leader

Ann Bogan, Education Associate

CR Hall, Education Associate

Greg King, Education Associate

Barret Leviner, Education Associate



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Abbeville
 Anderson 80
 Beaufort
 Beaufort 80
 Calhoun
 Clarendon
 Clarendon 80
 Colleton
 Darlington
 Georgetown
 Greenville
 Lancaster
 Lexington 4
 Marion
 Marlboro
 Newberry
 SCsDB
 York 2
 York 3

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Aiken
 Barnwell 48
 Barnwell 45
 Barnwell 80
 Cl at Erskine
 Dillon 3
 Dillon 4
 Dillon 80
 Lexington 2
 Lexington 3
 McCormick
 Palmetto Unified
 Saluda
 SCPCSD
 Spartanburg 1
 Spartanburg 80

CR Hall

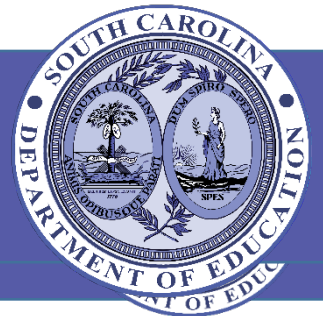
Chesterfield
 Greenwood 50
 Greenwood 51
 Greenwood 52
 Greenwood 80
 Horry
 Lee
 Lexington 1
 Limestone
 Orangeburg
 Orangeburg 80
 Richland 2
 Spartanburg 2
 Spartanburg 4
 Spartanburg 81
 Spartanburg 82
 Sumter
 Union
 Williamsburg

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Allendale
 Anderson 2
 Anderson 4
 Anderson 5
 Bamberg
 Berkeley
 Dorchester 2
 Dorchester 4
 Dorchester 80
 Edgefield
 Florence 2
 Florence 5
 Hampton
 Kershaw
 Oconee
 Pickens
 Richland 1
 York 1
 York 4

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Anderson 1
 Anderson 3
 Anderson 81
 Charleston
 Cherokee
 Chester
 DJJ
 Fairfield
 Florence 1
 Florence 3
 Jasper
 Laurens 55
 Laurens 56
 Lexington 5
 Spartanburg 3
 Spartanburg 5
 Spartanburg 6
 Spartanburg 7



Monitoring Process Overview

What is it?

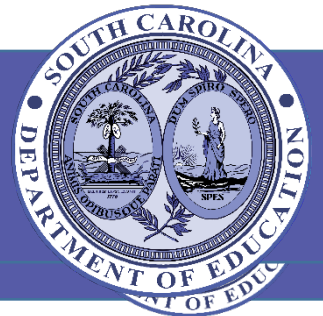
- SCDE monitors requirements/compliance of ESEA
- SCDE provides technical assistance
- SCDE works with LEAs to support programs and meet requirements

When is it?

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

How is it

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



Federal Programs Monitoring

- Federal programs monitoring has implemented a consolidated approach where Titles I, II, III, IV, and V are reviewed simultaneously.
- In 2022-23, Neglected and Delinquent will be added to the consolidated approach.
- All district level federal programs directors will receive an email with the 2022-23 monitoring schedule in August.
- Districts selected for review will also receive a detailed email that includes the protocol.



Districts to be Monitored in 2022-23

Aiken	Laurens 56
Calhoun	Lexington 2
Cherokee	Marion
DJJ	Marlboro
Dorchester 2	Oconee
Dorchester 80 (state monitoring only)	Palmetto Unified (state monitoring only)
Greenville	Richland 1
Greenwood 50	Richland 2
Greenwood 52	SCPCSD
Greenwood 80 (state monitoring only)	Sumter
Jasper	Williamsburg
Laurens 55	York 1

