

New Coordinator's Training-Day One

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

**Molly M. Spearman
State Superintendent of Education**

Welcome and Introductions

Jennifer Rhodes

Team Lead, Finance and Applications



Agenda

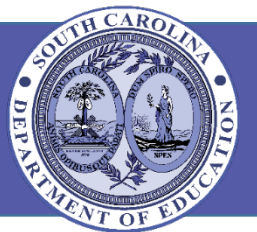
- *Background and Purpose of Title I*
- *Title One 101: Working through the Title I Plan*
 - *Maintenance of Effort/Comparability - Consolidated Oversight and Monitoring*
 - *District Level Set Asides*
 - *Poverty and School Allocations*
 - *Schoolwide Plans*
 - *Comprehensive Needs Assessment - Innovation and Support Team*
- *Allowable Use of Funds*
- *Supplement Not Supplant*
- *Q&A*



Title I Background and Purpose

Jennifer Rhodes

Team Lead, Consolidated Finance and Applications



- 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.



State Allocation

\$287,106,789

**State
Administration**
(Capped at 1%)

\$2,231,082.00

Title I, Part D
(Delinquent)

\$251,985.00

**Local Neglected
Reserves**

\$1,742,756.23

**School
Improvement**
(Mandated 7%)

\$20,097,476.00

**Title I, Part A
Allocations to LEAs**

\$262,783,489.01



Determining Allocations to LEAs

- Formula grant consisting of Basic, Concentration, Targeted, and Education Finance Incentive Grant allocations to the state
- State level reservations
- Allocations are based on Census Poverty Data and population of children (ages 5-17)



Period of Performance

- Each grant is open for a two-year period
 - 2021 Grant: July 1, 2020 - September 30, 2022
 - 2022 Grant: July 1, 2021- September 30, 2023
 - 2023 Grant: July 1, 2022- September 30, 2024
- LEAs must adhere to the state's fiscal year and submit claims through June 30th each year in GAPS by August 15th.
- Final expenditure claims are due November 15th of each year.



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.



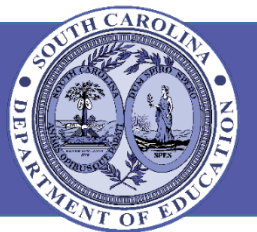
Title I

Tips to survive:

- Learn federal programs from multiple perspectives.
- Evaluate your program activities.
- Understand and control your budgets.
- Tap outside resources.
- Train your staff and those with whom you work.
- Be visible - be the Title I expert.
- Seek help from veterans.
- Work with your SEA staff.



Title I - 101



What must be included in a LEA Title I Plan?

Under Section 1112 of ESEA, the district plan must describe:

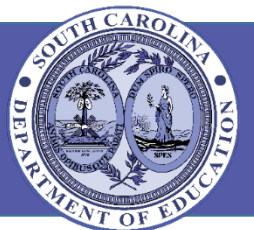
- How the LEA will identify and address disparities that result in low-income and minority students being taught by ineffective, out of field, inexperienced teachers
- Poverty criteria the LEA will use to select served schools
- The services to be provided to homeless children and youth
- Strategies 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)



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 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 school of origin.
- Ensure that teachers and paraprofessionals working in Title I programs meet state certification and licensure requirements.



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. Local Educational Agency Plans)*

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.*

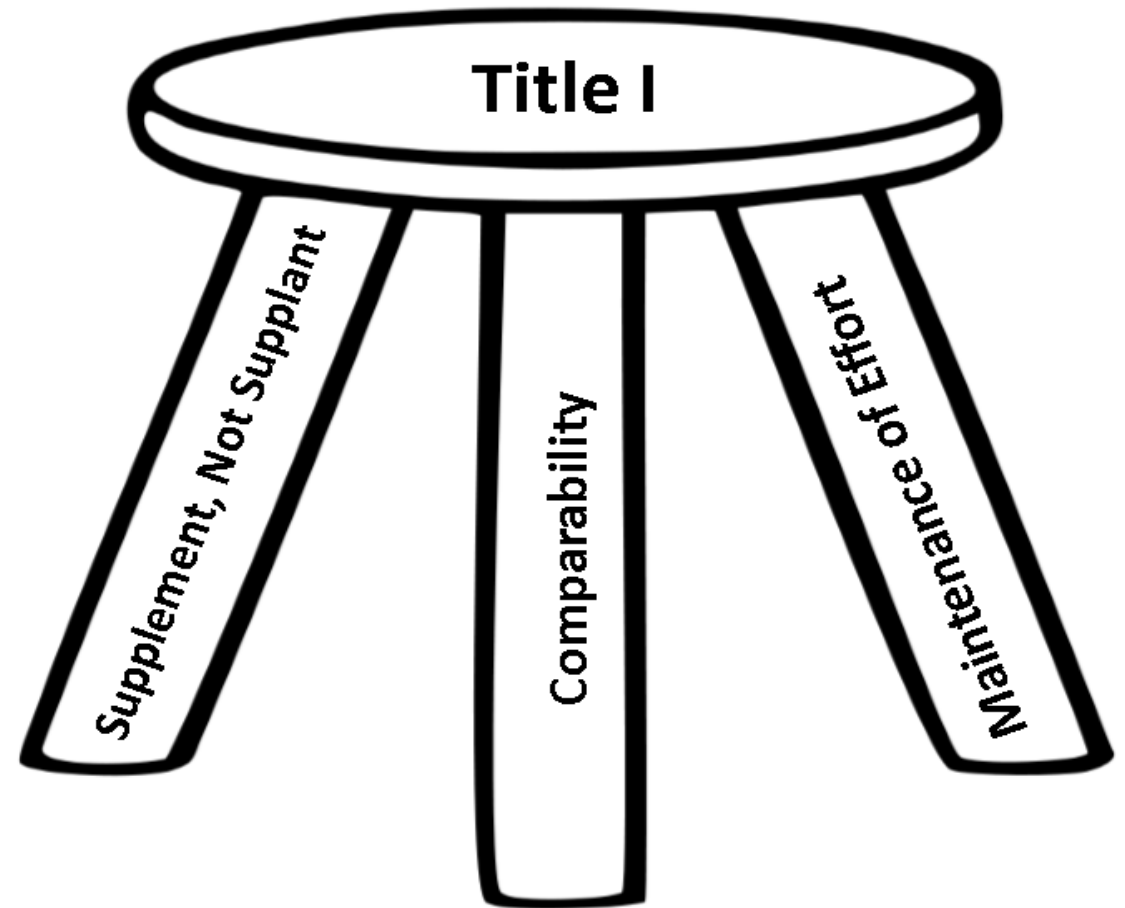


Fiscal Requirements

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.



Fiscal Requirements

These rules require that the LEA demonstrate:

- Services provided with Title I funds are *in addition* to the level of services that would be provided in the absence of federal funds. (SNS)
- State and local funding of Title I schools is *at least equivalent* to the funding provided to non-Title I schools. (Comparability)
- The state and the district are *maintaining the current level* of state and local financial support for education from year to year. (MOE)

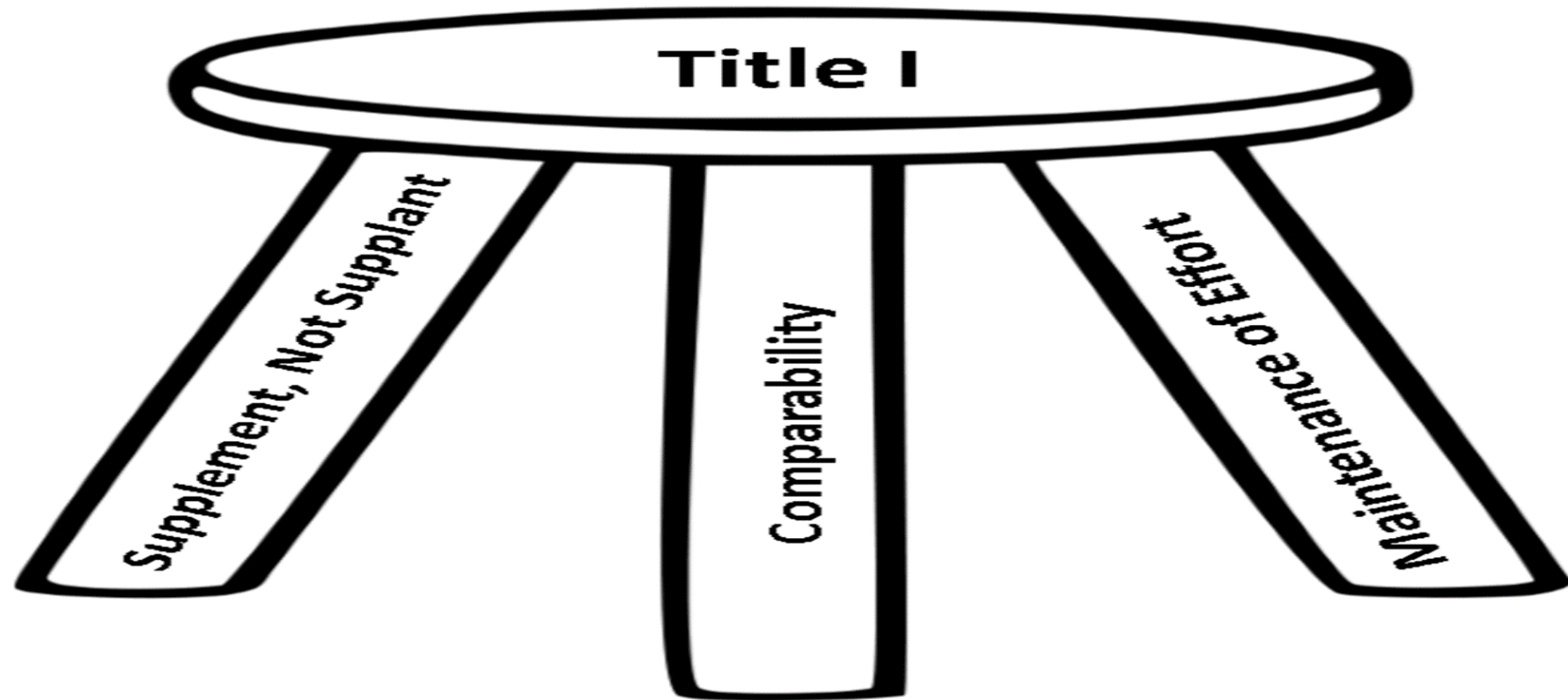


Maintenance of Effort

Greg King,
Consolidated Monitoring and Oversight



3 Legged Stool



What is MOE?

- 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



<u>Step 1:</u>	
Preceding Year Audit Report Total Expenditures:	
(Refer to the audited Location Reconciliation Schedule)	\$ 15,200,000
<u>Step 2:</u>	
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
<u>Step 3:</u>	
135 ADM:	2,105
The per pupil MOE calculated for the <u>preceding</u> year	
from Audit Year <u>2020</u> :	\$ 6,795.77
<u>Step 4:</u>	
The per pupil MOE calculated for the <u>second preceding</u> 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

2004 - 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:		
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.		



ESSER & CARES Act



**Pay
Close
Attention**



Implications

- **The USED is not waiving this requirement.**
- ESSER and CARES Act funding can make it difficult to meet your MOE
- How?
 - Schedule of Federal Expenditures (SEFA)
- Smaller districts will have a harder time than larger districts.



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How to Meet MOE

- Collaborate
 - Collective effort with finance director and superintendent.
- Plan, plan, and plan some more
 - Use the funding for capital projects...why?
 - Capital projects are excluded from MOE calculation.
 - Create mock reports to project impact.
 - Begin at the beginning of the school year or earlier.

