New Title I Coordinators Training

Consolidated Finance and Applications Team

Office of Federal and State Accountability

July 27, 2021

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*
  - *District Set-Asides*
  - *Poverty and School Allocations*
  - *Schoolwide Plans*
  - *Comprehensive Needs Assessment*
- *Allowable Use of Funds*
- *Supplement Not Supplant*
- *Q&A*

TITLE I BACKGROUND AND PURPOSE

Jennifer Rhodes

Team Lead, 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 of 1965.

President Barack Obama signing ESSA in December 2015.

State Allocation

$269,614,215

State Administration
(Capped at 1%)

$2,267,258

Title I, Part D
(Delinquent)

$251,538.15

Local Neglected Reserves

$1,815,392.97

School Improvement
(Mandated 7%)

$18,335,575.00

Title I, Part A Allocations to LEAs

$246,944,450.54

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

- CPAS and 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.

Questions

Title I - 101

Sharay Mosley

Education Associate, Finance and Applications

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 ELs, 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

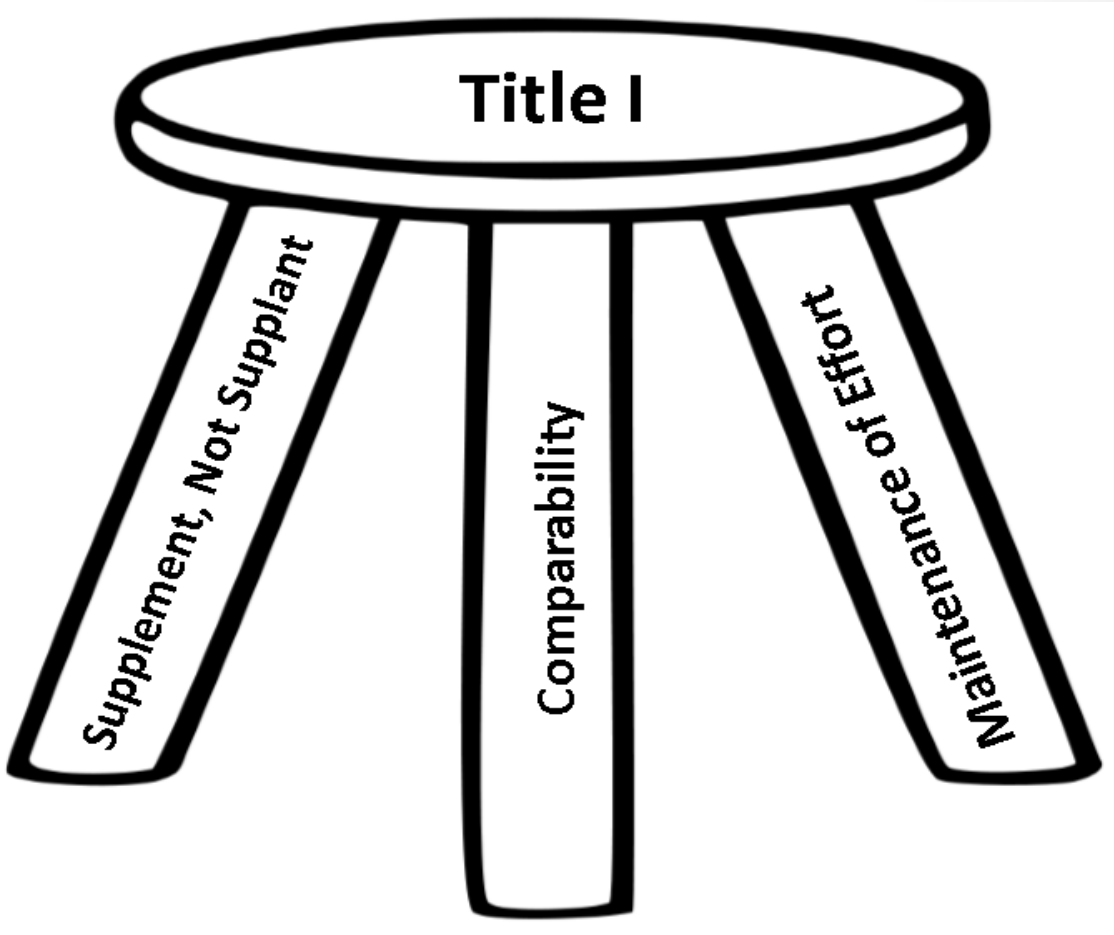
Each LEA plan shall be developed in consultation with teachers, principals, administrators (include administrators of programs described in other parts of this title) and other appropriate school personnel, and with parents of children in schools served under this part. *(Section 1112. Local Educational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

Fiscal Requirements

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

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

Theses fiscal rules ensure that federal funds are used to provide extra services to children who are at greater risks 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)

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.

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

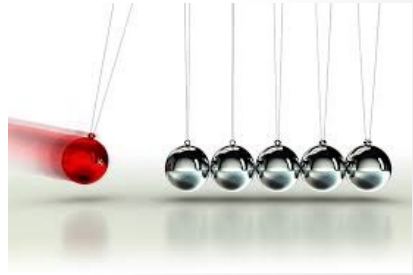
Examples of Allowable District Set-Asides:

- 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
– District's set-asides	326,215.00
Amount available to allocate to schools	$2,134,330.00

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 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
  - 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
- 125% 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.

- **125 Percent Rule-** If a district chooses to serve any schools with a poverty rate below the 35% threshold, all served schools must receive an amount per low-income child equal to at least 125% of the per child allocation for the district as a whole. This calculation must be conducted before the LEA takes any "off-the-top" reservations.

- **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

Questions

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 c**hallenging 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.

COMPREHENSIVE NEEDS ASSESSMENTS AND TITLE I

Theresa Gregory

Education Associate, Finance and Applications

Implementing a Schoolwide Program

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

- Conducting a **comprehensive needs assessment** of the entire school,
- Preparing a comprehensive schoolwide plan; and
- Annually reviewing the schoolwide plan.

What is a Comprehensive Needs Assessment and why is it so important?

A Comprehensive Needs Assessment is…

- the *first step* in developing a schoolwide or school improvement plan.
- a process to help school teams learn about their areas of strengths and challenges.
- more than just scores. Comprehensive needs assessments provide an opportunity to determine the root causes of student achievement or lack thereof.

Why Is a Comprehensive Needs Assessment Necessary?

- A comprehensive needs assessment is legislated by the **Every Student Succeeds Act**.

A schoolwide program shall be based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency.
ESSA Section 1114(b)(6)

Why Is a Comprehensive Needs Assessment Necessary?

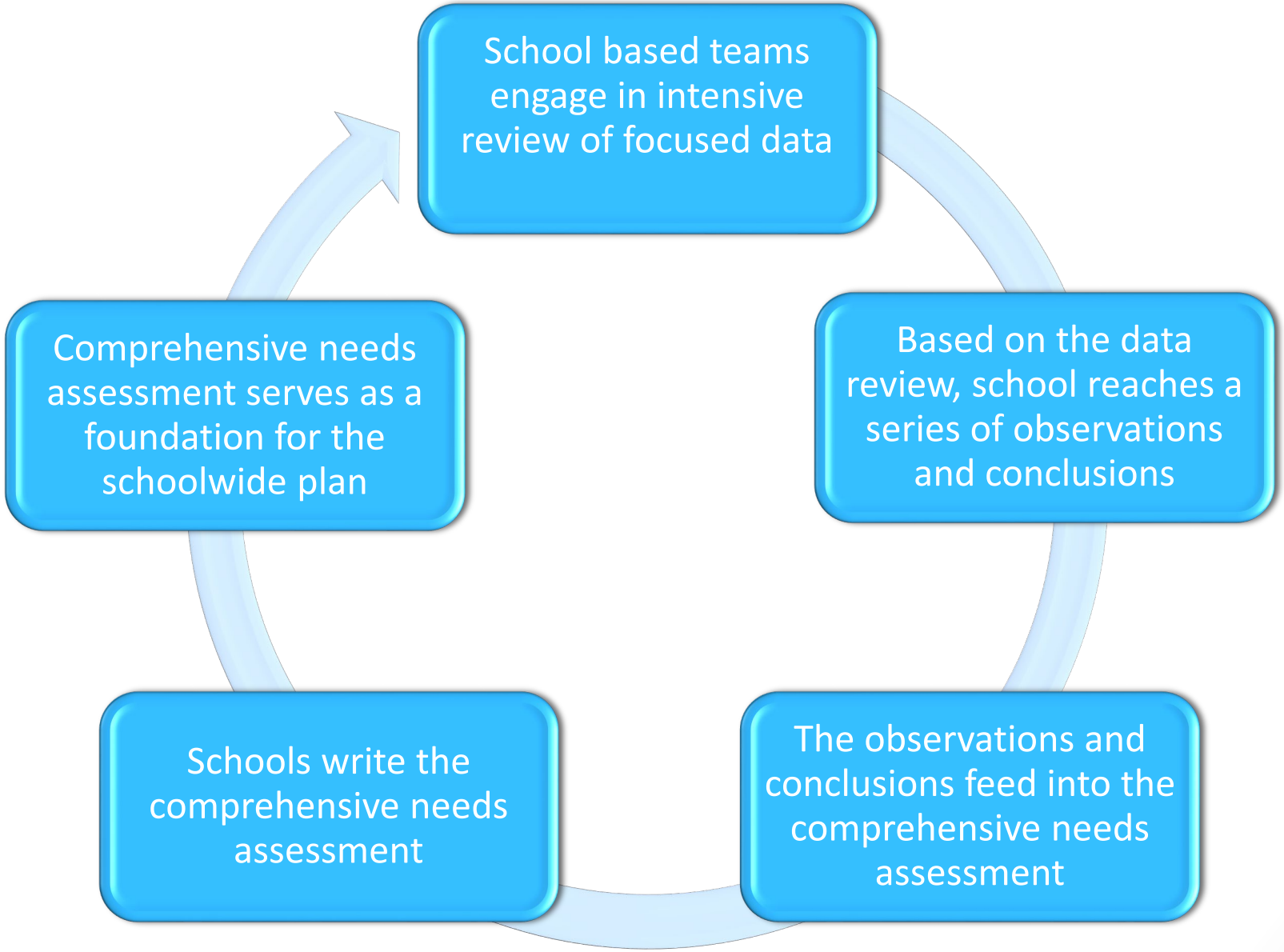
- A comprehensive needs assessment is good practice.
  - Causal factors are identified.
  - Better strategies for improvement can be proposed and implemented.
  - Districts and schools are able to determine the effectiveness of educational programs for each subgroup of students served.

Needs Assessment…The First Step in the Planning Process

Random Acts
No Needs Assessment

Aligned Acts
Needs Assessment Completed

Needs Assessment at a Glance



Who should participate in the needs assessment process?