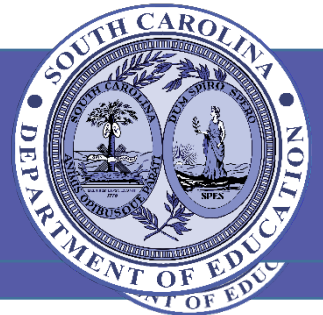
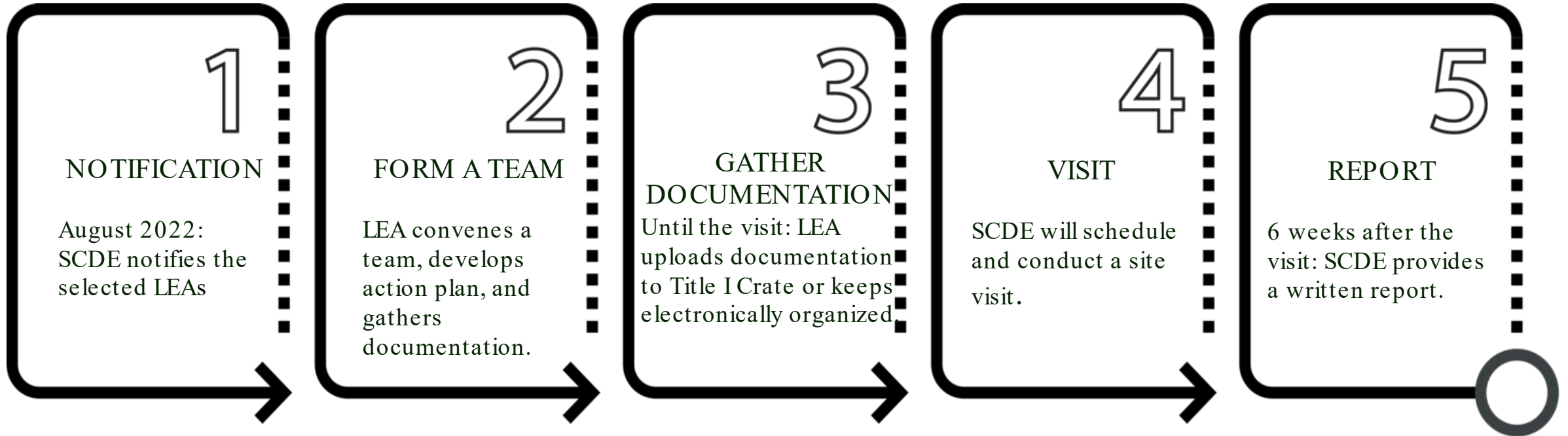


Overarching Requirements

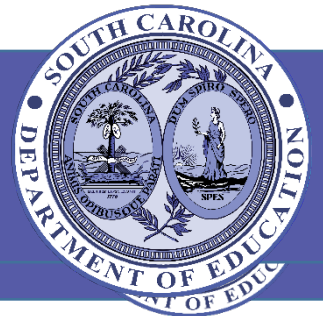
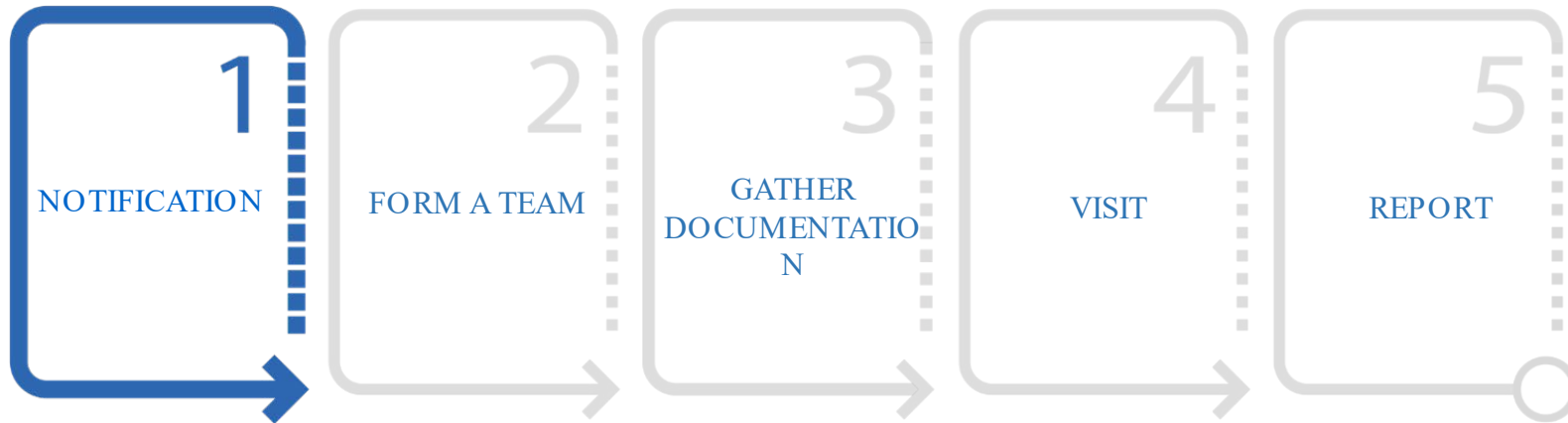
- Student identification and coordination of services
- Program needs assessment, services and evaluation
- Family and community engagement
- School improvement
- Teacher and paraprofessional qualifications, and professional development
- Fiscal accountability
- Report card reporting
- Equitable services to private schools