Make it a priority for everyone



Just To Be Clear

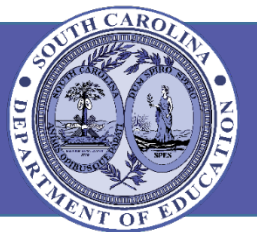
- **The USED is not waiving this requirement.**
- [School District Memoranda](#) dated June 21, 2022.
- Memorandum dated June 21, 2022 from Dr. Sarah Longshore to Chief Financial Officers and Federal Program Directors.
- “ED normally sets a high bar for determining when a circumstance is truly “exceptional” or “uncontrollable,” so not all districts who apply for a waiver will receive one. The district must be able to demonstrate that its situation is unique from other districts and provide applicable documentation and data demonstrating the need for the waiver.”
- The SCDE cannot grant penalty-free waivers.
- The SCDE will assist with the process as needed or requested.



Not Meeting MOE



Waivers



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)

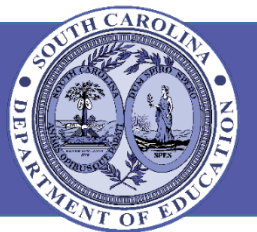


Recommended Procedures

- Apply for the standard waiver first.
- If denied, then use the ESSA once every five-year waiver.
- Develop a plan right now for meeting MOE for 2023 and beyond.
- Review at least quarterly to ensure that MOE will be met.



Penalties



Penalties

The penalties for not meeting Maintenance of Effort remain the same.

An LEA may receive a reduction in **all** federal program funding if it fails to meet the requirement and a waiver is not granted.



Penalties, Cont'd

Don't tempt fate.

Plan ahead.

We are here to help you...let us.



Tips and Friendly Advice



Tips and Friendly Advice

Don't Reinvent the Wheel

Use and fully complete the form from the SCDE website...it works! Do not use “custom” forms.

- <https://ed.sc.gov/policy/federal-education-programs/title-i/maintenance-of-effort-moe/>



Tips and Friendly Advice, Cont'd

Keep everything **consistent** from year to year.

Beware of large anomalous capital outlays.

Work closely with your Finance Director.

Review quarterly.

Ask Questions.



Questions



Comparability Defined

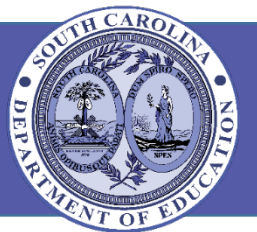
- What is comparability?
 - ❖ A test of **Fairness** in funding
- Why do we calculate comparability?
 - ❖ **It is required** every year the LEA receives Title I funding
 - ❖ ESSA, Section 1120A(c)



Comparability Exceptions

One school per grade span

One large school and one small school



Comparability Due Dates

- Complete by **NOVEMBER 15**
- Comparable by **JANUARY 15**



Comparability Timeline

- **January - April**
- Proactively engage in district level budget (state and local funds) discussions concerning staff assignments, equipment, and material for the purpose of ensuring compliance with Title IA comparability requirements.
- **May - July**
- Conduct an introductory meeting with Human Resources and LEA Finance representative to discuss the requirements for the completion of the upcoming Comparability Report.
- Establish participant roles and responsibilities.
- Establish LEA specific timelines for completion of the report.



Comparability Timeline - Continued

August

Obtain copy of preliminary district-wide school staffing report from Human Resources.

Compare list of Title IA funded staff as reflected on the School Allocation page to the Title IA funded staff as reported by Human Resources.

September

It is a recommendation and best practice to gather the data needed to complete calculations (student and staff assignments data) and run a preliminary report.

Run comparability using the Comparability Worksheet found on the SCDE website.

Make comparability corrections immediately for all schools that are shown to be non-comparable.



Comparability Timeline - Continued

October

An LEA should collect the necessary data to demonstrate comparability as of the October full time equivalent (FTE) count day.

November

Title IA Comparability Report is submitted annually to the Consolidated Oversight and Monitoring Team.

December - January

If all schools in an LEA are not comparable as of the October FTE count day, the LEA will file a revised comparability report with SCDE demonstrating that, as of a date determined by SCDE, comparability has been met.



Federal Criteria

Tests (8)

SCDE picks the test

In SC the test = **student:teacher**

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. 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.
- In calculating comparability, an LEA should only include staff paid with State and local funds. This would exclude staff paid with private or federal funds. Other staff that would be excluded are principals, assistant principals, custodians, cafeteria personnel, school nurses, security personnel, pre-kindergarten teachers, pre-kindergarten paraprofessionals, secretaries, and non-instructional paraprofessionals.
- The activities authorized by ESEA include activities that are authorized by Title VII of ESEA, the Impact Aid Program. Because Impact Aid is considered general aid to recipient LEAs, Impact Aid funds may be used for any educational activity consistent with local and State requirements. As such, 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.



Not Comparable?

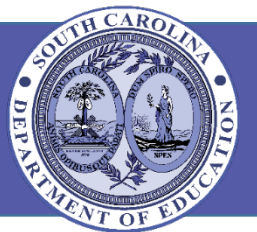
- If student:teacher ratio does not work:
 - Adjust funding source
 - Use another method (contact SCDE first)
 - Move people



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.



Comparability Procedure- Continued

- Count students using district's Membership Count.
- Count **allowed** staff using best possible system (ex. personnel or finance).
- **Do not** count 3- or 4-year-olds.



Comparability Procedure- Continued

- **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	



Exemptions or Exceptions

- Contact us to review any and all exemptions or exceptions.
- These **may** include:
 - One off or unique schools (i.e. Montessori)
 - A K-2, 3-5 or similar school may be excluded if only one in district
 - Wild swings in enrollment

Exemptions and/or exceptions will be reviewed annually.

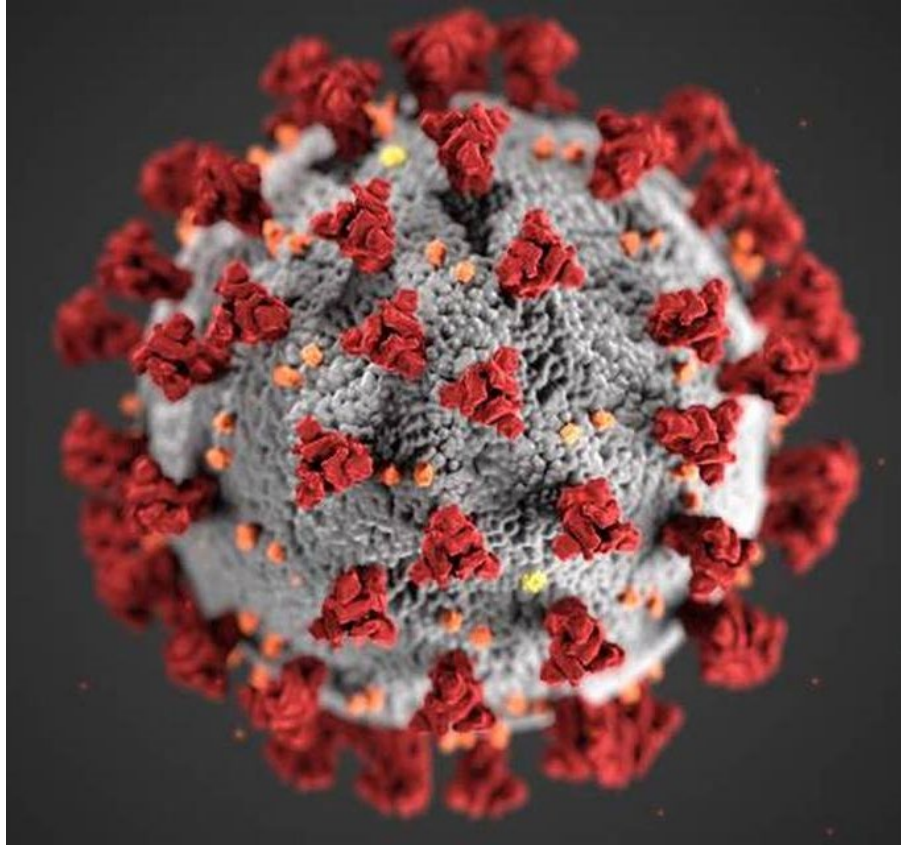
Plan ahead in the event that this is not approved in subsequent years.



Common Issues

- Counting the wrong people.
- Source documentation not provided.





Covid -19

Common Issues- Continued

- The pandemic has thrown comparability into a tailspin for many districts.
- No waivers for comparability - must be met.
- There are options!
- Unique situations require 1-on-1 meetings via telephone or Teams.
- Contact SCDE if your district is not able to meet comparability in **October**.
- Contract Teachers (non FTEs)



Questions



Contact Information

Gregory King
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803.734.0025
gking@ed.sc.gov

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bleviner@ed.sc.gov



Developing the District Plan

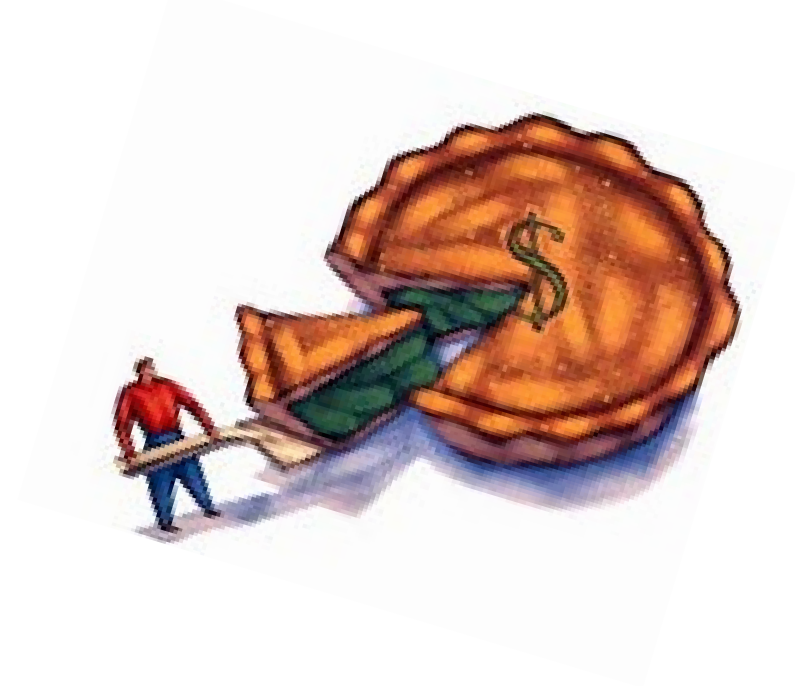
Leslie Bloss

Education Associate, Finance and Applications



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.



Types of District Set-Asides

Required Set-Asides:

1. 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.*
2. Homeless - District must set aside funds for homeless (no pre-determined percentage is required).



Non-required Set-Asides:

1. LEA Administration: Used for funding administrative staff, supplies, equipment, travel, etc. at the district level for Title I administrative purposes.
2. Other - Summer school, pre-school programs, additional professional development, school improvement, foster care transportation, etc.
 - * Activities must be in Title I schools only, except pre-school programs.



District set-Asides (Instructional Programs)

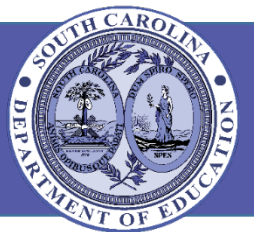
If the district is reserving funds to provide instructional and related activities for Title I schools or professional development for teachers or paraprofessionals, it **must** also provide from those funds equitable services to eligible private school children. (Examples of activities: parental involvement, professional development, summer school.)



Supplemental District Set-Asides

Guiding principles - All plans should be examined to determine if supplement, not supplant will be violated.