Faculty and Staff

Parents and
Family Members

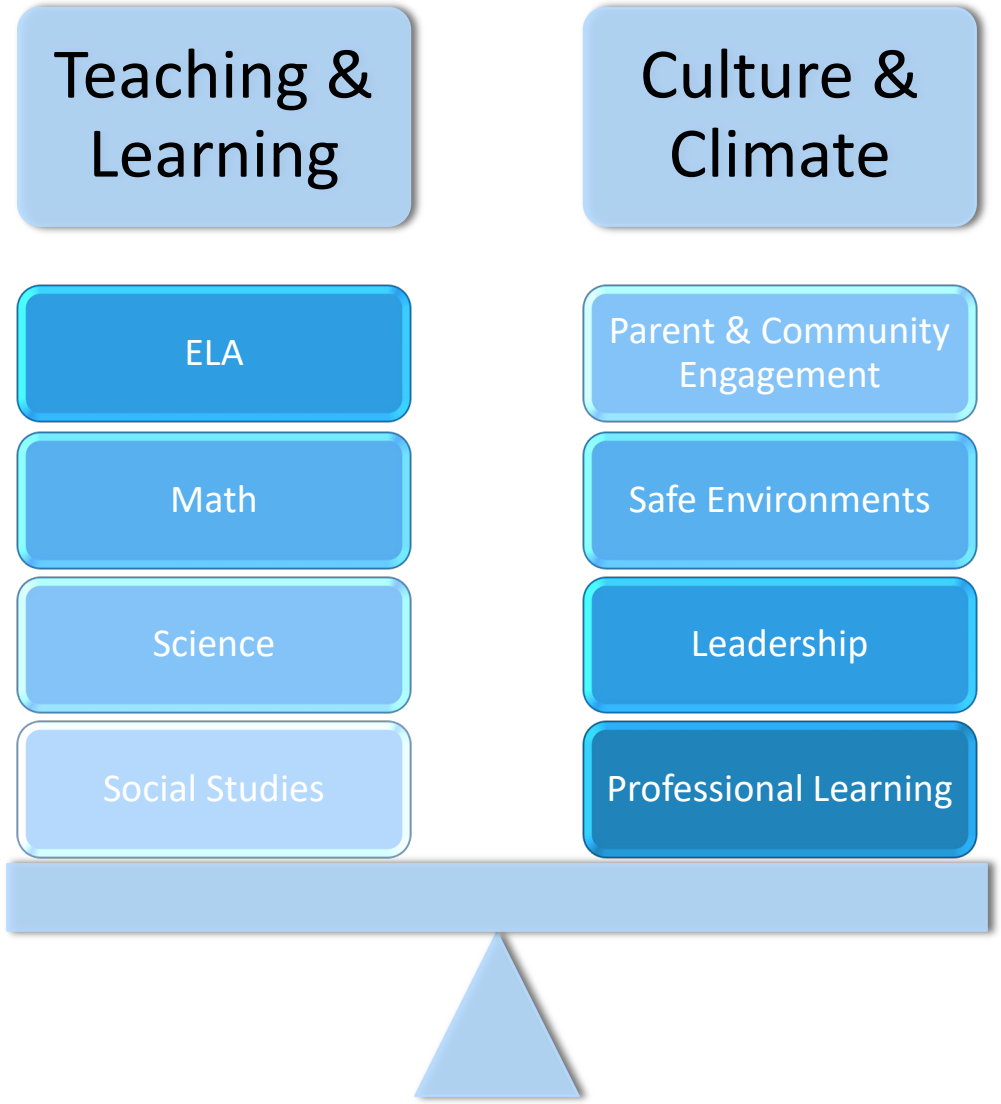
School and District
Administrators

Students (at Secondary Level)

Community Partners

ALL STAKEHOLDERS

Domains for Study



Identify and Gather Data

Different Types of Data

- Student demographics
- School culture and climate
- Academic achievement
- College and career readiness
- Instructional data
- Family and community engagement
- School operations and management

Different Sources of Data

- Surveys
- Focus groups
- State and local assessments
- Lesson plans and student work
- Curriculum and assessment materials
- Observations and reports

Questions to Consider

- What do we know about the needs of all the subgroups served?
- Do we have clearly established goals and measurable objectives to address our students' needs?
- What are the school's strengths and how can we build on them to improve the school?
- What are the areas of concern? What can be done to improve these areas?
- What are the priorities according to the data?
- Do we need to gather more information? If so, what are the next steps?
- Are we using our resources to the best of our abilities?
- Do we need to acquire new resources?

Making the Connection

- The schoolwide activities must tie back to the comprehensive needs assessment.

- Do not include an activity or expenditure if the school cannot demonstrate a need for it in the comprehensive needs assessment.

Use of Funds – Examples Based on Needs Assessment

- ✓ Increased learning time
- ✓ High-quality preschool or full-day kindergarten
- ✓ Evidence-based strategies to accelerate the acquisition of content knowledge for English Language Learners
- ✓ Equipment, materials, and training needed to compile and analyze data to monitor progress, alert the school to struggling students, and drive decision making
- ✓ Devices and software for students to access digital learning materials and collaborate with peers, and related training for educators
- ✓ School climate interventions

Remember:

The ultimate goal of the comprehensive needs assessment is increased student performance.

Questions

ALLOWABLE USE OF FUNDS

Jennifer Rhodes

Team Leader, 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 National Title I Conferences, NAFEPA and state led conferences and meetings.
4. Become knowledgeable of state and local regulations that may impact ESSA implementation.

What is the "bottom line" regarding required procedures?

Hierarchy of Requirements

- Administrative Statutes (Single Audit Act of 1984)
- Authorizing Legislation (Programmatic Statue)
- Appropriations Language/Law
- Federal Regulations
  - Non-Regulatory Guidance
  - Letters and Press Releases
  - Guidance from State Agency (Program Office, Finance, Auditing)
- State Laws

What is the "bottom line" regarding required procedures?

- Districts have the authority to develop procedures for its programs

- Procedures **must adhere** to:
  - ESSA
  - Uniform Grant Guidance/EDGAR
  - State and local law and regulations

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

Cost 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.

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

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

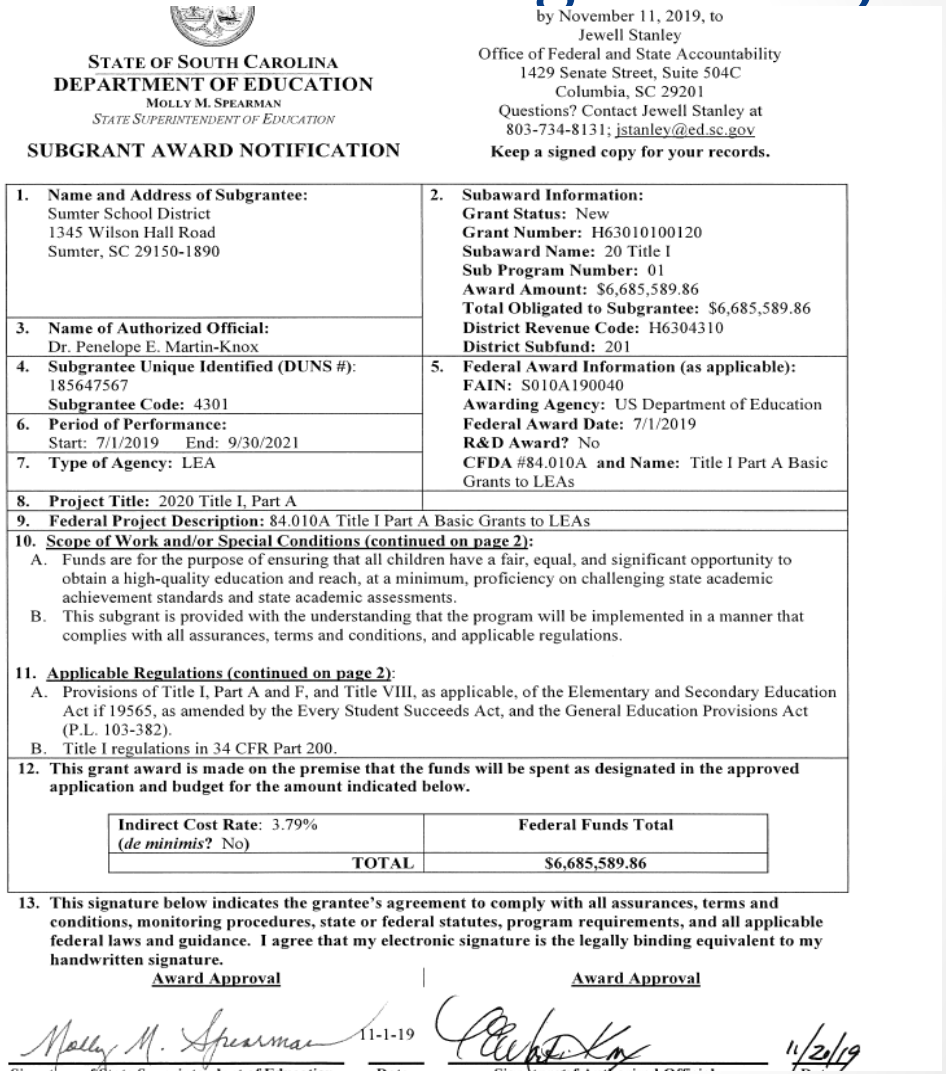
- Salaries and Benefits
  (teacher to reduce class size or to provide remediation services)
- Professional Development
  (Conference attendance or bringing in a speaker or consultant)
- Instructional Supplies and Materials
  (purchasing supplemental reading or math programs; books for PLCs) Funding can 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
  (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).



STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION
MOLLY M. SPEARMAN
STATE SUPERINTENDENT OF EDUCATION

SUBGRANT AWARD NOTIFICATION

by November 11, 2019, to
Jewell Stanley
Office of Federal and State Accountability
1429 Senate Street, Suite 504C
Columbia, SC 29201
Questions? Contact Jewell Stanley at
803-734-8131; jstanley@ed.sc.gov
Keep a signed copy for your records.

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	
4. Subgrantee Unique Identified (DUNS #): 185647567 **Subgrantee Code:** 4301	**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
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 if 19565, 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.

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**

Molly M. Spearman 11-1-19 | 11/20/19

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 if 19565, 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.

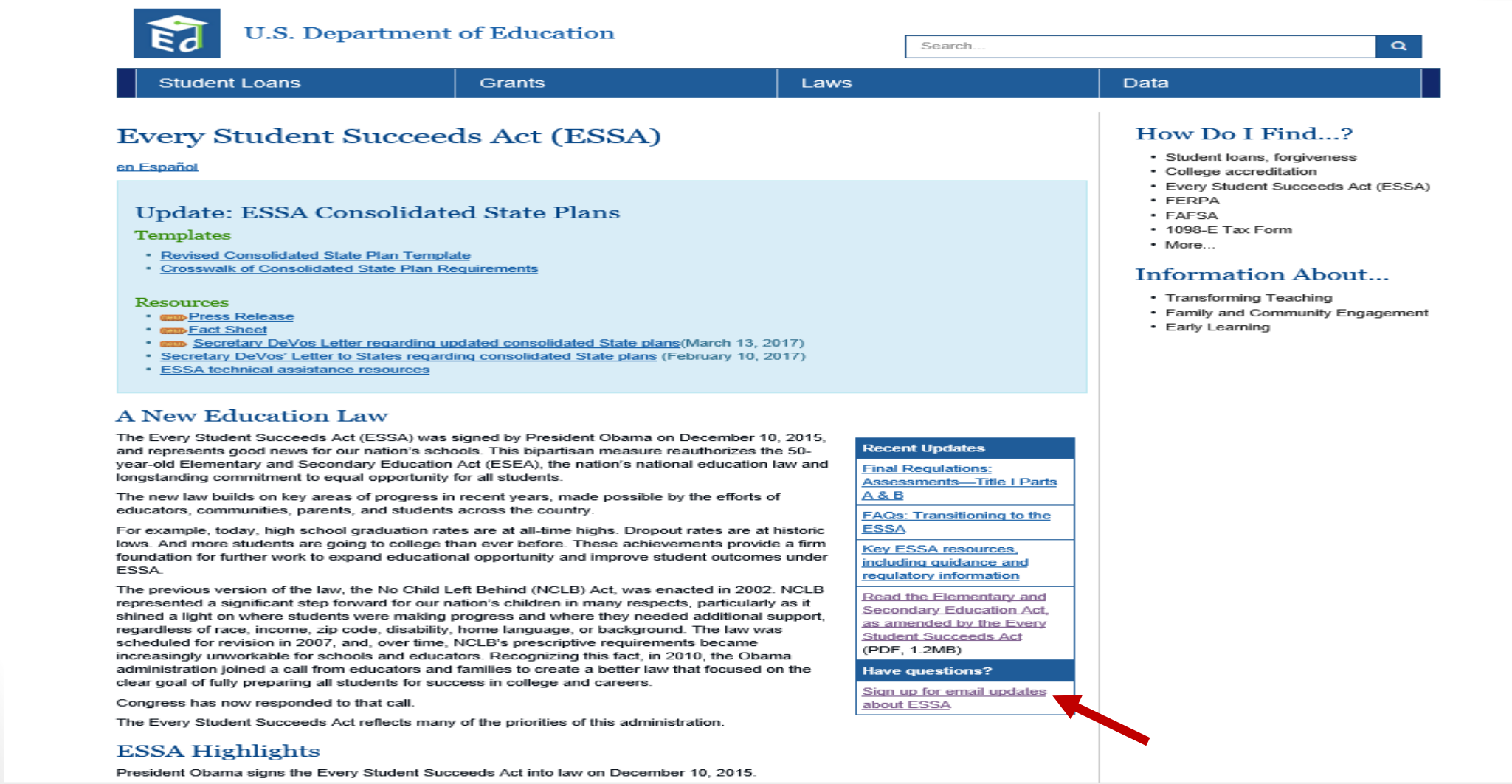
H. "Tydings Amendment," Section 421 (b) of the General Educations Provisions Act, 20 U.S.C. 1225 (B).