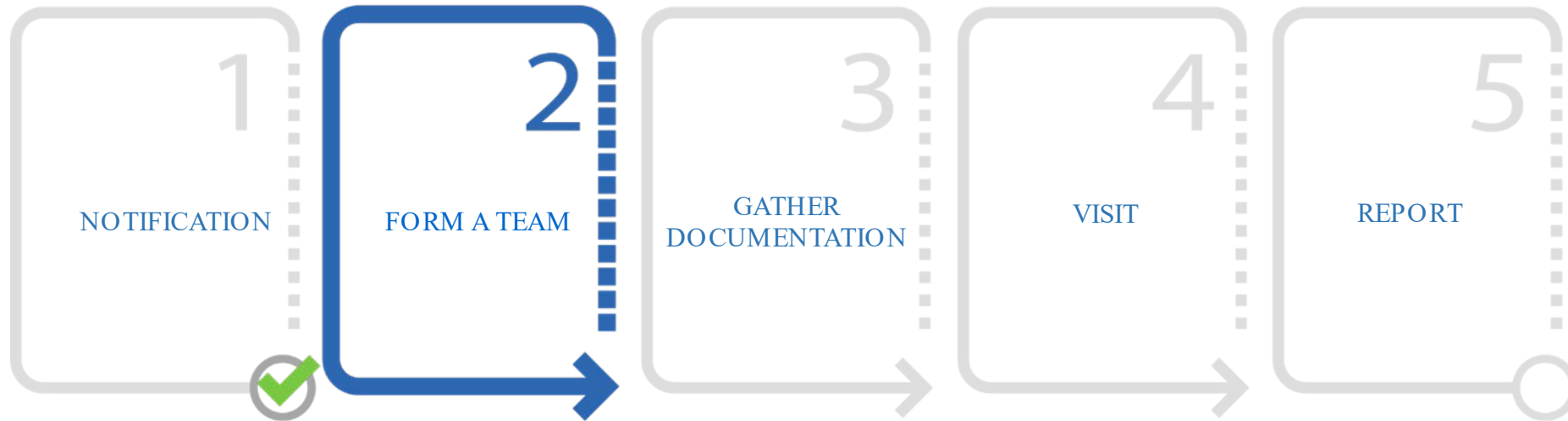
Monitoring Steps and Timeline



Step 1: Notification



Step 2: Form a Team

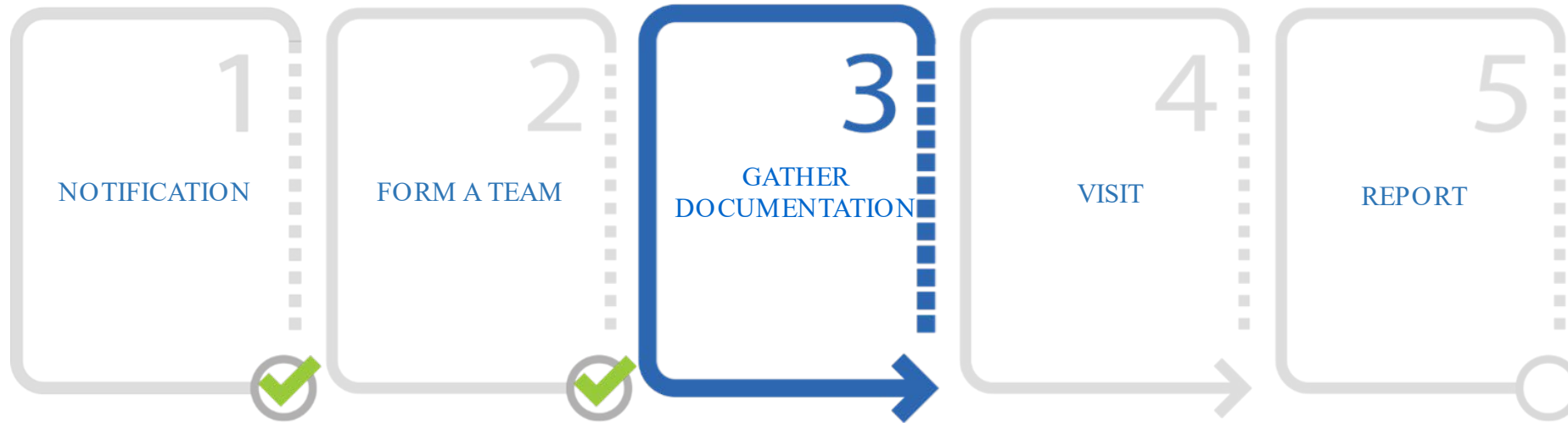


Form a team or utilize an existing leadership team:

- Identify a district level team lead to serve as a point of contact with SCDE.
- Review the guidance document and begin gathering required documents.



Step 3: Gather Documentation



Gather documentation:

- Determine location where all documentation will be stored.
- Submit documentation up until the assigned day of review.



Federal Programs Monitoring Documentation

1. Emails
2. Memos
3. Dated meeting agendas
4. Dated sign-in sheets
5. Checklists with comments
6. Record of physical inventory of equipment and real property
7. Fiscal documentation
8. Websites
9. Other forms of documentation