- Examine activities, programs, or interventions to see if they fit best in a school allocation or as a district set-aside.
- Have rationale or justification for placing the funding for programs, activities, or interventions in a district set-aside instead of allocating funds directly to the schools.



Supplemental District Set-Asides

- USED monitoring of states has resulted in findings of district set-asides where funds were used or distributed to schools without regard to poverty or per pupil allocation (PPA).



Supplemental District Set-Asides

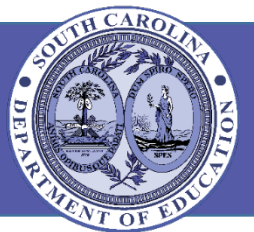
- Rationale for set asides should be apparent. (Examples: LEA Administration, district sponsored Title I summer school program held at one site serving several schools, Pre-K).
 - Note: If the district is serving private schools, then these schools need to be consulted as well when planning supplemental set-asides.
- Set-asides for the purchase of supplies and technology without being tied to an allowable activity, program, or intervention are not allowable. **Districts are strongly urged to place bulk supplies and technology in schoolwide plans.**



Supplemental District Set-Asides

Examples of Allowable District Set-Asides:

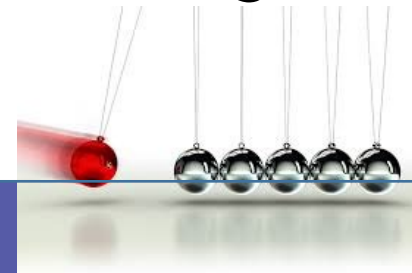
- Job Embedded PD (Instructional Coaches for example) at Title I schools or subset of Title I schools with identified needs
- Extended learning time for Title I schools



Set Aside Impact on Schoolwide Plans

Because the reservation of funds by an LEA will reduce the funds available for distribution to participating areas and schools, the LEA must consult with teachers, pupil services personnel (where appropriate), principals, and parents of children in participating schools in determining, as a part of the LEA plan, what reservations are needed.

This issue must also be a part of the consultation with private school officials before an LEA makes any decisions regarding these reservations.



District Set-Asides

District's total allocation	\$ 2,460,545.00
<u>District's set-asides</u>	<u>326,215.00</u>
Amount available to allocate to schools	\$2,134,330.00



Questions regarding District Level Set Asides

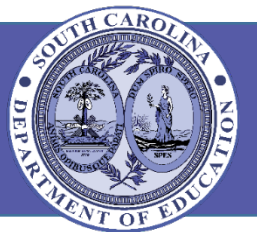


Determining Poverty Rates

LEAs must select one of five measures to determine relative percentages of children from low-income families residing in their attendance areas.

Those measures are:

- Census counts of children from families below the poverty level.
- Counts of children eligible for free and reduced price school meals.
- Counts of children whose families receive assistance under the federal welfare program.
- Counts of children eligible for Medicaid.
- A combination of two or more of these data sources.



Determining Poverty Rates

When determining school eligibility, a district may use one (apples to apples comparison) of the following methods:

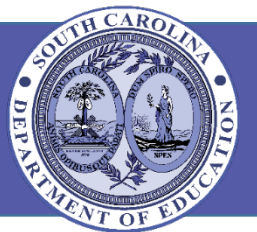
- Free and Reduced Lunch Count
 - National School Lunch Program application
- Direct Certification
 - Supplemental Nutrition Assistance Program (SNAP)
 - Temporary Assistance for Needy Families Program (TANF)
- Pupils in Poverty- Highly Recommended
 - Supplemental Nutrition Assistance Program (SNAP)
 - Temporary Assistance for Needy Families (TANF)
 - Medicaid (within three years)
 - Foster Care, Migrant, and Homeless/Runaway



Which Schools Receive Funding?

An LEA must distribute its Title I, Part A allocation among schools based on their counts of low-income students. A school is eligible to receive Title I funds if:

- The percentage of children from low-income families is at least 35% or
- The school's poverty rate is at least as high as the district's average poverty rate.



Which Schools Receive Funding?

In choosing how to distribute funds, LEAs may utilize one or more of these rules:

- 75% Rule
- Grade Span
- Small District Exemption
- High School



What are the rules?

- **75 Percent Rule-** Every school with a 75 percent or higher poverty rate must be served by the Title I program regardless of the school's grade span.
- **Grade Span-** Once all schools above the 75% threshold are served, an LEA may choose to rank schools within grade spans, rather than all schools together.



- **Small District Exemption-** Districts with fewer than 1,000 students enrolled, or with only one school in each grade span, do not have to rank eligible schools in poverty order, although they still must serve only schools that meet the eligibility requirements.
- **High Schools-** Under ESSA, a district may prioritize its high schools with a poverty rate of at least 50%.
(This means a high school with a poverty rate of 50% may be served before an elementary school with a higher poverty rate.)



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 percent.
- The district must provide the highest ranked poverty school with more funding or equal to the amount given to the other served schools.



School Name (21 Buildings)	LEA ID - School Number	Grade Span	Service	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						Sort Order (Asc)	Eligibility For Service
								Public Count	Adjusted Public Count	Private Count	Total Low-Income J+K	Percent (I+K)/G	Adjusted Percent L/G		
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
Nevitt Forest Elementary	0405050	K-5	Schoolwide ▼	507	0	507	DC (Direct Certification) ▼	375	375		375	73.96 %	73.96 %		✓
Varennes Elementary	0405055	3-5	Schoolwide ▼	340	0	340	DC (Direct Certification) ▼	234	234		234	68.82 %	68.82 %		✓
Homeland Park Primary	0405047	PK-2	Schoolwide ▼	406	0	406	DC (Direct Certification) ▼	263	263		263	64.78 %	64.78 %		✓
New Prospect Elementary	0405051	K-5	Schoolwide ▼	486	0	486	DC (Direct Certification) ▼	265	265		265	54.53 %	54.53 %		✓
Whitehall Elementary	0405059	PK-5	Schoolwide ▼	466	0	466	DC (Direct Certification) ▼	253	253		253	54.29 %	54.29 %		✓
Robert Anderson Middle	0405063	6-8	None ▼	1322	0	1322	DC (Direct Certification) ▼	670	670		670	50.68 %	50.68 %		✓
Centerville Elementary	0405044	K-5	Schoolwide ▼	694	0	694	DC (Direct Certification) ▼	344	344		344	49.57 %	49.57 %		✓
Calhoun Academy of the Arts	0405060	K-5	Schoolwide ▼	554	0	554	DC (Direct Certification) ▼	248	248		248	44.77 %	44.77 %		✓
McLees Elementary	0405062	K-5	None ▼	630	0	630	DC (Direct Certification) ▼	257	257		257	40.79 %	40.79 %		✓
Westside High	0405048	9-12	None ▼	1638	0	1638	DC (Direct Certification) ▼	639	639		639	39.01 %	39.01 %		✓
Glenview Middle	0405064	6-8	None ▼	784	0	784	DC (Direct Certification) ▼	241	241		241	30.74 %	30.74 %		□
McCants Middle	0405040	6-8	None ▼	650	0	650	DC (Direct Certification) ▼	185	185		185	28.46 %	28.46 %		□
Southwood Academy for the Arts	0405065	6-8	None ▼	367	0	367	DC (Direct Certification) ▼	87	87		87	23.71 %	23.71 %		□
Concord Elementary	0405045	K-5	None ▼	572	0	572	DC (Direct Certification) ▼	134	134		134	23.43 %	23.43 %		□
T. L. Hanna High	0405038	9-12	None ▼	1792	0	1792	DC (Direct Certification) ▼	341	341		341	19.03 %	19.03 %		□
North Pointe Elementary	0405066	PK-5	None ▼	553	0	553	DC (Direct Certification) ▼	88	88		88	15.91 %	15.91 %		□
Midway Elementary	0405061	K-5	None ▼	757	0	757	DC (Direct Certification) ▼	96	96		96	12.68 %	12.68 %		□
Anderson Five Charter School	0405601	9-12	None ▼	0	0	0	Select... ▼	0	0		0	0.00 %	0.00 %		□
West Market School of Early Education	0405800	PK	None ▼	0	0	0	Select... ▼	0	0		0	0.00 %	0.00 %		□
South Fant School of Early Education	0405801	PK	None ▼	0	0	0	Select... ▼	0	0		0	0.00 %	0.00 %		□
Central Office (for ATSI only)	0405-CO		None ▼	0	0	0	Select... ▼	0	0		0	0.00 %	0.00 %		□
Totals:				12518	0	12518		4720	4720	0	4720	37.71 %	37.71 %		



- 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)*
- Reference guidance [Local Educational Agency Identification and Selection of School Attendance Areas and Schools and Allocation of Title I Funds to Those Areas and Schools](#) and the proposed non-regulatory guidance, [Within- District Allocations Under Title I, Part A of the Elementary and Secondary Education Act of 1965, As Amended by the Every Student Succeeds Act](#)



Allocations to Served Schools - 100% Rule

0405 - Anderson School District Five (0405) Public District - FY 2021 - Title I Part A - Rev 0 - Title I Part A

Go To

Total Available for School Allocations: **\$2,870,940.00**
Average Per Pupil Amount (PPA): **\$1,448.51**

School	Poverty Factor	Low Income		School Allocations		
		Adjusted Percent	Adjusted Public Count	Sort Order	PPA	Allocation
A	B	C	D	E	F	G D x F
Nevitt Forest Elementary	DC (Direct Certification)	73.96 %	375		1,450.00	\$543,750.00
Varennes Elementary	DC (Direct Certification)	68.82 %	234		1,450.00	\$339,300.00
Homeland Park Primary	DC (Direct Certification)	64.78 %	263		1,450.00	\$381,350.00
New Prospect Elementary	DC (Direct Certification)	54.53 %	265		1,450.00	\$384,250.00
Whitehall Elementary	DC (Direct Certification)	54.29 %	253		1,450.00	\$366,850.00
Centerville Elementary	DC (Direct Certification)	49.57 %	344		1,445.00	\$497,080.00
Calhoun Academy of the Arts	DC (Direct Certification)	44.77 %	248		1,445.00	\$358,360.00
Total Adjusted Public Count:			1982	Total Allocations:		\$2,870,940.00
Remaining:						\$0.00

TABLE TALK

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



Schoolwide Plans

Marcus Corbett

Education Associate, Finance and Applications



Two Types of Title I Programs

- **Targeted Assistance**
 - Supplemental education services to eligible students with the greatest need.
- **Schoolwide**
 - Comprehensive program designed to upgrade the entire educational program in order to improve achievement of the lowest-achieving students.
 - Serve schools with poverty percentage of 40% or more. (Section 1008)



Schoolwide Programs

- Maximize flexibility in using Federal funds.
- Serve as a vehicle for whole-school reform with focus on improving achievement of lowest-achieving students.
- Allow for easier leveraging of non-Federal and Federal funds to work together to improve educational performance of the entire school.
- Address student needs through a schoolwide plan based on a comprehensive needs assessment.



Implementing a Schoolwide Program

There are three components of a schoolwide program that are essential to effective implementation:

- Comprehensive needs assessment of the entire school;
- Comprehensive schoolwide plan; and
- Annual review of Title I plan.



Comprehensive Schoolwide Plan

(i) 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**;

(ii) 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



(iii) address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include—

- (I) **counseling or school-based mental health programs,**
- (II) **preparation for and awareness of opportunities for postsecondary education and the workforce,**
- (III) **implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services,**
- (IV) **professional development and other activities for teachers, paraprofessionals, and other school personnel,**
- (V) **assistance for preschool children in the transition from early childhood education programs to local elementary school programs; and**



Schoolwide Programs

Key requirements include:

- Supplement, not supplant requirements are different for targeted assistance schools and schoolwides. Title I schoolwides must receive their fair share of state and local funds.
- **Necessary, reasonable, and allocable** activities to accomplish the purposes of Title I.
- Use of Title I funds should always be consistent with the program requirements and the general uses of federal funds.