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).

Where do I find USDE Policy updates?

- Sign up for updates under ESSA on the www.ed.gov website



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 Leader, 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

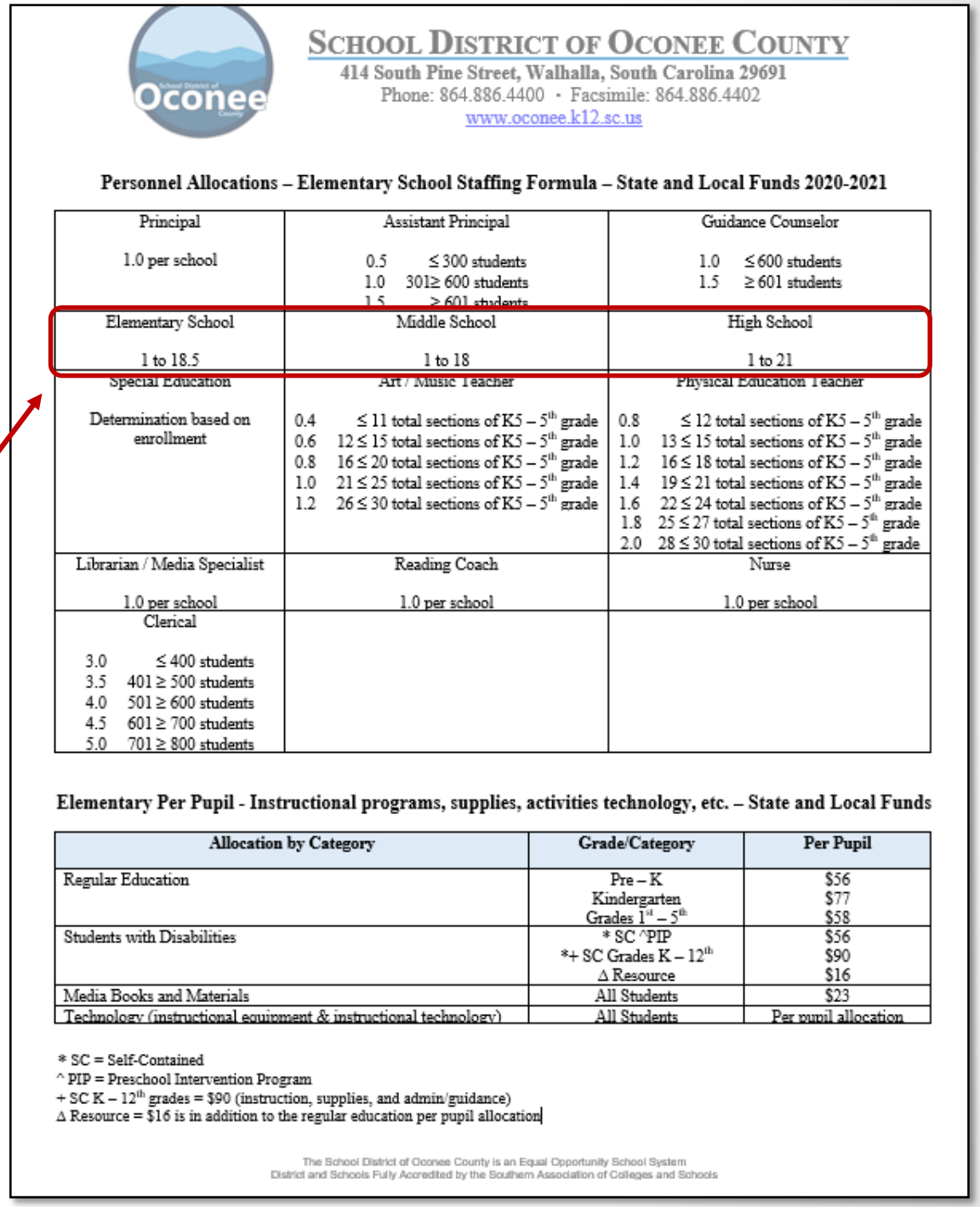
- Districts developed a methodology beginning in 2018-2019 SY for demonstrating that Title I funded schools receive their fair share of state and local dollars (which the SCDE monitors).

- 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	**Middle School**	**High School**
1 to 18.5	1 to 18	1 to 21
Special Education	Art / Music Teacher	Physical Education Teacher
Determination based on enrollment	0.4 ≤ 11 total sections of K5 – 5th grade 0.6 12 ≤ 15 total sections of K5 – 5th grade 0.8 16 ≤ 20 total sections of K5 – 5th grade 1.0 21 ≤ 25 total sections of K5 – 5th grade 1.2 26 ≤ 30 total sections of K5 – 5th grade	0.8 ≤ 12 total sections of K5 – 5th grade 1.0 13 ≤ 15 total sections of K5 – 5th grade 1.2 16 ≤ 18 total sections of K5 – 5th grade 1.4 19 ≤ 21 total sections of K5 – 5th grade 1.6 22 ≤ 24 total sections of K5 – 5th grade 1.8 25 ≤ 27 total sections of K5 – 5th grade 2.0 28 ≤ 30 total sections of K5 – 5th grade
Librarian / Media Specialist	Reading Coach	Nurse
1.0 per school	1.0 per school	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 1st – 5th	$56 $77 $58
Students with Disabilities	* SC ^PIP *+ SC Grades K – 12th 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)

Jennifer Rhodes

Team Lead, Finance and Applications

General System Info

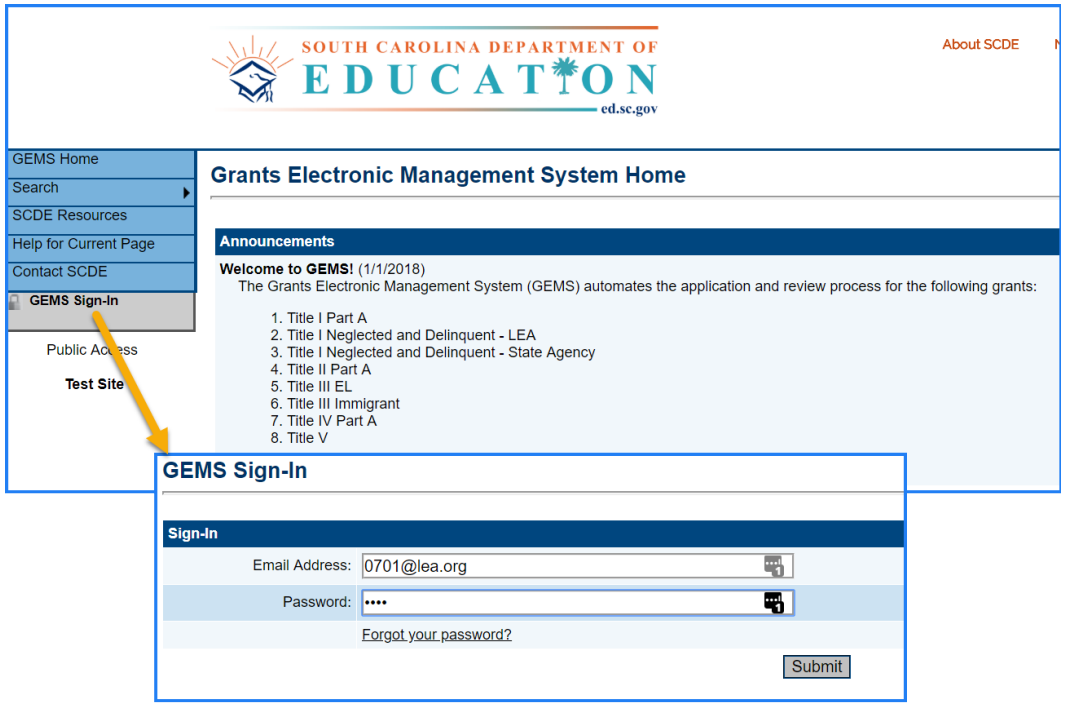
- Web based system

- Required Software
  -Web browser (Google Chrome or Firefox recommended)
  -Works with IE, Edge, and Safari
  -Adobe Reader (Print files open as PDFs)