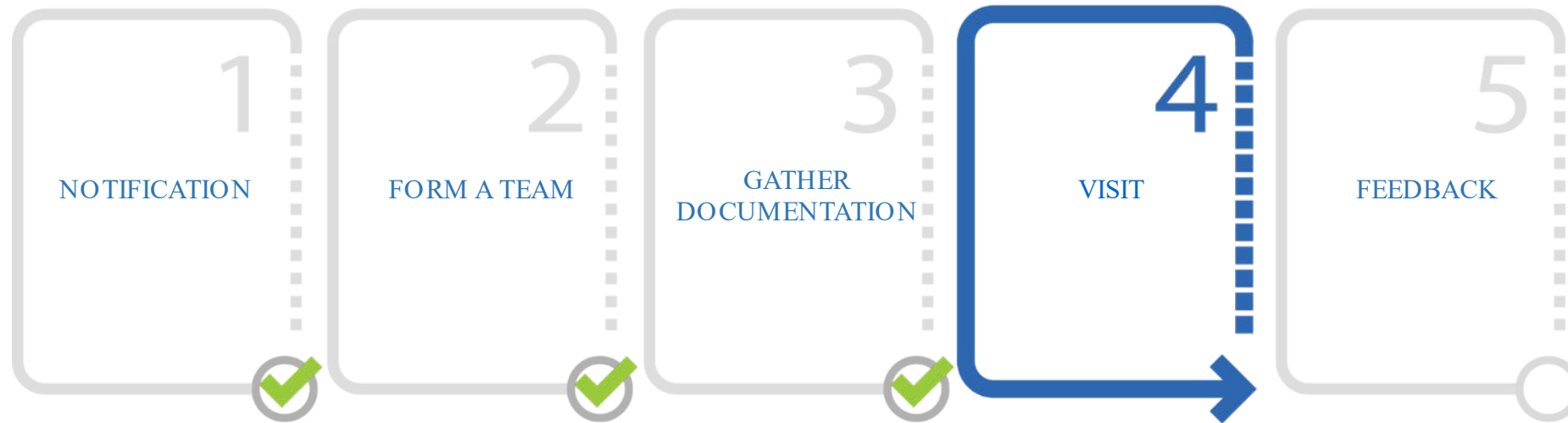


District Preparation Prior to On-Site Monitoring Visit

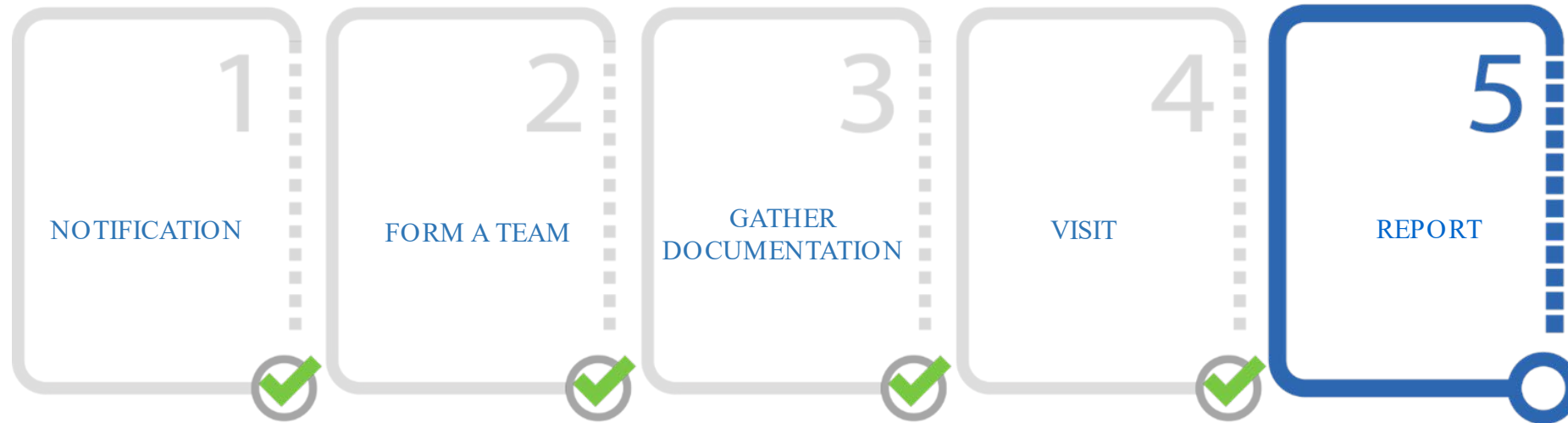
- Documentation should be loaded into Title I Crate, as applicable. Upload documents year-round!
- If not using Title I Crate, documentation for each required descriptor should be placed in a folder for COM review; organize according to the monitoring protocol.



Step 4: Site Visit

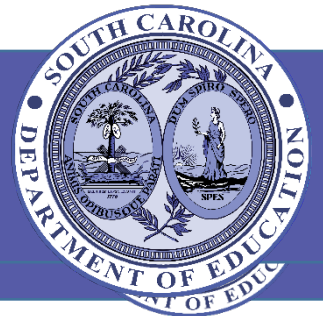


Step 5: Report



Report:

- SCDE provides LEAs a written report within six weeks after the visit.
- It will identify areas for improvements as well as commendations.



Common Challenges

- **Stakeholder Engagement:**
 - Involving stakeholders in the needs assessment and decision-making process.
- **Private School Equitable Participation:**
 - Having a plan in place for equitable services to be provided to the private school(s) before the start of the school year.
- **Multilingual (ML) Programs:**
 - Notifying parents of an multilingual learner identified for participation in the program.



Common Challenges - continued

- Family Engagement:

- Demonstrating authentic family engagement. Engaging **all** families in supporting their children's education, in making decisions related to the education of their children and participating in ongoing regular two-way meaningful communication.

- Foster Care:

- Written procedures governing transportation for students in out-of-home care.

- Parental Input:

- Only one input opportunity.
- The Annual Title I Parent Meeting in the fall **cannot** be used as an input opportunity.

- Teacher Rosters:

- The roster only includes teachers paid from federal funds or is a principal attestation.



Contact Information

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