Questions regarding Schoolwide Plans





Comprehensive Needs Assessments

Innovation & Support Team
Office of Federal and State Accountability
South Carolina Department of Education



What is a **NEEDS ASSESSMENT**?

Needs Assessment Process

- The needs assessment process is an important **first step** in improving the effectiveness of education investments that lead to better outcomes for students.
- A needs assessment is, first and foremost, a process—a process that can help educators at all levels successfully identify, understand, and better address education challenges.
- Needs assessment is generally defined as a systematic examination of the **gap** that exists between the current state and desired state of an organization and the factors that can be attributed to this gap.



School Improvement

“School Improvement is not a mystery. Incremental, even dramatic, improvement is not only possible but probable under the right conditions.”

- Mike Schmoker



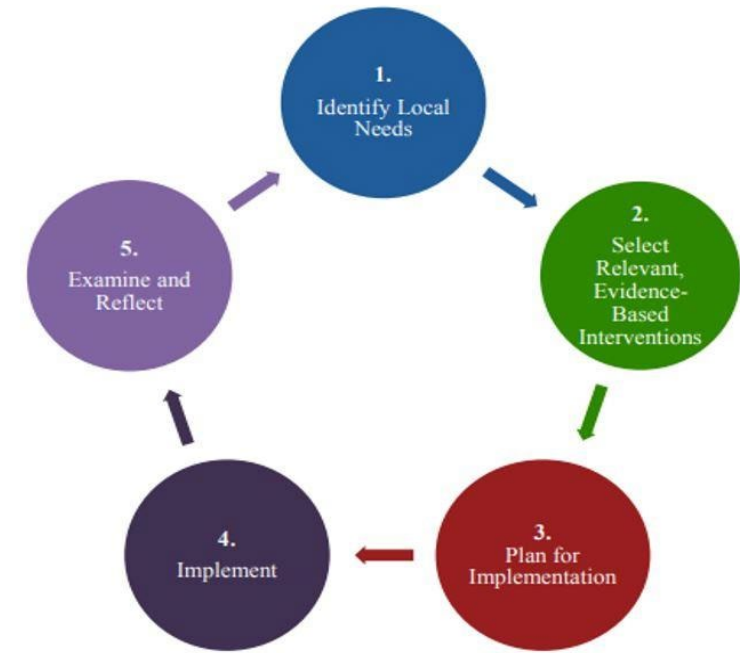
**Students deserve
schools that prepare
them to be successful.**



Why Conduct a Needs Assessment?

- A comprehensive needs assessment is legislated by the **Every Student Succeeds Act**.
- An effective needs assessment helps stakeholders and system leaders understand how the pieces of a complex educational system interact. Whether that system reflects a school or a district, a needs assessment can uncover both strengths and challenges that will inform growth and improvement.
- The goal of a needs assessment is to help educators identify, understand, and **prioritize** the needs that districts and schools must address to improve performance.

Figure 1: Use of Evidence Cycle



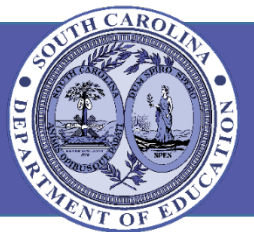
Note: figure reproduced from the U.S. Department of Education's [*Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments*](#).



What is Important in a Needs Assessment?

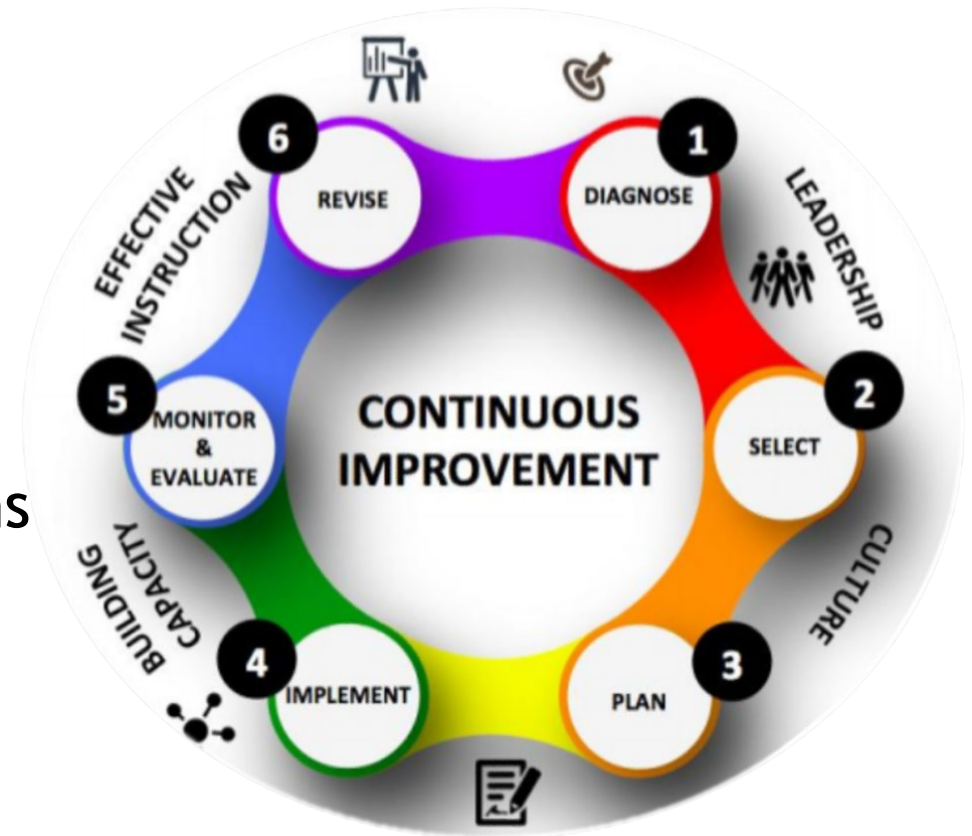
Needs Assessment- Identify and assess key deficiencies and provide a prioritized recommendation to support improvement. An **analysis of the gap** that exists between the school's current state and the desired state.

- Strengths
- Measures of Growth
- Factors Attributed to the Gap
- Priority Needs
- Variety of Stakeholders (Comprehensive Perspective)



SCDE School Improvement Model

- School Improvement initiatives should be viewed as an organizational **strategy**, rather than an exercise in compliance.
- This improvement cycle gives districts a template for **focused** and **intentional** actions that lead to continuous improvement.
- A Needs Assessment is the first step!



Steps to a Successful Process

- Plan
- Collect and Analyze Data
- Interpret Information
- Determine Priorities
- Connect to Implementation



Plan

- Define the purpose and intended outcomes of the needs assessment process within the local context.
- Determine the guiding questions that the needs assessment should answer (if the needs assessment is not part of a larger project that has already identified central questions or concerns).
- Establish actions, timelines, and responsibilities for all related activities.



Plan, cont'd

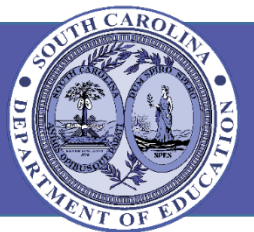
- Identify relevant stakeholders, plan for their involvement, and invite them to participate, beginning with the planning process.
 - ✓ District and School Administrators
 - ✓ Faculty and Staff
 - ✓ Parents and Family Members
 - ✓ Students (at the Secondary Level)
 - ✓ Community and Business Partners
- Articulate the content (what the needs assessment will cover), the process (how the needs assessment will be accomplished), and the presentation (what the school or district will use and how the results will be conveyed).



Stakeholder Engagement

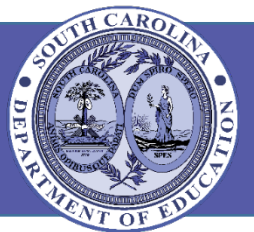
A needs assessment is a process that should be undertaken with local stakeholders rather than completed entirely by a small group of leaders or an outside entity.

- Engaging school staff, parents, a diversity of leaders, and external support during each phase of the needs assessment ensures that the planning, data collection, identified needs, and consideration of underlying causes incorporate the input of a broad knowledge base.
- By developing trust in the process, participating stakeholders are more likely to be invested in the outcomes and are actively engaged in the selection, development, and implementation of improvement plans and strategies that create lasting change.



Collect and Analyze Data

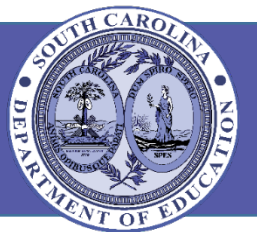
- Data are a foundational component of any needs assessment process.
- Data collected in their “raw” form are not always useful for making decisions; often, they need to be organized in a way that is readable and useful for the stakeholders who will be involved in interpreting the data to draw conclusions and identify improvement needs.
- During this phase of the needs assessment, data are collected in various forms (qualitative, quantitative, input, output, demographic) and organized and presented for interpretation.



Identify and Gather Data

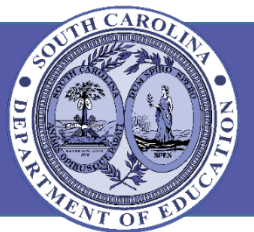
Data sources may include but are not limited to:

- Student Demographics
- School Culture and Climate
- Academic Achievement
- College and Career Readiness
- Instructional Data
- Family and Community Engagement
- School Operations and Management
- Surveys
- Focus Groups
- State and Local Assessments
- Lesson Plans and Student Work
- Curriculum and Assessment Materials
- Observations and Reports



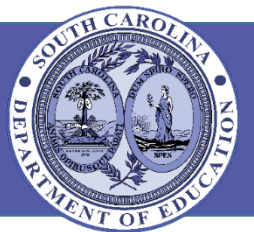
Interpret Information

- During this phase, educators examine relevant data to create meaningful information by collaborating with multiple stakeholders to ensure that the identified needs are interpreted within the local context.
- Collaborating with stakeholders who participated in data collection and are responsible for carrying out the next steps that result from the needs assessment further ensures that data are understood within what is realistic for the local implementation of future actions.



Interpret Information, cont'd

- To support this process, data should be organized and presented in digestible formats to facilitate the examination of trends across time and data sources.
- The data presentation and interpretation process should also support the triangulation of data points from different sources, voices, or forms of data. Triangulation produces more reliable outcomes and helps participants determine stronger themes within the data.



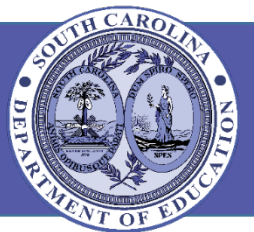
Determine Priorities

- Achieving successful outcomes from an improvement process requires directing improvement efforts toward a manageable set of priorities.
- It is likely that multiple needs or issues will emerge. Therefore, it is important to narrow this list of needs to a key set of priorities for action.
- Ensure that the priorities identified are authentic and specific to the needs assessment framework and **local context**.



Connect to Implementation

- The final phase of the needs assessment takes the results of the needs assessment and turns those results into something actionable.
- Educators dig deeper into the prioritized needs to understand root causes or further break down the priorities so they can be connected to relevant goals and incorporated into an improvement or action plan.



Connect to Implementation, cont'd

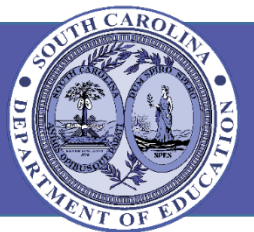
- Priorities are established through the process of identifying needs and interpreting their causes to drive the selection of appropriate strategies or interventions, how they will be implemented, and how improvement will be evaluated and measured along the way.
- Connecting with implementation is critical to realizing change as a result of the needs assessment process.