- Do not use your web browser’s back/forward buttons

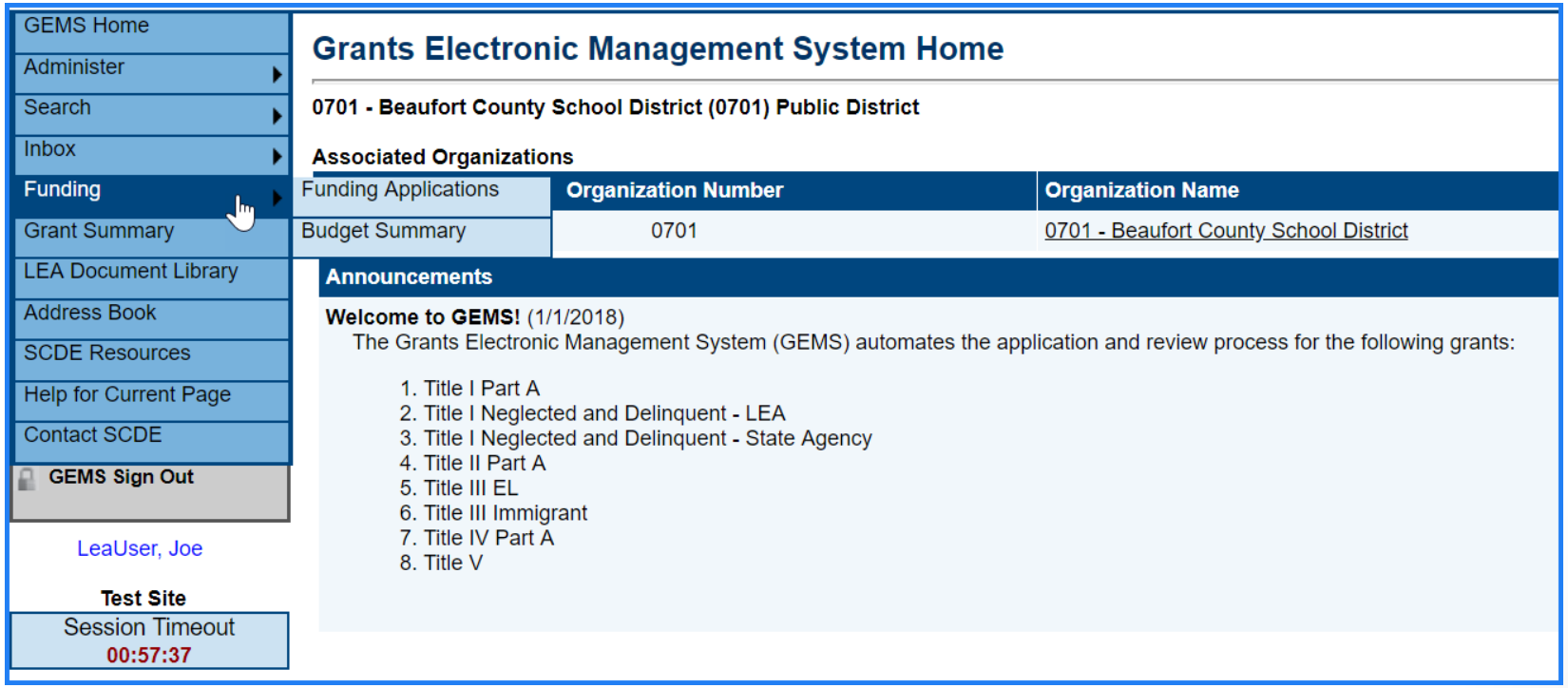
Accessing the System

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



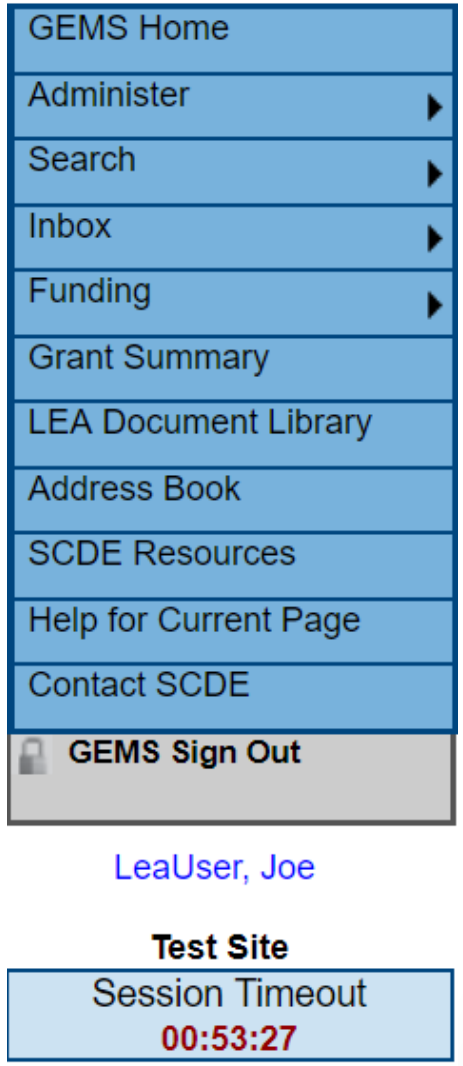
Navigation Menu and Tips

- 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



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



Help Resources

SCDE Resources

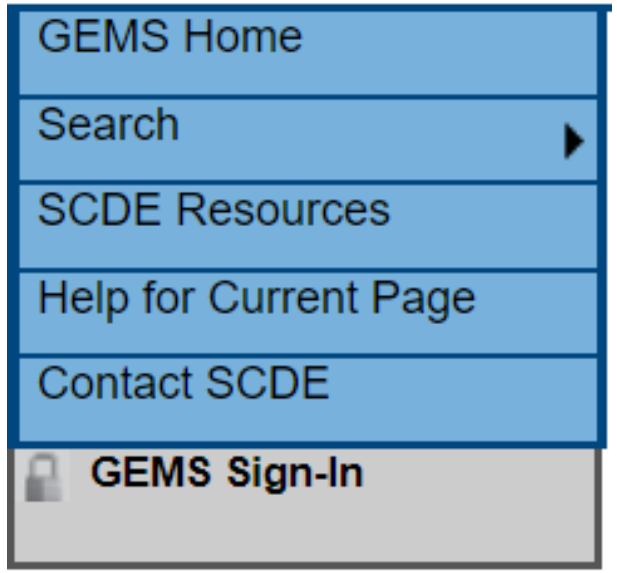
Library of resource documents: guidance and training documentation

Help for Current Page

Guidance for the page you are viewing

Request Help

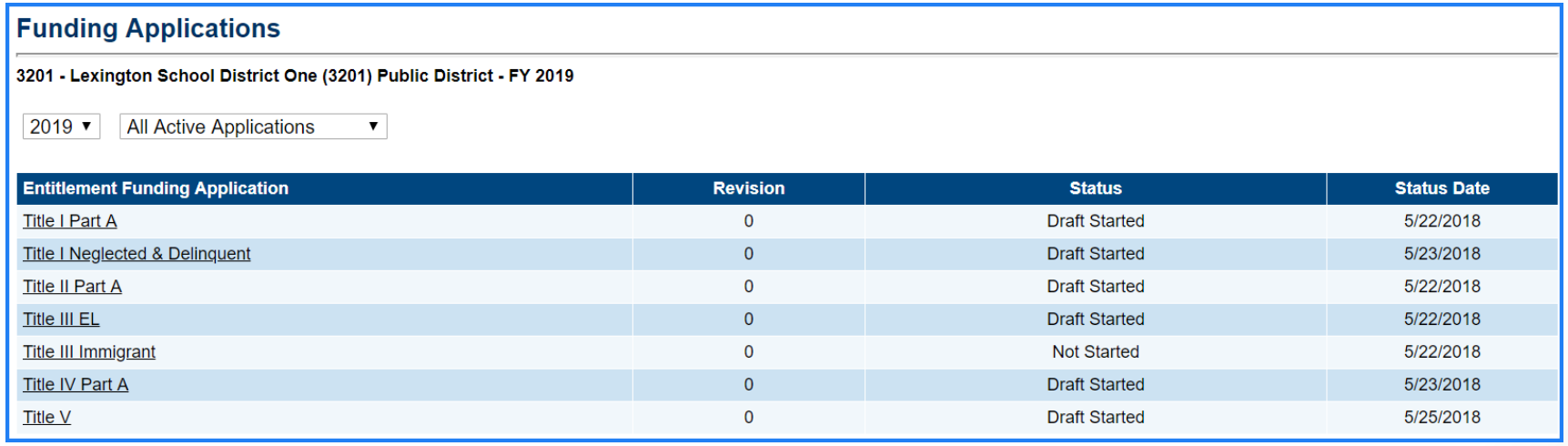
Submit Help Desk Ticket and SCDE Program Contacts



***Help Resources can be accessed without logging in**

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 ▼

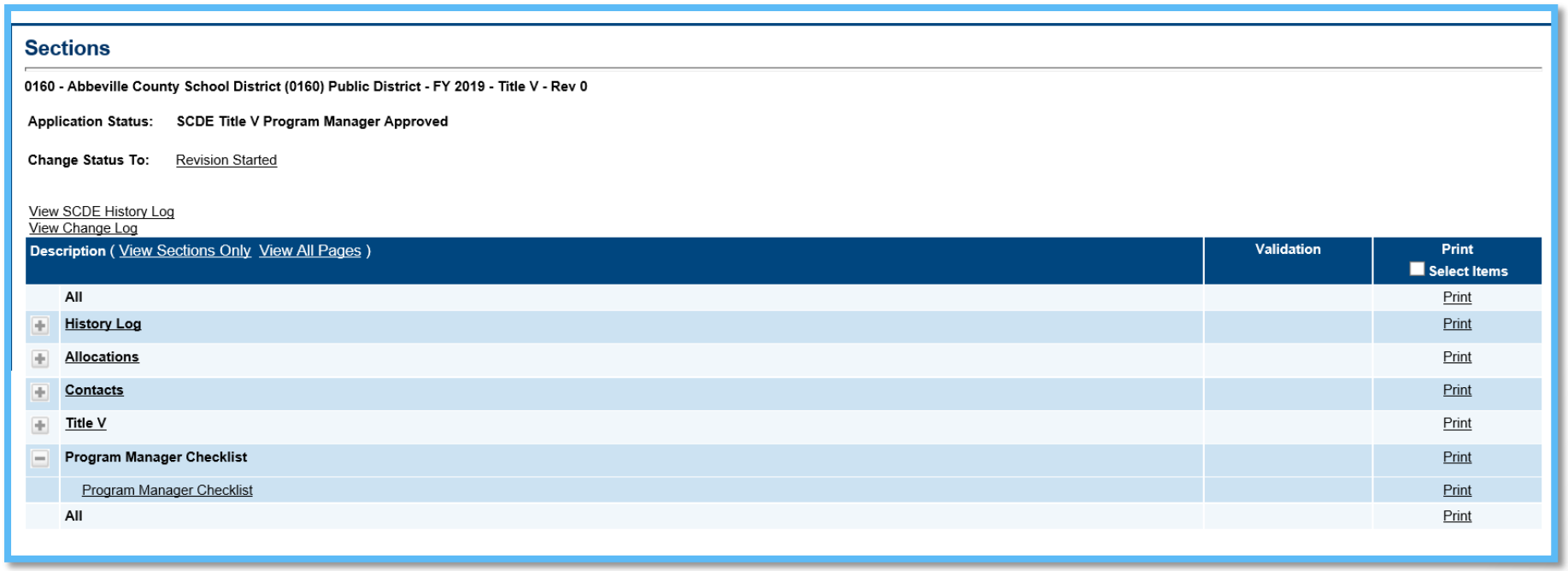
Entitlement Funding Application	Revision	Status	Status Date
Title I Part A	0	Draft Started	5/22/2018
Title I Neglected & Delinquent	0	Draft Started	5/23/2018
Title II Part A	0	Draft Started	5/22/2018
Title III EL	0	Draft Started	5/22/2018
Title III Immigrant	0	Not Started	5/22/2018
Title IV Part A	0	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

- 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

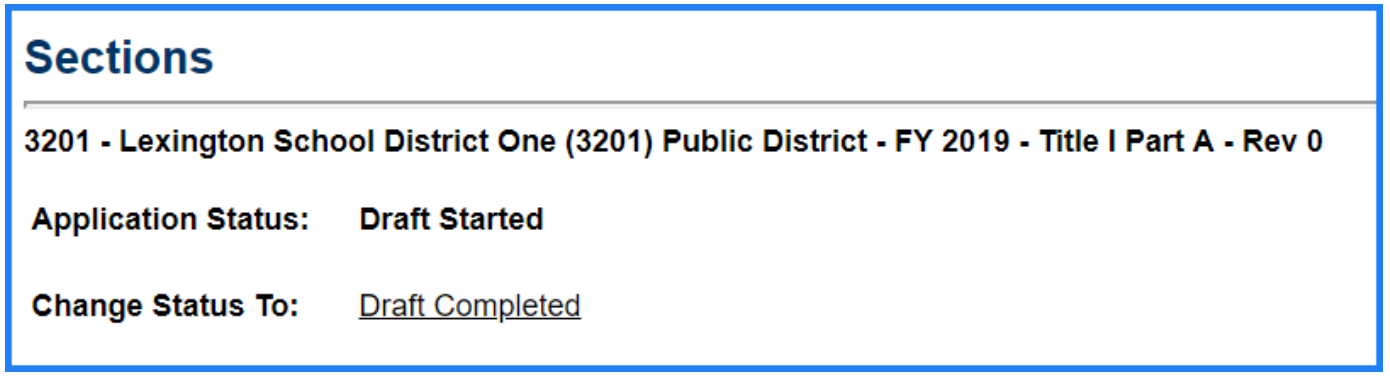
Change Status To: Revision Started

View SCDE History Log
View Change Log

Description (View Sections Only View All Pages)	Validation	Print Select Items
All		Print
History Log		Print
Allocations		Print
Contacts		Print
Title V		Print
Program Manager Checklist		Print
Program Manager Checklist		Print
All		Print

