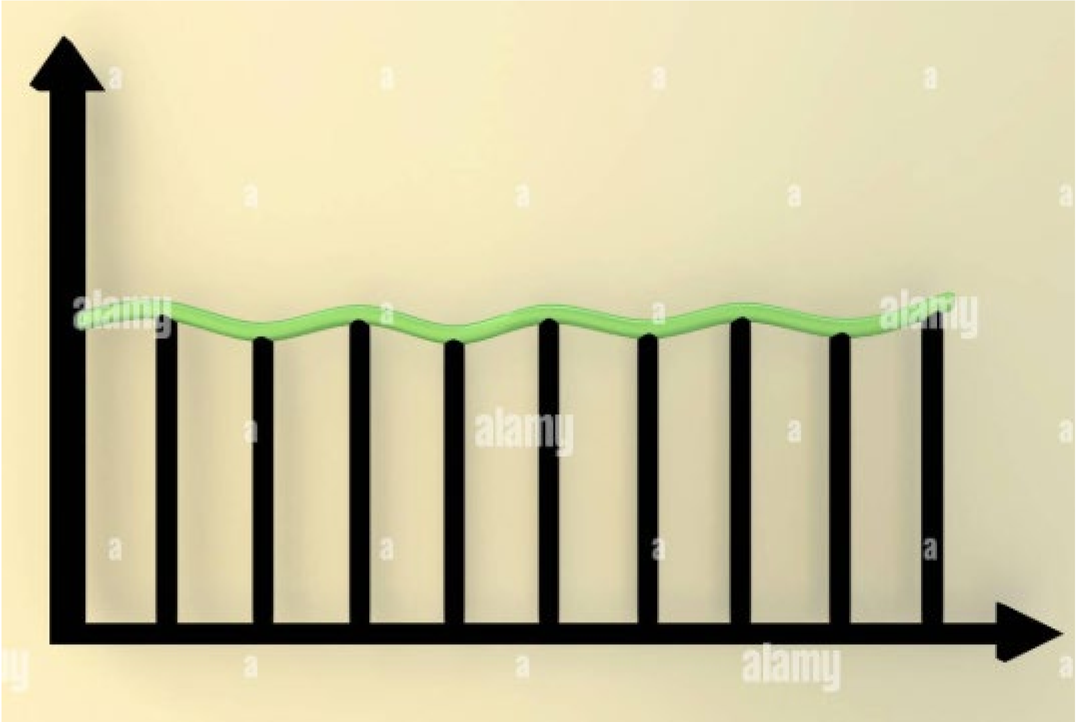
Day Two Icebreaker

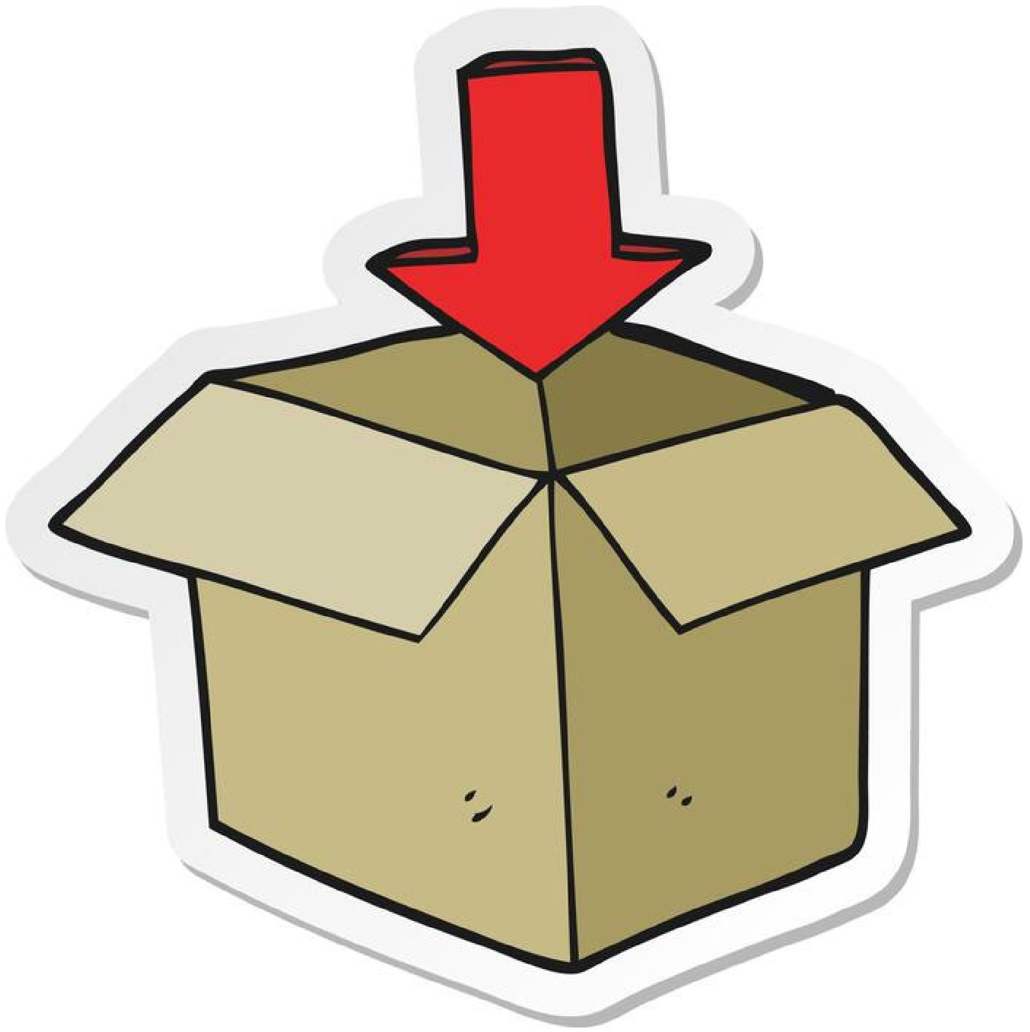
Decode the Federal Buzzwords!