Support for High-Quality Needs Assessments

Examples of actions that districts may take might include:

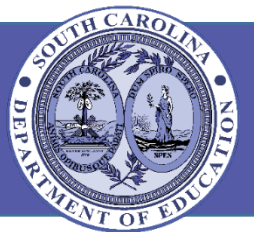
- Set goals at the district level and provide autonomy to schools to use the needs assessment process to develop strategies and actions to achieve the established goals.
- Work with schools to help ensure that their needs assessments are focused on the issues of greatest importance.
- Participate in and listen to the conversations related to individual building-level needs assessments to develop a more nuanced understanding of each school's results.
- Facilitate sharing and presentation of district-level data; develop data-reporting templates for common use.



Support for High-Quality Needs Assessments

Examples of actions that districts may take might include:

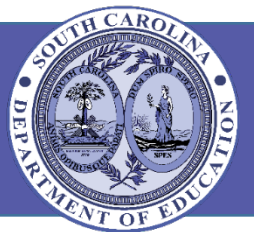
- Provide assistance with communications to stakeholders and community members regarding needs assessment activities.
- Provide professional learning and support on using data to inform the development of school improvement plans.
- Connect schools with available statewide systems of support, including external facilitators and high-quality professional development.
- Talk to schools about ways to reduce the potential burden of needs assessments and model the use of the needs assessment as a lever for change rather than an instrument of compliance.



Creating Opportunities for Collaboration for High-Quality Needs Assessments

Examples of actions that districts may take might include:

- Support the inclusion of a variety of data sources; assist data collection effort with district resources and connections. Determine how school-level data may be aggregated at the district level to assist in ongoing data collection and tracking efforts.
- Bring schools together to focus on related concerns or priorities in order to pool expertise and resources.
- Create opportunities for networking and collaboration across schools that are engaging in concurrent needs assessments, in order to foster peer learning.
- Identify resources and strategies that can work across schools to create efficiencies in implementing needs assessments across school buildings.



Questions



Innovation & Support Team

For further assistance, contact the
Innovation & Support Team
Office of Federal and State Accountability
South Carolina Department of Education

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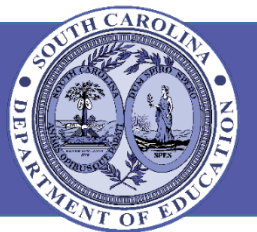
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Lunch



Allowable Use of Funds

Jennifer Rhodes

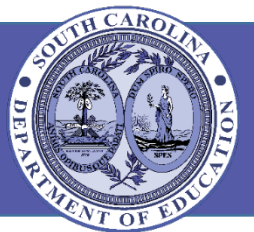
Team Lead, Consolidated Finance and Applications



What is the best way for an LEA to keep up with the changing regulations and mandates?

Best Practices and Resources for Federal Program Compliance:

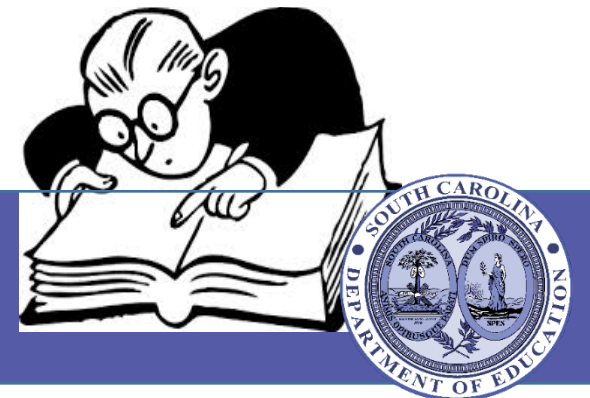
1. Become knowledgeable of ESSA. Read the law and available guidance.
2. Subscribe to the USED news feeds and other reputable sources such as Title I Monitor, LRP Publications, and Thompson Grants Management.
3. Attend conferences such as NAESPA, NAFEPA, ESSA Academy along with other state-led conferences and meetings.
4. Become knowledgeable of state and local regulations that may impact ESSA implementation.



What are the allowable costs in the federal grants?

Levels of Complexity:

- ESEA Law and Regulations
- ESEA Program Guidance
- 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



First Test of Allowability

2 CFR Part 200.403

To be allowable, a cost must **generally**

a.) be necessary and reasonable for the performance of the Federal award and allocable thereto under these principals.



Allowable Costs

In deciding whether a cost is allowable, you need to decide if it fits the grant program.

- Do your homework as not everyone you talk to will have the “right” answer.
- Look at flexibility as what you want to do may not fit one grant program but may fit another program.
- Be able to “defend” your position and your decision.
- There is no single list of allowable Title I or ESEA activities.
- Check with your district’s policies. District policies can be more restrictive than Title I regarding allowability.



Questions to Ponder

When determining if expenditures are appropriate, ask the following questions:

- How does this expenditure directly support student achievement for at-risk students?
- How does this expenditure directly support meaningful professional development?
- How does this expenditure increase the participation of parents in school activities or assist parents to support student achievement?
- How does this expenditure foster continuous improvement? Have activities been evaluated to modify or discontinue?



Allowable vs Non-allowable

Allowable

- **Salaries and Benefits**
(teacher to reduce class size or to provide remediation services)
- **Professional Development**
(Conference attendance or bringing in a speaker or consultant)
- **Instructional Supplies and Materials**
(purchasing supplemental reading or math programs; books for PLCs) Funding can be used for items to support more than ELA and Math
- **Family Engagement Activities**
- **Extended Day Programs**
- **Student Incentives**
(capped at 1% of school allocation)

Non-allowable

- **Entertainment Costs**
(including amusement, social activities, and ceremonials and any associated costs)
- **Some Field Trips**-all field trips need prior approval for allowability and must have a clear tie to increasing student achievement/programmatic purpose
(amusement parks; fairs)
- **Gift Certificates/Gift Cards**



Understanding EDGAR (Education Department General Administrative Regulations)

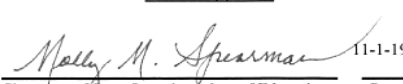
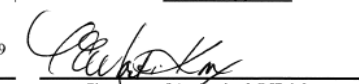
Know what parts of EDGAR
are applicable to your
program. Look closely at the
Grant Award Notice (GAN).

1. Name and Address of Subgrantee: Sumter School District 1345 Wilson Hall Road Sumter, SC 29150-1890	2. Subaward Information: Grant Status: New Grant Number: H63010100120 Subaward Name: 20 Title I Sub Program Number: 01 Award Amount: \$6,685,589.86 Total Obligated to Subgrantee: \$6,685,589.86 District Revenue Code: H6304310 District Subfund: 201				
3. Name of Authorized Official: Dr. Penelope E. Martin-Knox	5. Federal Award Information (as applicable): FAIN: S010A190040 Awarding Agency: US Department of Education Federal Award Date: 7/1/2019 R&D Award? No CFDA #84.010A and Name: Title I Part A Basic Grants to LEAs				
4. Subgrantee Unique Identified (DUNS #): 185647567 Subgrantee Code: 4301					
6. Period of Performance: Start: 7/1/2019 End: 9/30/2021					
7. Type of Agency: LEA					
8. Project Title: 2020 Title I, Part A					
9. Federal Project Description: 84.010A Title I Part A Basic Grants to LEAs					
10. Scope of Work and/or Special Conditions (continued on page 2): A. Funds are for the purpose of ensuring that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments. B. This subgrant is provided with the understanding that the program will be implemented in a manner that complies with all assurances, terms and conditions, and applicable regulations.					
11. Applicable Regulations (continued on page 2): A. Provisions of Title I, Part A and F, and Title VIII, as applicable, of the Elementary and Secondary Education Act of 1956, as amended by the Every Student Succeeds Act, and the General Education Provisions Act (P.L. 103-382). B. Title I regulations in 34 CFR Part 200.					
12. This grant award is made on the premise that the funds will be spent as designated in the approved application and budget for the amount indicated below.					
<table><tr><td>Indirect Cost Rate: 3.79% (de minimis? No)</td><td>Federal Funds Total</td></tr><tr><td>TOTAL</td><td>\$6,685,589.86</td></tr></table>		Indirect Cost Rate: 3.79% (de minimis? No)	Federal Funds Total	TOTAL	\$6,685,589.86
Indirect Cost Rate: 3.79% (de minimis? No)	Federal Funds Total				
TOTAL	\$6,685,589.86				

13. This signature below indicates the grantee's agreement to comply with all assurances, terms and conditions, monitoring procedures, state or federal statutes, program requirements, and all applicable federal laws and guidance. I agree that my electronic signature is the legally binding equivalent to my handwritten signature.

Award Approval

Award Approval

 11-1-19  11/21/19



11. Applicable Regulations (continued on page 2):

- A. Provisions of Title I, Part A and F, and Title VIII, as applicable, of the Elementary and Secondary Education Act of 1956, as amended by the Every Student Succeeds Act, and the General Education Provisions Act (P.L. 103-382).
- B. Title I regulations in 34 CFR Part 200.

11. Applicable Regulations (continued on page 2):

- C. Education Department General Administrative Regulations (EDGAR) in 34 CFR Parts 76 (except for 76.650-76.662 (Participation of Students Enrolled in Private Schools)), 77, 81, and 82.
- D. 2 CFR Part 170 Reporting Subaward and Executive Compensation Information.
- E. 2 CFR Part 175 Award Term for Trafficking in Persons.
- F. 2 CFR Part 180 Debarment and Suspension Regulation, as adopted at 2 CFR Part 3485.
- G. Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards at 2 CFR Part 200, as adopted at 2 CFR Part 3474.
- H. "Tydings Amendment," Section 421 (b) of the General Education Provisions Act, 20 U.S.C. 1225 (B).
- I. Travel: State budget proviso, General Appropriations Act, 2019 SC Act 91, Proviso 117.20, Act 178 of 1981, and 1976 Code Section 19-101.01 of the South Carolina Code of Regulations.
- J. SCDE's Assurances and Terms and Conditions for Federal Subawards (eff. 7/1/2019).



Documentation

2 CFR Part 200.403

g.) Be adequately documented.


34 CFR 76.730-76.731

- LEAs must keep records to show compliance with the program requirements
 - The amount of funds
 - How funds were used
 - Total cost of project activity
 - Other records to facilitate and effective audit



Where do I find USDE Policy updates?

- Sign up for updates under ESSA c www.ed.gov

U.S. Department of Education

Search...

[Student Loans](#)[Grants](#)[Laws](#)[Data](#)

Every Student Succeeds Act (ESSA)

[en Español](#)

Update: ESSA Consolidated State Plans

Templates

- [Revised Consolidated State Plan Template](#)
- [Crosswalk of Consolidated State Plan Requirements](#)

Resources

- [Press Release](#)
- [Fact Sheet](#)
- [Secretary DeVos Letter regarding updated consolidated State plans](#) (March 13, 2017)
- [Secretary DeVos' Letter to States regarding consolidated State plans](#) (February 10, 2017)
- [ESSA technical assistance resources](#)

A New Education Law

The Every Student Succeeds Act (ESSA) was signed by President Obama on December 10, 2015, and represents good news for our nation's schools. This bipartisan measure reauthorizes the 50-year-old Elementary and Secondary Education Act (ESEA), the nation's national education law and longstanding commitment to equal opportunity for all students.

The new law builds on key areas of progress in recent years, made possible by the efforts of educators, communities, parents, and students across the country.

For example, today, high school graduation rates are at all-time highs. Dropout rates are at historic lows. And more students are going to college than ever before. These achievements provide a firm foundation for further work to expand educational opportunity and improve student outcomes under ESSA.