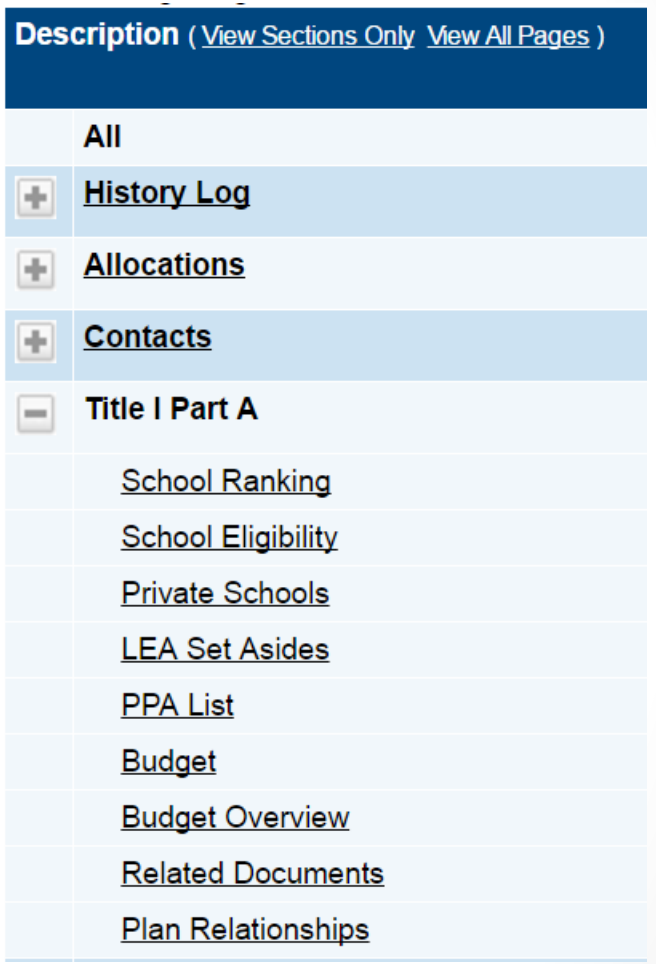
Sections - Status

- 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



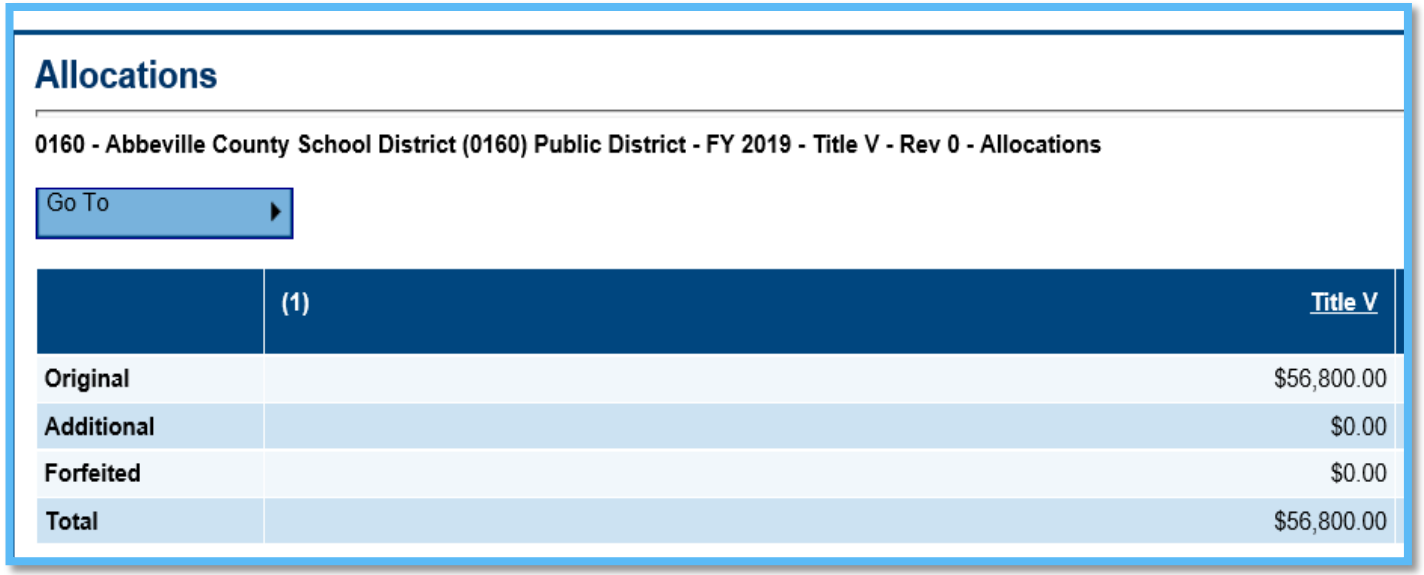
Sections

- **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



Allocations Page

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



Allocations

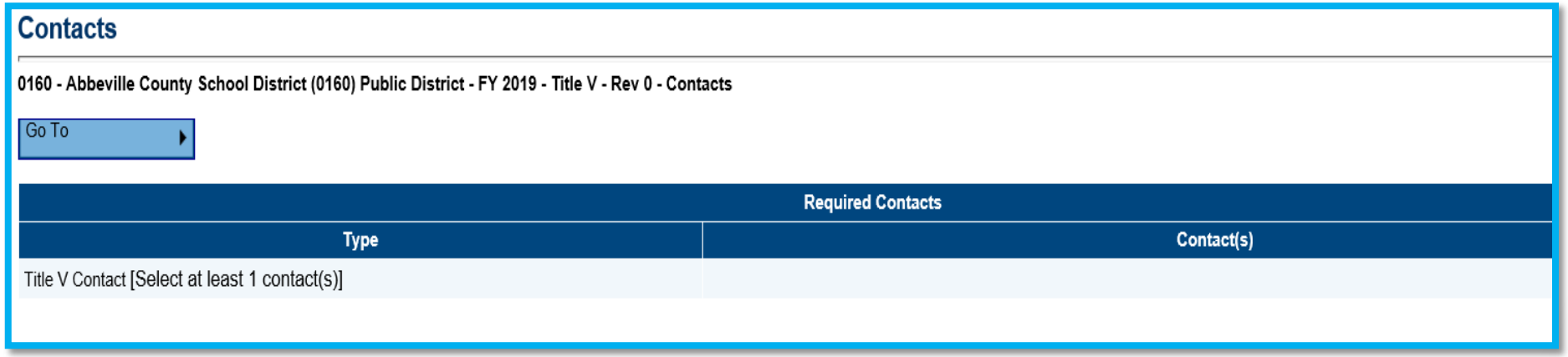
0160 - Abbeville County School District (0160) Public District - FY 2019 - Title V - Rev 0 - Allocations

Go To

	(1)	Title V
Original		$56,800.00
Additional		$0.00
Forfeited		$0.00
Total		$56,800.00