The previous version of the law, the No Child Left Behind (NCLB) Act, was enacted in 2002. NCLB represented a significant step forward for our nation's children in many respects, particularly as it shined a light on where students were making progress and where they needed additional support, regardless of race, income, zip code, disability, home language, or background. The law was scheduled for revision in 2007, and, over time, NCLB's prescriptive requirements became increasingly unworkable for schools and educators. Recognizing this fact, in 2010, the Obama administration joined a call from educators and families to create a better law that focused on the clear goal of fully preparing all students for success in college and careers.

Congress has now responded to that call.

The Every Student Succeeds Act reflects many of the priorities of this administration.

ESSA Highlights

President Obama signs the Every Student Succeeds Act into law on December 10, 2015.

Recent Updates

- [Final Regulations: Assessments—Title I Parts A & B](#)
- [FAQs: Transitioning to the ESSA](#)
- [Key ESSA resources, including guidance and regulatory information](#)
- [Read the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act \(PDF, 1.2MB\)](#)
- Have questions?**
 - [Sign up for email updates about ESSA](#)

How Do I Find...?

- Student loans, forgiveness
- College accreditation
- Every Student Succeeds Act (ESSA)
- FERPA
- FAFSA
- 1098-E Tax Form
- More...

Information About...

- Transforming Teaching
- Family and Community Engagement
- Early Learning



Grants Management Resources



Good Reading:

- USED's EDGAR page:
<https://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html>

(Note, there are only a few remaining awards that fall under the old OMB circulars and not the 2 CFR Part 200).

- USED's Laws and Guidance:
<https://www2.ed.gov/policy/landing.jhtml>

Training at Your Desk:

- Grants training modules by the Chief Financial Officers Council (CFO):
<https://cfo.gov/grants/training/>
- The US Department of Education's online courses on grant fundamentals:
<https://www2.ed.gov/fund/grant/about/training-management.html?src=grants-page>



Supplement, Not Supplant

Jennifer Rhodes

Team Lead, Consolidated Finance and Applications



Supplement, Not Supplant

According to federal guidance:

LEAs may use Title I funds only to supplement or increase the level of funds that would, in the absence of Title I funds, be made available from non-federal sources for the education of students participating in Title I programs.



Supplement, Not Supplant

- Another way to look at supplement, not supplant is to ask the question- what would districts and schools be required to offer in the absence of any federal funding? For example - the state required Defined Minimum Program for elementary, middle, and high schools.
- LEAs are required to submit a neutral methodology to demonstrate that all schools have received their fair share of state and local funding.
- Title I funds should not be used to meet other federal requirements (Title III, IDEA, etc.)



How to Determine if Activities are Supplemental at the District Level

Testing for Presumptions of Supplanting:

- Is it required by the state, district, or federal statute or regulation?
- Are the same services provided for in non-Title I schools or students with (non-supplemental) state/local funds?
- Were these activities paid for in prior years with state/local funds?



Other Questions to Consider

- Are the Title I schools receiving similar services provided for by state/local funding as non-Title schools?
- Are Title I schools receiving their “fair share”?
- Are the Title I schools being treated comparably (similar positions, technology, etc.)?



Supplemental Title I Activities

Common supplemental uses of Title I funds:

- Decreasing class size (below state requirements)
- Providing extra supplies/materials
- Providing additional professional development
- Extending learning time (before/after school or summer school)
- Funding extra support services - nurses, guidance counselors, etc.
- The greatest flexibility for use of Title I funds is in the schoolwide project.

Always call your Title I Program Contact to get an opinion on supplement, not supplant issues.



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.



SNS and Class Size Reduction (CSR) Teachers

- Be mindful of SNS methodology when incorporating CSR teachers.
- Employ (1) Teacher @ 1.0 FTE to reduce classroom size to provide more individual and small group academic instruction for Grade 5. Reduce student-teacher ratio from 25:1 to 16:1. (Self-Contained)



SCHOOL DISTRICT OF OCONEE COUNTY

414 South Pine Street, Walhalla, South Carolina 29691

Phone: 864.886.4400 • Facsimile: 864.886.4402

www.oconee.k12.sc.us

Personnel Allocations – Elementary School Staffing Formula – State and Local Funds 2020-2021

Principal	Assistant Principal	Guidance Counselor
1.0 per school	0.5 ≤ 300 students 1.0 301 ≥ 600 students 1.5 ≥ 601 students	1.0 ≤ 600 students 1.5 ≥ 601 students
Elementary School 1 to 18.5	Middle School 1 to 18	High School 1 to 21
Special Education Determination based on enrollment	Art / Music Teacher	Physical Education Teacher
	0.4 ≤ 11 total sections of K5 – 5 th grade 0.6 12 ≤ 15 total sections of K5 – 5 th grade 0.8 16 ≤ 20 total sections of K5 – 5 th grade 1.0 21 ≤ 25 total sections of K5 – 5 th grade 1.2 26 ≤ 30 total sections of K5 – 5 th grade	0.8 ≤ 12 total sections of K5 – 5 th grade 1.0 13 ≤ 15 total sections of K5 – 5 th grade 1.2 16 ≤ 18 total sections of K5 – 5 th grade 1.4 19 ≤ 21 total sections of K5 – 5 th grade 1.6 22 ≤ 24 total sections of K5 – 5 th grade 1.8 25 ≤ 27 total sections of K5 – 5 th grade 2.0 28 ≤ 30 total sections of K5 – 5 th grade
Librarian / Media Specialist 1.0 per school	Reading Coach 1.0 per school	Nurse 1.0 per school
Clerical 3.0 ≤ 400 students 3.5 401 ≥ 500 students 4.0 501 ≥ 600 students 4.5 601 ≥ 700 students 5.0 701 ≥ 800 students		

Elementary Per Pupil - Instructional programs, supplies, activities technology, etc. – State and Local Funds

Allocation by Category	Grade/Category	Per Pupil
Regular Education	Pre – K Kindergarten Grades 1 st – 5 th	\$56 \$77 \$58
Students with Disabilities	* SC ^PIP *+ SC Grades K – 12 th Δ Resource	\$56 \$90 \$16
Media Books and Materials	All Students	\$23
Technology (instructional equipment & instructional technology)	All Students	Per pupil allocation

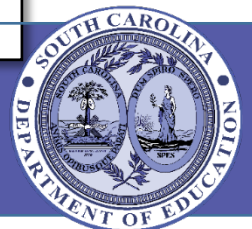
* SC = Self-Contained

^ PIP = Preschool Intervention Program

+ SC K – 12th grades = \$90 (instruction, supplies, and admin/guidance)

Δ Resource = \$16 is in addition to the regular education per pupil allocation

The School District of Oconee County is an Equal Opportunity School System.
District and Schools Fully Accredited by the Southern Association of Colleges and Schools



Grants Electronic Management System (GEMS)



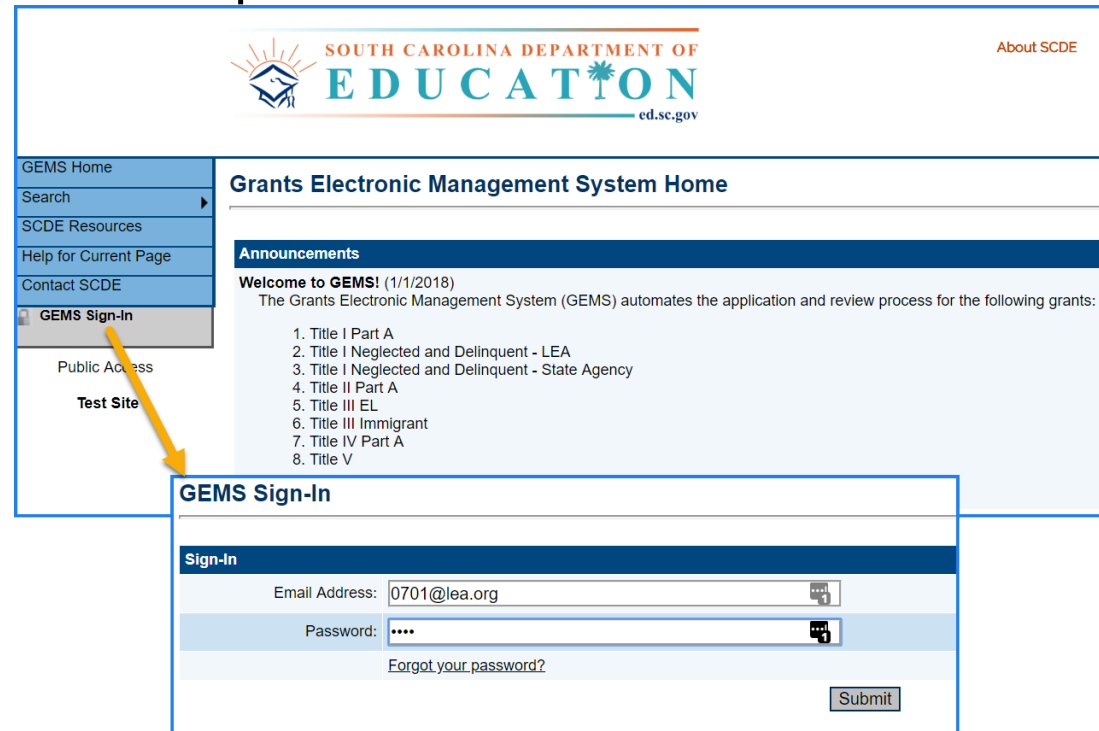
General System Info

- Moving to a new system next year- training will be provided
- Web based system
- Required Software
 - Web browser (Google or Chrome recommended)
 - Adobe Reader (Print files open as PDFs)
- Do not use your web browser's back/forward buttons



Accessing the System

- Production Site URL:
<http://southcarolina.egrantsmanagement.com>
- Click Sign-In, then Enter Email Address and Password
- Use *Forgot Password* to reset password



SOUTH CAROLINA DEPARTMENT OF EDUCATION
ed.sc.gov

About SCDE

GEMS Home
Search
SCDE Resources
Help for Current Page
Contact SCDE
GEMS Sign-In

Public Access
Test Site

Grants Electronic Management System Home

Announcements

Welcome to GEMS! (1/1/2018)
The Grants Electronic Management System (GEMS) automates the application and review process for the following grants:

1. Title I Part A
2. Title I Neglected and Delinquent - LEA
3. Title I Neglected and Delinquent - State Agency
4. Title II Part A
5. Title III EL
6. Title III Immigrant
7. Title IV Part A
8. Title V

GEMS Sign-In

Sign-In

Email Address:

Password:

[Forgot your password?](#)



Navigation Menu and Tips

- Left menu allows for quick navigation between GEMS components
- Hover over menu items with arrows to view sub menu
- Be sure to save your work before your session expires!
- Use GEMS navigation links; not your browser's Back button

GEMS Home

Administer ▶

Search ▶

Inbox ▶

Funding ▶

Grant Summary

LEA Document Library

Address Book

SCDE Resources

Help for Current Page

Contact SCDE

GEMS Sign Out

LeaUser, Joe

Test Site

Session Timeout
00:57:37

Grants Electronic Management System Home

0701 - Beaufort County School District (0701) Public District

Associated Organizations

Funding Applications	Organization Number	Organization Name
Budget Summary	0701	0701 - Beaufort County School District

Announcements

Welcome to GEMS! (1/1/2018)

The Grants Electronic Management System (GEMS) automates the application and review process for the following grants:

1. Title I Part A

2. Title I Neglected and Delinquent - LEA

3. Title I Neglected and Delinquent - State Agency

4. Title II Part A

5. Title III EL

6. Title III Immigrant


7. Title IV Part A

8. Title V



Navigation Menu

- Administer - only for User Access Administrators
- Inbox - Record of system emails
- Funding - Access to grant applications
- Address Book - list of users with LEA and SEA Roles
- SCDE Resources - Library of training and program guidance documentation
- Help for Current Page - Page specific instructions
- Request Help - Submit Help Desk Ticket

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

LeaUser, Joe

Test Site

Session Timeout

00:53:27



Funding Applications Main Page

- Launching point to all of a district's grant applications
- View filters
 - Fiscal Year
 - Application status filter

Funding Applications			
3201 - Lexington School District One (3201) Public District - FY 2019			
2019 ▼ All Active Applications ▼			
Entitlement Funding Application	Revision	Status	Status Date
Title I Part A	0	Draft Started	5/22/2018
Title I Neglected & Delinquent	0	Draft Started	5/23/2018
Title II Part A	0	Draft Started	5/22/2018
Title III EL	0	Draft Started	5/22/2018
Title III Immigrant	0	Not Started	5/22/2018
Title IV Part A	0	Draft Started	5/23/2018
Title V	0	Draft Started	5/25/2018



Sections Page

- Consistent structure for every application
 - Status changes
 - Application history
 - Create comments
 - View allocations
 - Each grant in a section
 - Error messages
 - Print
 - Checklist for reviewing



Sections, cont'd

- Overview of a selected funding application revision
- Launching point to pages within the application

Sections		
0160 - Abbeville County School District (0160) Public District - FY 2019 - Title V - Rev 0		
Application Status: SCDE Title V Program Manager Approved		
Change Status To: Revision Started		
View SCDE History Log View Change Log		
Description (View Sections Only View All Pages)	Validation	Print <input type="checkbox"/> Select Items
All		Print
<input checked="" type="checkbox"/> History Log		Print
<input checked="" type="checkbox"/> Allocations		Print
<input checked="" type="checkbox"/> Contacts		Print
<input checked="" type="checkbox"/> Title V		Print
<input type="checkbox"/> Program Manager Checklist		Print
Program Manager Checklist		Print
All		Print



Sections - Status

- Displays current status and next possible status(es)
- Only displays next status for current/active application
- Link always active; if user lacks permission, the status change confirmation screen will indicate that
- Tip: Funding Application must be moved into Draft Started status before edits can be made

Sections

3201 - Lexington School District One (3201) Public District - FY 2019 - Title I Part A - Rev 0





Application Status: **Draft Started**

Change Status To: [Draft Completed](#)



Navigation


- **Section** - a grouping of related pages in a funding application
- Contains one to many pages
- Each grant in funding app will have its own section
- May be grant-specific or general to overall application
- Sections for unallocated grants will not display
- Collapse/expand individual or all Sections to simplify view

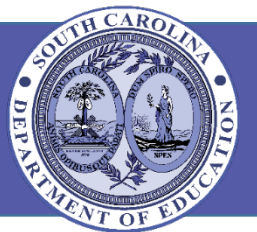
Description (View Sections Only View All Pages)	
	All
	History Log
	Allocations
	Contacts
	Title I Part A
	School Ranking
	School Eligibility
	Private Schools
	LEA Set Asides
	PPA List
	Budget
	Budget Overview
	Related Documents
	Plan Relationships



Allocations Page

- Displays allocation for each grant in funding app
- Broken out by Allocation Type
- Funds are transferred on this page

Allocations		
0160 - Abbeville County School District (0160) Public District - FY 2019 - Title V - Rev 0 - Allocations		
Go To 		
	(1)	<u>Title V</u>
Original		\$56,800.00
Additional		\$0.00
Forfeited		\$0.00
Total		\$56,800.00




Contacts

- Necessary for sending emails to groups, e.g. Title I District Coordinators, Consolidated Grant Contact
- Can have more than one contact per contact type
- Required Contacts must have a name or an Error occurs
- Contacts must be users in the system

Contacts

0160 - Abbeville County School District (0160) Public District - FY 2019 - Title V - Rev 0 - Contacts

Go To 

Required Contacts	
Type	Contact(s)
Title V Contact [Select at least 1 contact(s)]	



Funding App Page Navigation

- **Go To / Save and Go To** menu allows navigation between any pages in the funding application

Contacts

0160 - Abbeville County School District (0160) Public District - FY 2019 - Title V - Rev 0 - Co

Go To	▶	Current Page	
		Next Page	
		Previous Page	
		Sections	
Title V Contact [Select a		History Log	▶
		Allocations	▶
		Contacts	▶
Go To	▶	Title V	▶ Budget
		Program Manager Checklist	▶ Budget Overview
			Program Details
			Related Documents
			Assurances
			Terms and Conditions









Save and Go To...continued

- Using Save and Go To refreshes session timeout
- Save and Go To Current Page: Saves changes to the page and keeps user on that page
- Save and Go To Next Page: Saves changes to the page and moves user to next page in that section
- Save and Go To Previous Page: Saves changes to the page and moves user to previous page in that section
 - If no previous or next page exists, user is returned to Sections page



Adding Program Details in GEMS

Description (View Sections Only View All Pages)	
	All
	History Log
	Allocations
	Allocations
	Contacts
	Contacts
	Title V
	Budget
	Budget Overview
	Program Details
	Related Documents
	Assurances
	Terms and Conditions
	Program Manager Checklist
	Program Manager Checklist
	All



[GEMS Home](#)
[Administer](#)
[Search](#)
[Reports](#)
[Inbox](#)
[Planning](#)
[Funding](#)
[Grant Summary](#)
[LEA Document Library](#)
[Address Book](#)
[SCDE Resources](#)
[Help for Current Page](#)
[Request Help](#)
[GEMS Sign Out](#)

[Stanley, Jewell](#)

[Production](#)
[Session Timeout](#)
00:59:21

Program Details

0160 - Abbeville County School District (0160) Public District - FY 2019 - Title V - Rev 0 - Title V

Go To

Title V supplemental funds are made available to LEAs to help rural LEAs increase student academic achievement.

1. Indicate the proposed uses of Title V funds and provide a description of the related strategies.

Proposed Uses of Funds	Amount	Description of Strategy with Evaluation
Activities authorized under ESEA, Title I, Part A (Improving Basic Programs operated by LEAs)	* \$ 56,800.00	* Funds will be used to provide four onsite mental health counselors to work with identified students in one-on-one and small group sessions. The program objective is to increase the level of student achievement in the core academic subjects by providing support and mental health counseling to help students remove barriers to academic progress while developing coping skills that help them become successful students and citizens.
Parental engagement activities authorized under ESSA	* \$ 0.00	* NA
Activities authorized under Title II, Part A (Improving Teacher Quality State Grants)	* \$ 0.00	* NA
Activities authorized under ESEA Title III (Language Instruction for English Learners and Immigrant Students)	* \$ 0.00	* NA
Activities authorized under Title IV, Part A (Student Support and Academic Enrichment)	* \$ 0.00	* NA
Total:	\$ 56,800.00	

Go To

Budget Page

- Displays budget total for each Function Code for this grant or you can view/modify by Object Code
- Entry point to budgeting for each Category (view/modify)

Budget by Object		
Action	Function	Total
Modify	100 - Instruction	\$0.00
Modify	188 - Parenting/Family Literacy	\$0.00
Modify	210 - Pupil Services	\$0.00
Modify	220 - Instructional Staff	\$0.00
Modify	223 - Supervision of Special Programs	\$0.00
Modify	251 - Student Transportation - Federal/District Mandated	\$0.00
Modify	253 - School Building	\$0.00
Modify	254 - Operation and Maintenance	\$0.00
Modify	256 - Food Services	\$0.00
Modify	258 - Security	\$0.00
Modify	262 - Planning	\$0.00
Modify	266 - Technology and Data Processing Services	\$0.00
Modify	271 - Pupil Service Activity - Field Trip Transportation	\$0.00
Modify	300 - Community Services	\$0.00
Modify	416 - Payments to Charter Schools	\$0.00
Modify	430 - Indirect Cost Transfer	\$0.00
Total		\$0.00
Allocation		\$50,000.00
Remaining		\$50,000.00



Budget Detail

- Click Add Line Item to create a new Budget Detail or click the pencil icon to edit an existing Budget Detail
- Line item entry of budget data and narrative by Function Code and Object Code
- Offers LEAs flexibility in the level of detail that they provide
- Subsequent years allow initial population of this data by copying forward last year's budget

100 - Instruction - \$40,000.00

Add Line Item

Delete	Edit	Line Item Details	Narrative Description
		<div><div>Function: 100 - Instruction</div><div>Object: 100 - Salaries</div><div>Reform Strategy: Provide opportunities to meet chall...</div><div>Use of Funds: Copier Cost/Supplies</div><div>Identified Need: Professional Development</div><div>Data that Need is Based On: Surveys- Parent</div><div>LEA / School: 0701 - Beaufort County School District (0701)</div><div>Quantity: 1.00</div><div>Cost: \$40,000.00</div><div>Line Item Total: \$40,000.00</div></div> <div>Teacher</div>	

Total for 100 - Instruction:

\$40,000.00

Total for all other Functions:

\$0.00

Total for all Functions:

\$40,000.00

Allocation:

\$50,000.00

Remaining:

\$10,000.00



Add/Edit Budget Detail

- Object must be selected
- User can specify the associated tags - many tags allow multiple selections
- LEA / School must be selected - defaults to the LEA
- Quantity defaults to 1
- Cost greater than \$0.00 must be entered
- Narrative Description is Required

Line Item Details	Narrative Description
Function: Instruction	
Object: 100 - Salaries ▼	
Reform Strategy: (Select at least 1 tag(s)) Select Tag ▼	
Use of Funds: (Select at least 1 tag(s)) Select Tag ▼	
Identified Need: (Select at least 1 tag(s)) Select Tag ▼	
Data that Need is Based On: (Select at least 1 tag(s)) Select Tag ▼	
LEA / School: 0701 - Beaufort County School District (0701) ▼	
Quantity: 1.00	
Cost: \$0.00	
Line Item Total: \$0.00	

0 of 2000 characters



Indirect Cost

- SCDE loads Indirect Cost rates for each district and grant
- System shows the max amount based on Allocation
- Some budget categories do not allow for Indirect Cost; this amount displays under Excludable Costs
- As LEAs complete budget, system calculates and displays maximum allowable Indirect Cost based on the budgeted amount
- System validation prevents Indirect Cost budget in excess of specified amount

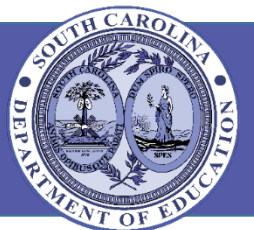
Indirect Cost	
Total Allocation	\$50,000.00
Budgeted Amount	\$40,000.00
Excludable Costs	\$0.00
Indirect Cost Rate	2.79%
Max Indirect Cost based on Budgeted Amount	\$1,116.00
Max Indirect Cost based on Total Allocation	\$1,357.13









Budget Overview

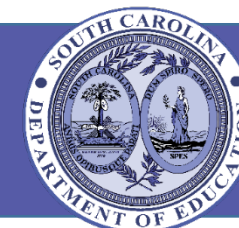
- Summary view of budget detail
- Filter view by Location Code
- Toggle between all budget categories and only those being used

Filter by Location: All - \$40,000.00 Hide Unbudgeted Categories								
Object	100 - Salaries	200 - Employee Benefits	300 - Purchased Services	400 - Supplies and Materials	500 - Capital Outlay	600 - Other Objects	700 - Transfers	Total
Function								
100 - Instruction	40,000.00	0.00	0.00	0.00	0.00	0.00		40,000.00
188 - Parenting/Family Literacy	0.00	0.00	0.00	0.00	0.00	0.00		0.00
210 - Pupil Services	0.00	0.00	0.00	0.00	0.00	0.00		0.00
220 - Instructional Staff	0.00	0.00	0.00	0.00	0.00	0.00		0.00
223 - Supervision of Special Programs	0.00	0.00	0.00	0.00	0.00	0.00		0.00
251 - Student Transportation - Federal/District Mandated	0.00	0.00	0.00	0.00	0.00	0.00		0.00



Adding Program Details in GEMS

Description (View Sections Only View All Pages)	
	All
	History Log
	Allocations
	Allocations
	Contacts
	Contacts
	Title V
	Budget
	Budget Overview
	Program Details
	Related Documents
	Assurances
	Terms and Conditions
	Program Manager Checklist
	Program Manager Checklist
	All



Program Details Page

- Additional information about LEA's use of grant funding beyond what is captured in budget
- Some grants have multiple Program Details pages with a different page title for each
- Entered directly into GEMS by LEA users
- If item has an * next to it, then a response must be entered

Program Details

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

Save And Go To ▶

Title V supplemental funds are made available to LEAs to help rural LEAs increase student academic achievement.