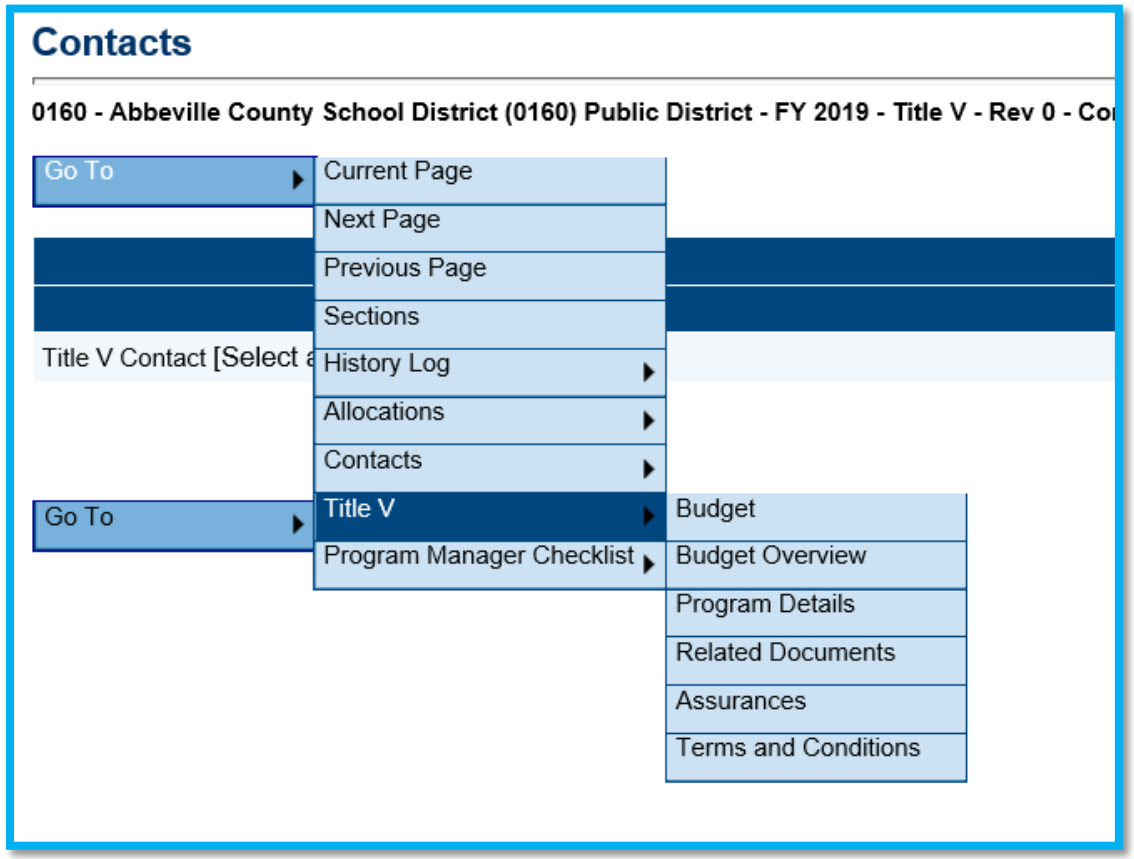
Contacts

- 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



Funding App Page Navigation

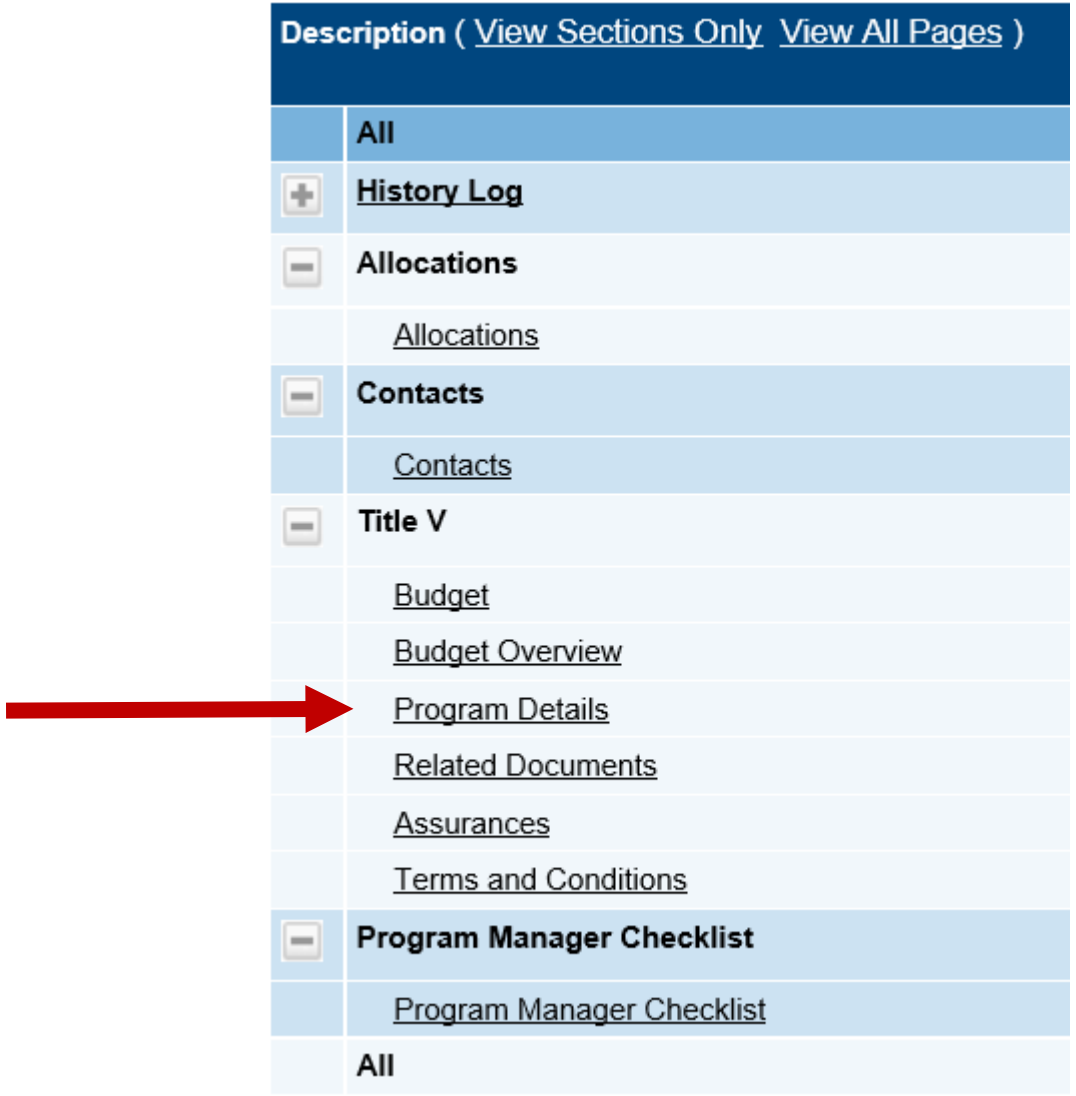
- **Go To** / **Save and Go To** menu allows navigation between any pages in the funding application



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 exist, user is returned to Sections page

Adding Program Details in GEMS



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.

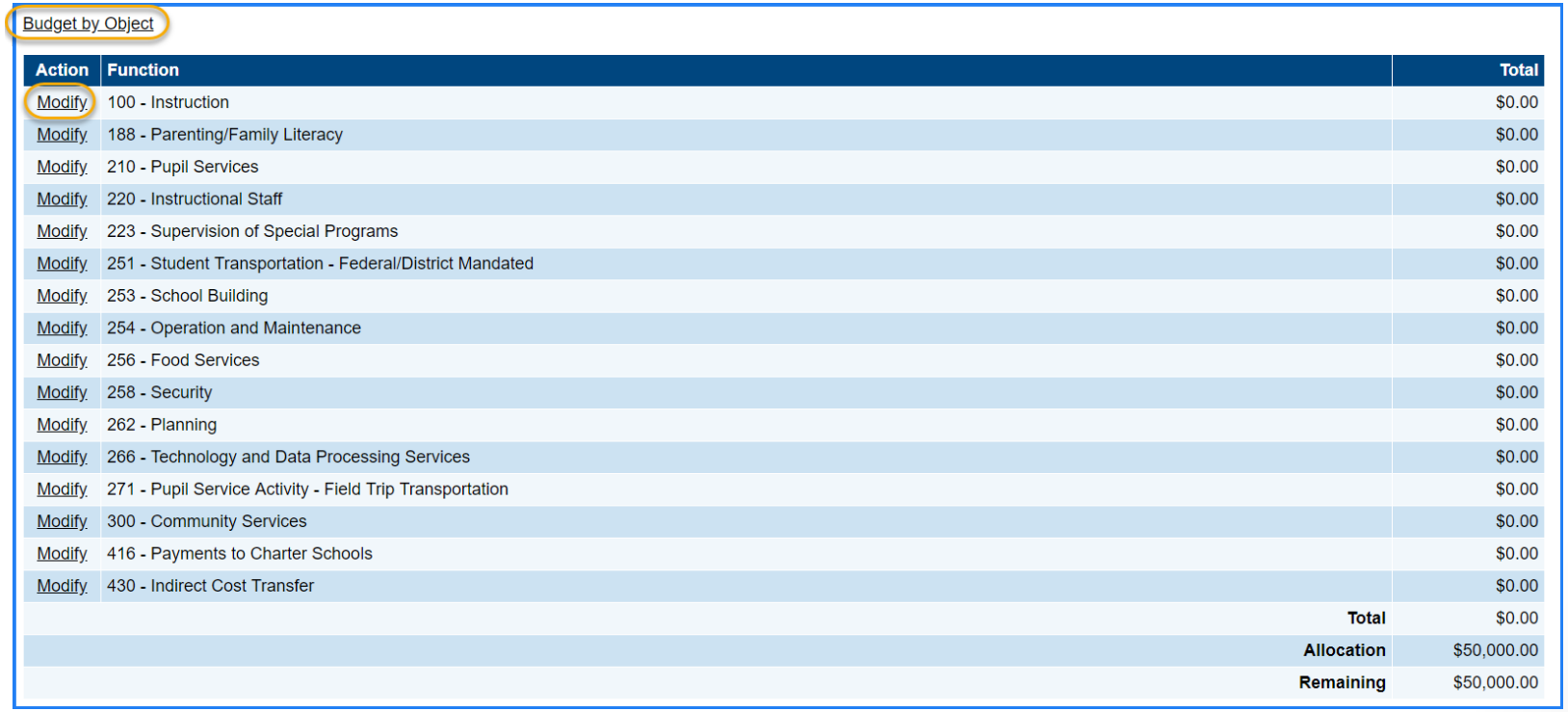
1. Indicate the proposed uses of Title V funds and provide a description of the related strategies.

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)

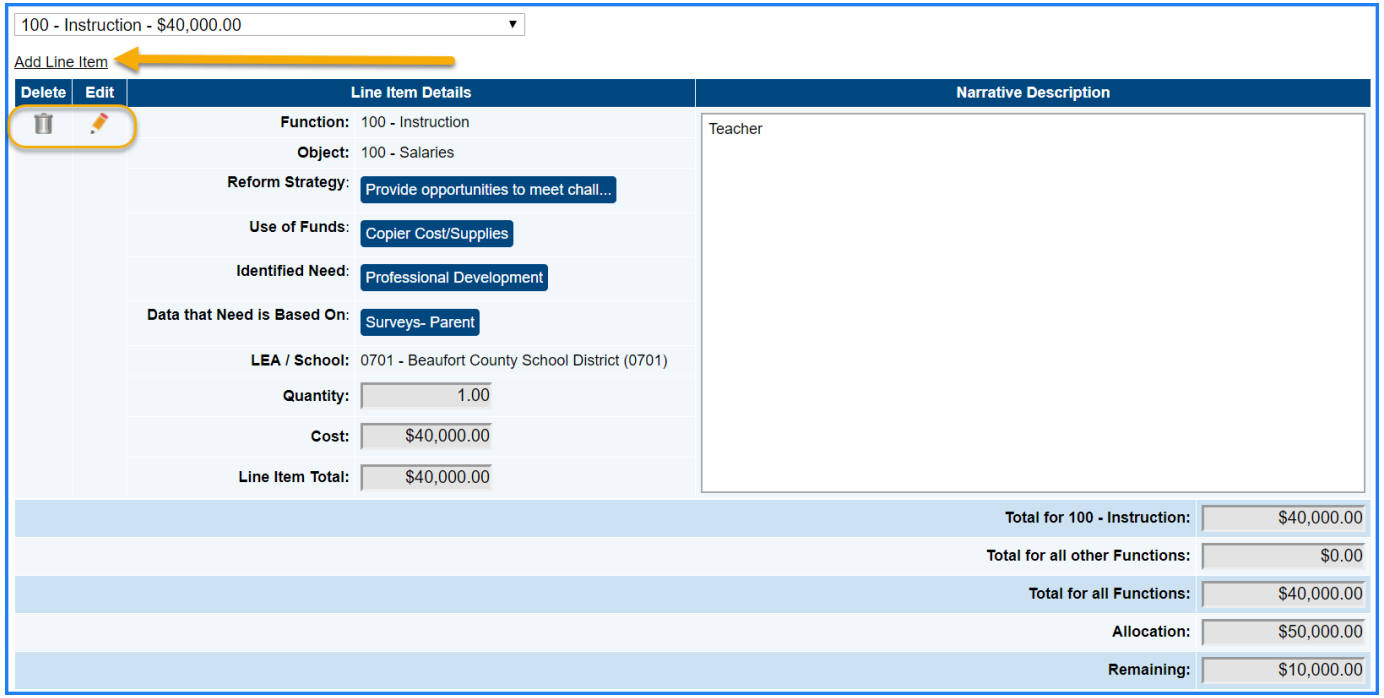


Budget by Object

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

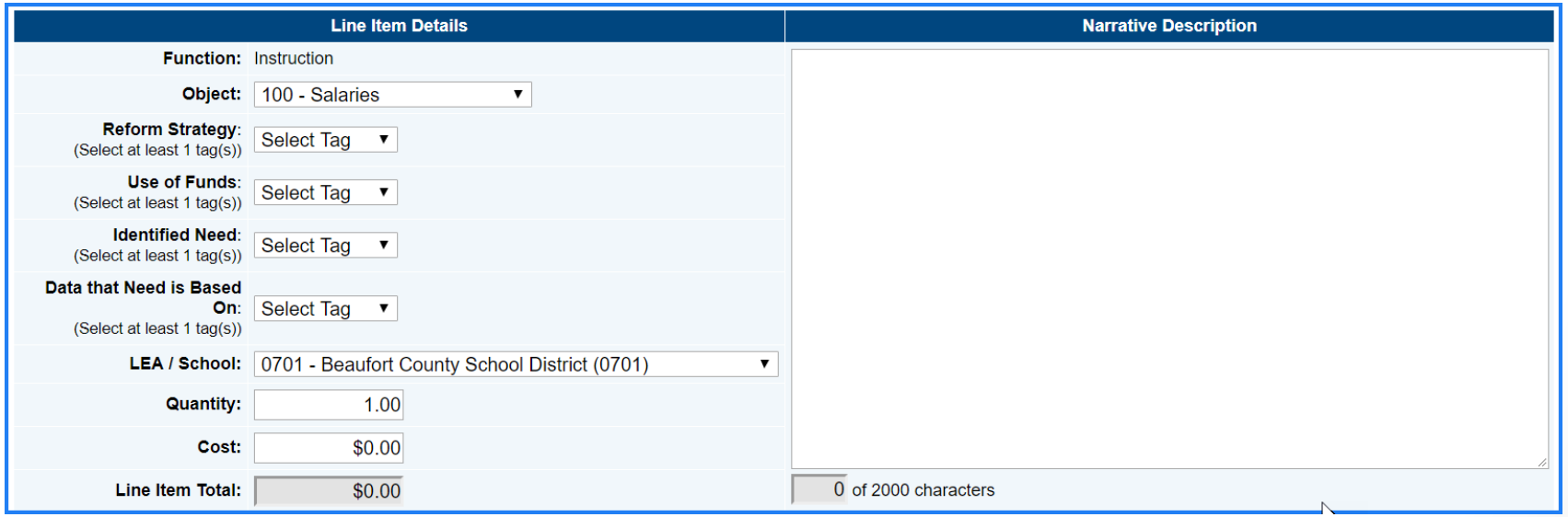
Budget Detail

- 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



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



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

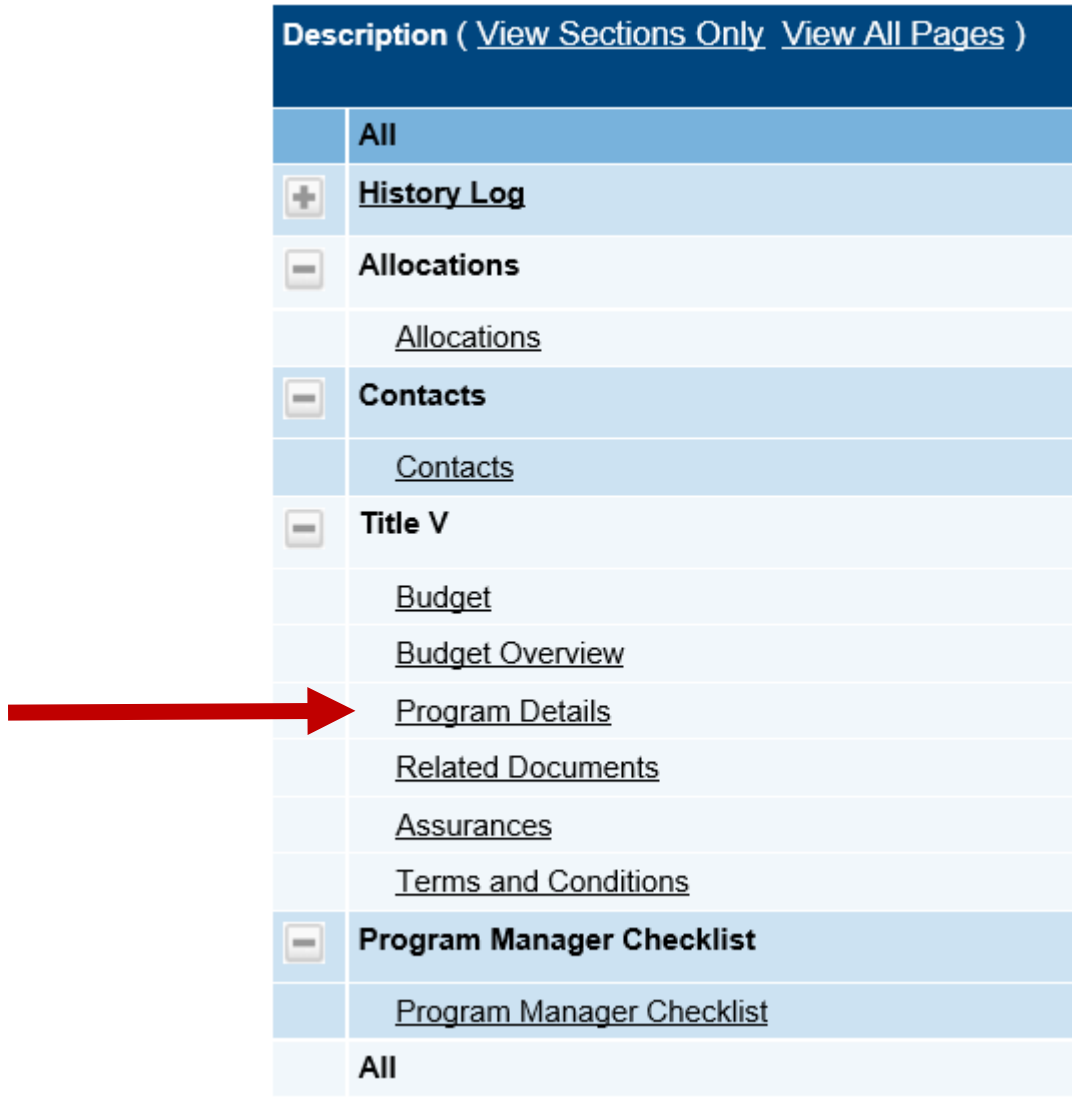
- Summary view of budget detail
- Filter view by Location Code
- Toggle between all budget categories and only those being used

Filter by Location: All - $40,000.00

Hide Unbudgeted Categories

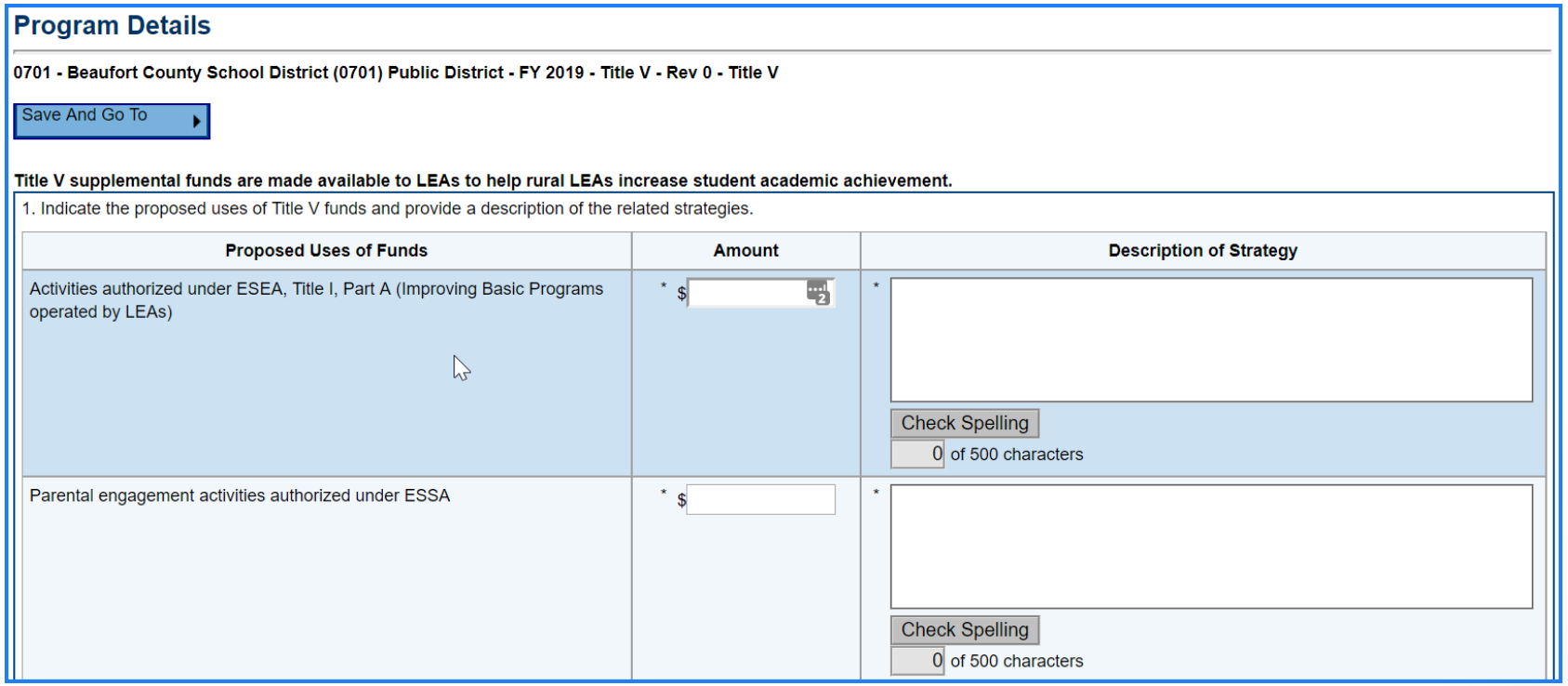
Object / Function	100 - Salaries	200 - Employee Benefits	300 - Purchased Services	400 - Supplies and Materials	500 - Capital Outlay	600 - Other Objects	700 - Transfers	Total
100 - Instruction	40,000.00	0.00	0.00	0.00	0.00	0.00		40,000.00
188 - Parenting/Family Literacy	0.00	0.00	0.00	0.00	0.00	0.00		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



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

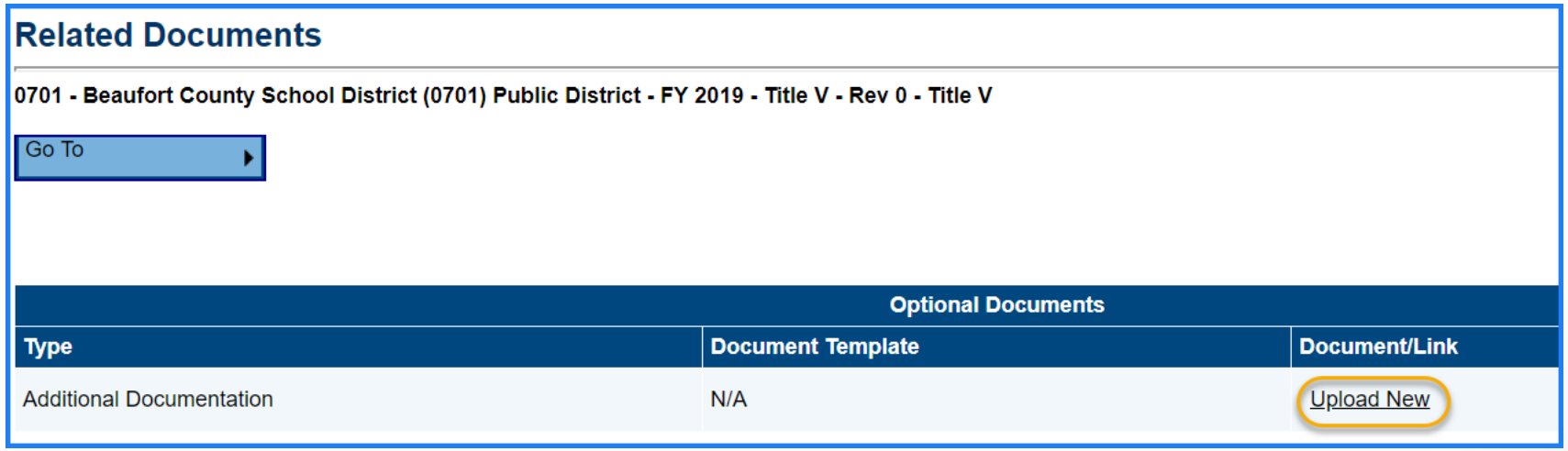
Title V supplemental funds are made available to LEAs to help rural LEAs increase student academic achievement.