1. Indicate the proposed uses of Title V funds and provide a description of the related strategies.

Proposed Uses of Funds	Amount	Description of Strategy
Activities authorized under ESEA, Title I, Part A (Improving Basic Programs operated by LEAs)	* \$ <input type="text" value="2"/>	* <div><div></div><div>Check Spelling</div><div>0 of 500 characters</div></div>
Parental engagement activities authorized under ESSA	* \$ <input type="text"/>	* <div><div></div><div>Check Spelling</div><div>0 of 500 characters</div></div>



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



Adding a Related Document

- Browse for file to upload, or enter a URL
 - Make sure URL is for a publicly accessible web page
- Optionally enter a Document Name
 - If left blank, name of required document is used
 - Displays on Related Documents page, under “Document/Link” column



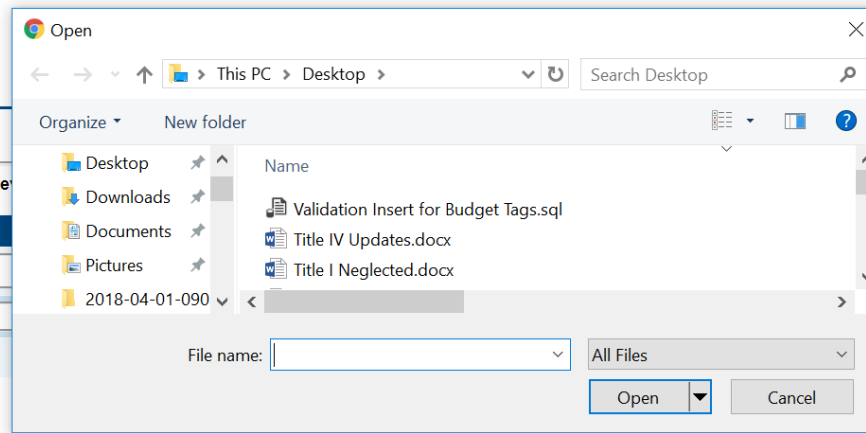
Create Related Document - Additional Documentation

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

Please select a file to upload.

Upload Data File: No file chosen

Document Name:



Validation

- Business rule checks put in place to ensure quality of data being submitted by district
- System automatically runs validation as application is completed
- Presence of validation issues indicated on the **Sections** page, under the **Validation** column
 - Messages do not appear on the page as user fills out data
 - System does not prevent *saving* of “invalid” data; prevents *submission* of invalid data
 - Validation checks can span pages
 - “Invalid” data can become valid based on subsequent input

Sections	
Monongalia County Schools (056) Public District - FY 2018 - Consolidated - Rev 0	
Application Status: Draft Started	
Change Status To: Draft Completed	
View WYDE History Log View Change Log	
Description (View Sections Only View All Pages)	Validation
All	Messages
+ History Log	
+ Allocations	
+ Contacts	Messages
+ Title I Part A	Messages



Validation...continued

- Two types of validation messages
 - Errors: Prevent submission of application
 - Warnings: Point out potential issues but allow submission
- Filtering Messages
 - All: Show every message
 - Section: Show all messages for pages in that section
 - Page: Show all messages for that page

Description (View Sections Only View All Pages)		Validation
All		Messages
+ History Log		
+ Allocations		
+ Contacts		Messages
- Title I Part A		Messages
School Ranking		
School Eligibility		
Private Schools		
LEA Set Asides		
PPA List		
Budget		Messages
Budget Overview		
Related Documents		
Plan Relationships		



Messages

- Each message is a clickable link
- Clicking link will take user to the screen on which the issue occurred

Validation Messages	
Monongalia County Schools (056) Public District - FY 2018 - Consolidated - Rev 0	
Return To Sections Page	
Contacts	
Contacts	
The Contact 'Title I Part A Contact' has 0 contacts selected. It requires a minimum of 1 contact(s).	Error
The Contact 'Title I-D LEA Contact' has 0 contacts selected. It requires a minimum of 1 contact(s).	Error
The Contact 'Title II Part A Contact' has 0 contacts selected. It requires a minimum of 1 contact(s).	Error
The Contact 'Title III EL Contact' has 0 contacts selected. It requires a minimum of 1 contact(s).	Error
The Contact 'State EL Funds Contact' has 0 contacts selected. It requires a minimum of 1 contact(s).	Error
The Contact 'Title V Part B, RLIS Contact' has 0 contacts selected. It requires a minimum of 1 contact(s).	Error
The Contact 'Homeless Children Contact' has 0 contacts selected. It requires a minimum of 1 contact(s).	Error
The Contact 'Foster Care Contact' has 0 contacts selected. It requires a minimum of 1 contact(s).	Error
Title I Part A	
Budget	
The total Indirect Cost budget amount of \$0.00 is less than the maximum Indirect Cost amount of \$602.33.	Warning
The Title I Part A budget of \$0.00 is less than the Adjusted Allocation amount of \$2,008,382.97.	Error



Submission and Review Workflow

STATUS CHANGE	Roles with Permissions:	Email Notification to:
Draft Not Started to Draft Started	LEA Title II Part A Update or LEA Fiscal Representative or LEA Superintendent	none
Draft Started to Draft Completed	LEA Title II Part A Update or LEA Fiscal Representative or LEA Superintendent	LEA Fiscal Representative
Draft Completed to LEA Fiscal Representative Approved or Returned Not Approved	Fiscal Representative	LEA Superintendent (Approved) LEA Title II Part A Update (Returned)
LEA Fiscal Representative Approved to LEA Superintendent Approved or Returned Not Approved	LEA Superintendent	SEA Title II Part A Program Manager (Approved) LEA Title II Part A Update (Not Approved)
LEA Superintendent Approved to SCDE Title II Part A Program Manager Approved or Returned Not Approved	SCDE Title II Part A Program Manager	LEA Superintendent; LEA Fiscal Representative; LEA Title II Part I Update (Approved) LEA Title II Part A Update (Not Approved)



Submission and Review Workflow, cont'd

- Prerequisite checks
 - Does user have permission?
 - Does timeframe allow for this status change?
 - Is application valid? (may not run depending on status)
 - Certain approval steps require that an “Agree To” box be checked, which adds a comment to the History Log

Sections

Monongalia County Schools (056) Public District - FY 2018 - Consolidated - Rev 0

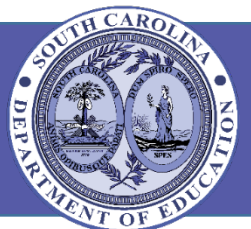
Application Status: Draft Completed

Change Status To: LEA Fiscal Representative Approved
or
LEA Fiscal Representative Returned Not Approved

Status Change Confirmation

Monongalia County Schools (056) Public District - FY 2018 - Consolidated - Rev 0

☐ By submitting this automated application, the local education agency is acknowledging that it understands and agrees to abide by the applicable assurances attached to this application.
You are about to change the status to LEA Fiscal Representative Approved. Check the box and Click Confirm to change the status.



History Log

- The History Log displays all status changes and Comments related to a funding application

[View All Status/Comments](#)

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
<input type="checkbox"/>	2/2/2018 2:25:37 PM	Heather Rhorer	Thelma, The Title II portion of this application is approved. Thank you, Heather	C
<input type="checkbox"/>	1/24/2018 9:45:30 AM	Jeff Aulick	Agreed to "By submitting this automated application, the local education agency is acknowledging that it understands and agrees to abide by the applicable assurances attached to this application."	C
	1/24/2018 9:45:30 AM	Jeff Aulick	Status changed to 'District Superintendent Approved'.	S
<input type="checkbox"/>	1/24/2018 9:36:30 AM	Brittany Mullikin	Agreed to "By submitting this automated application, the local education agency is acknowledging that it understands and agrees to abide by the applicable assurances attached to this application."	C
	1/24/2018 9:36:30 AM	Brittany Mullikin	Status changed to 'District Finance Officer Approved'.	S
	1/24/2018 9:16:30 AM	Daniel Fisher	Status changed to 'Revision Completed'.	S
	1/24/2018 8:27:46 AM	Brittany Mullikin	Status changed to 'District Finance Officer Returned Not Approved'.	S
	1/8/2018 12:30:11 PM	Daniel Fisher	Status changed to 'Revision Completed'.	S
	1/2/2018 11:04:27 AM	Thelma Hawkins	Status changed to 'Revision Started'.	S



Comments

- Comments are ongoing notes and discussion between SCDE and the LEA related to a funding application
- Comments can be made by anyone with access to the application at any time, regardless of status
- Can be emailed to intended recipients
- Comments are saved within the funding application
- Not visible to public users



Comments, cont'd

Save And Go To ▶

Create Comment

Comment

Can I use Title II funds to pay for a substitute when a teacher attends professional development?

Send Email to GEMS Contacts ☐

Click to send comment as an email

LEA Contacts By Role

- LEA Data View
- LEA Fiscal Representative
- LEA Plan Data Entry
- LEA School Plan Reviewer
- LEA Superintendent

Other LEA Contacts

Planning Tool Contact

SCDE Contacts

SCDE Grant Management Contact Consultant

SCDE Miscellaneous Contacts

- Greg King
- Jewell Stanley
- Karen Cook
- Roy Stehle

Additional Recipients

Recipient Summary

Contact Group(s) Selected

Karen Cook



Checklist

- Way for SCDE to provide feedback to LEA beyond system validations
- Section may be marked Approved, Not Approved, or Not Applicable by SCDE
- If section is marked Not Approved, a text box appears for Program Manager to identify issue.

Checklist Description (Collapse All) Expand All	
<input type="checkbox"/> 1. Budget	Not Reviewed ▼
1. Budget details are reasonable and allowable.	
2. Budget detail tags are appropriate.	
<input type="checkbox"/> 2. Class Size Reduction	Not Reviewed ▼
1. Information is correct.	
<input type="checkbox"/> 3. Stakeholder Participants	Not Reviewed ▼
1. Stakeholder list contains participation by diverse group.	
2. Stakeholder information is complete and correct.	
<input type="checkbox"/> 4. Private Schools	Not Reviewed ▼
1. Private school information is complete.	
<input type="checkbox"/> 5. Related Documents	Not Reviewed ▼
1. Correct documents have been uploaded.	
2. Uploaded documents are complete and correct.	



Questions and Answers Session



Today's Training



Reality!



Thank you for participating!

Please reach out to us if you have any questions:

- Leslie Bloss, lbloss@ed.sc.gov
- Marcus Corbett, mcorbett@ed.sc.gov
- Theresa Gregory, tgregory@ed.sc.gov
- Sharay Mosely, smosely@ed.sc.gov
- Jennifer Rhodes, jrhodes@ed.sc.gov
- Sarah Wagers, slwagers@ed.sc.gov
- Martha Walker mwalker@ed.sc.gov