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)	* $	* Check Spelling 0 of 500 characters
Parental engagement activities authorized under ESSA	* $	* Check Spelling 0 of 500 characters

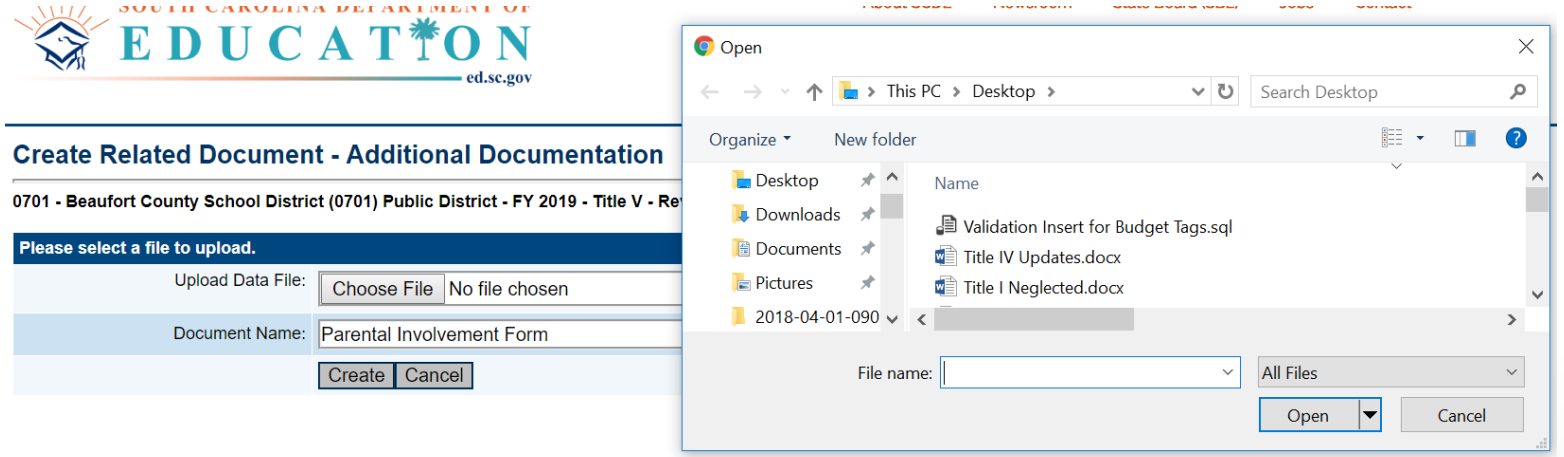
Related Documents

- 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



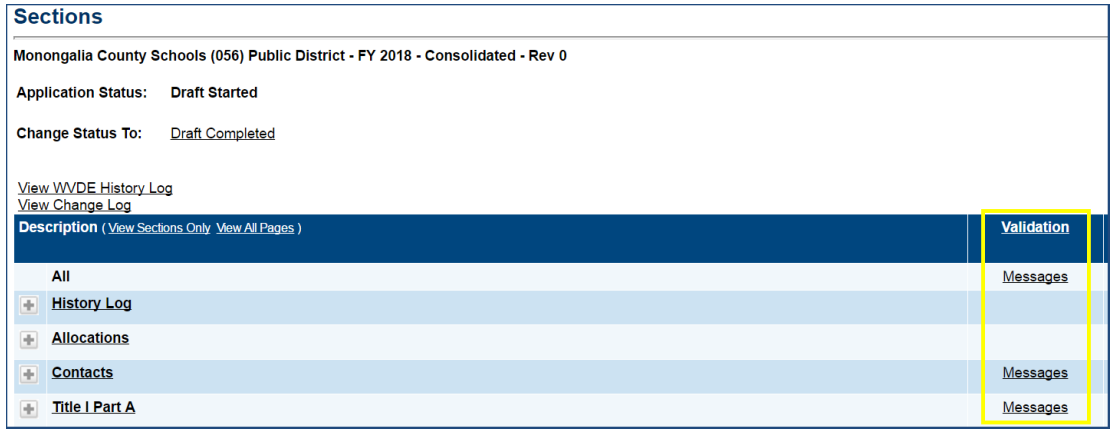
Adding a Related Document

- 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



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

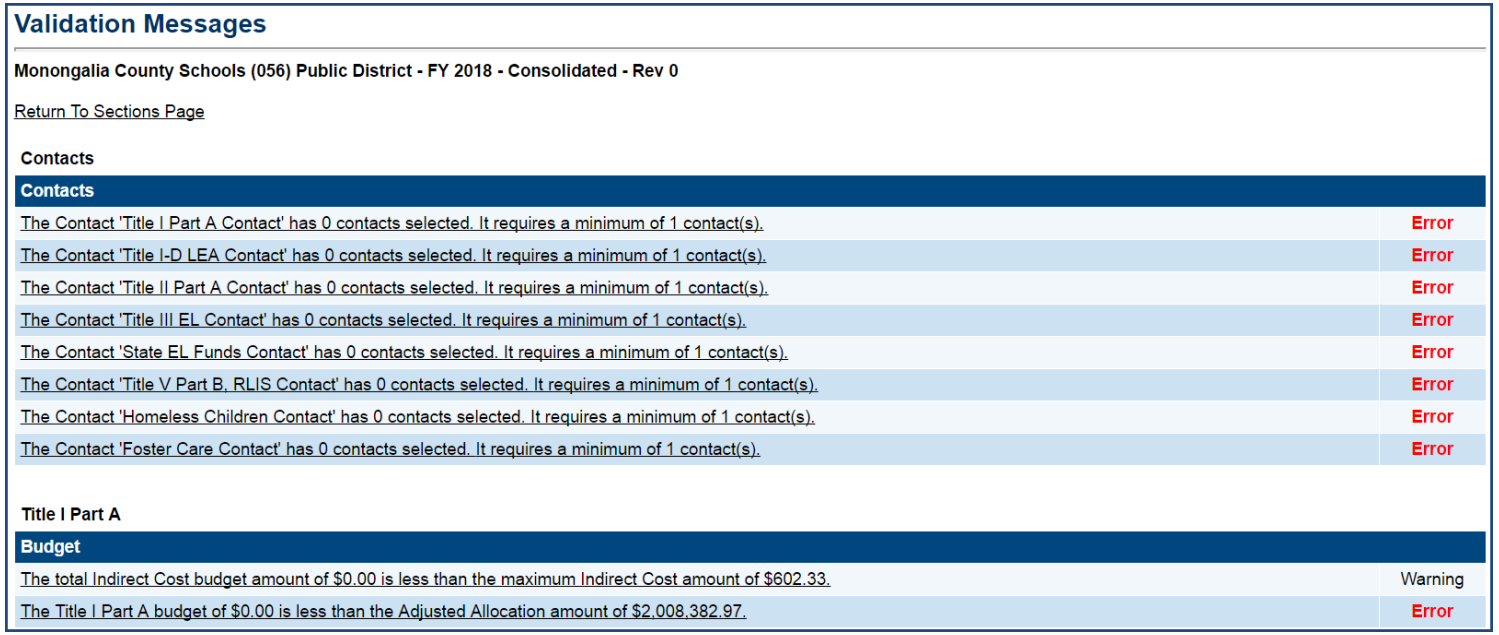


Validation…continued

- 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

Validation…continued

- 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

- Prerequisite checks
  - Does user have permission?
  - Does time frame 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

History Log

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

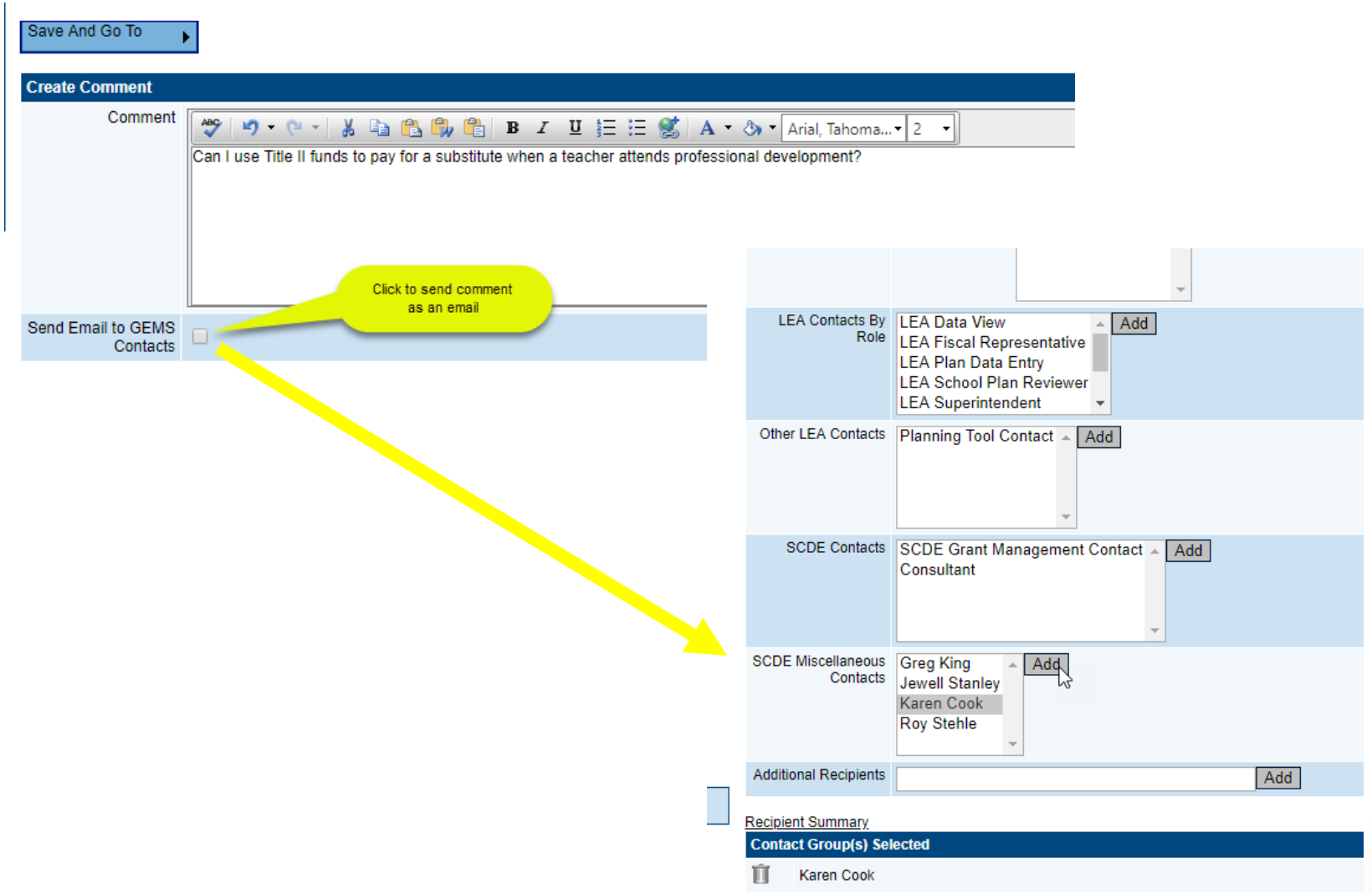
View All Status/Comments

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
☐	2/2/2018 2:25:37 PM	Heather Rhorer	Thelma, The Title II portion of this application is approved. Thank you, Heather	C
☐	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
☐	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


Save And Go To
Create Comment
Comment
Arial, Tahoma...
2
Can I use Title II funds to pay for a substitute when a teacher attends professional development?
Click to send comment as an email
Send Email to GEMS Contacts
LEA Contacts By Role
LEA Data View
LEA Fiscal Representative
LEA Plan Data Entry
LEA School Plan Reviewer
LEA Superintendent
Add
Other LEA Contacts
Planning Tool Contact
Add
SCDE Contacts
SCDE Grant Management Contact
Consultant
Add
SCDE Miscellaneous Contacts
Greg King
Jewell Stanley
Karen Cook
Roy Stehle
Add
Additional Recipients
Add
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.

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