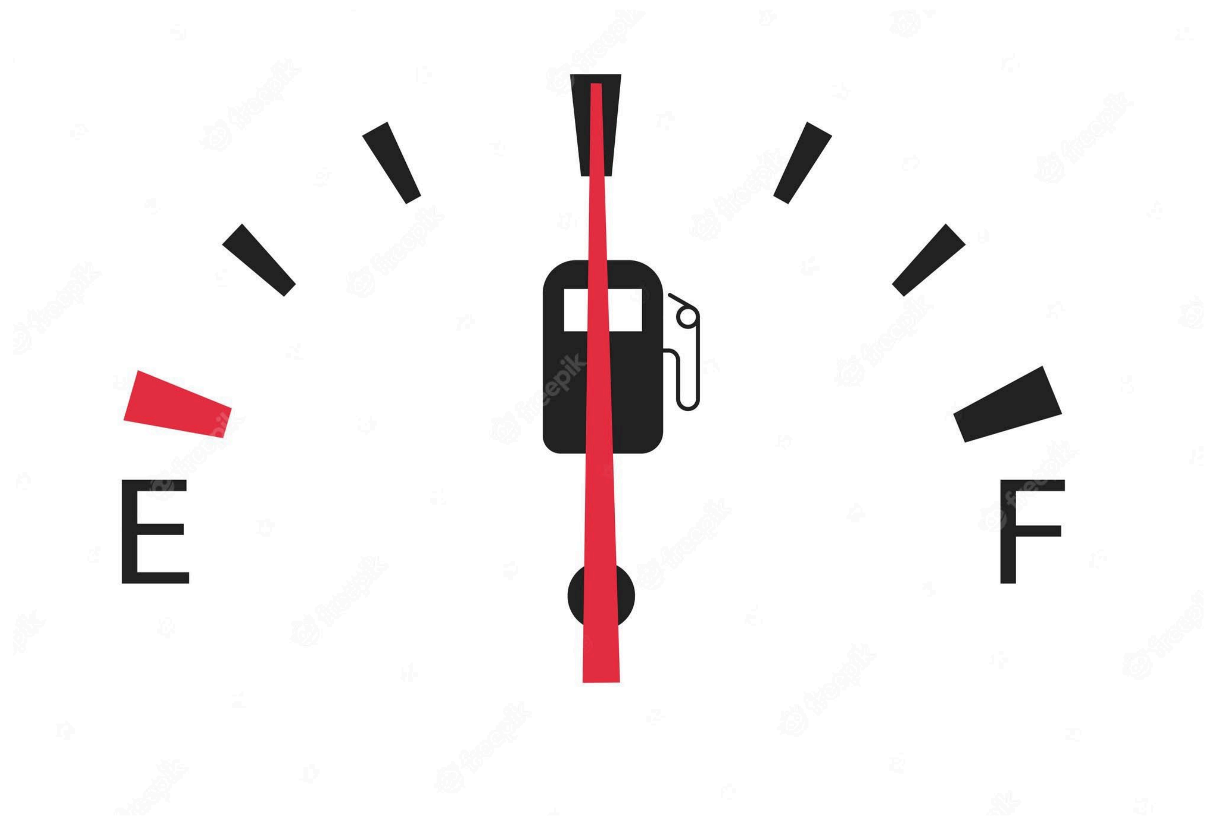
Can you guess the buzzwords?

Can you guess the buzzwords?

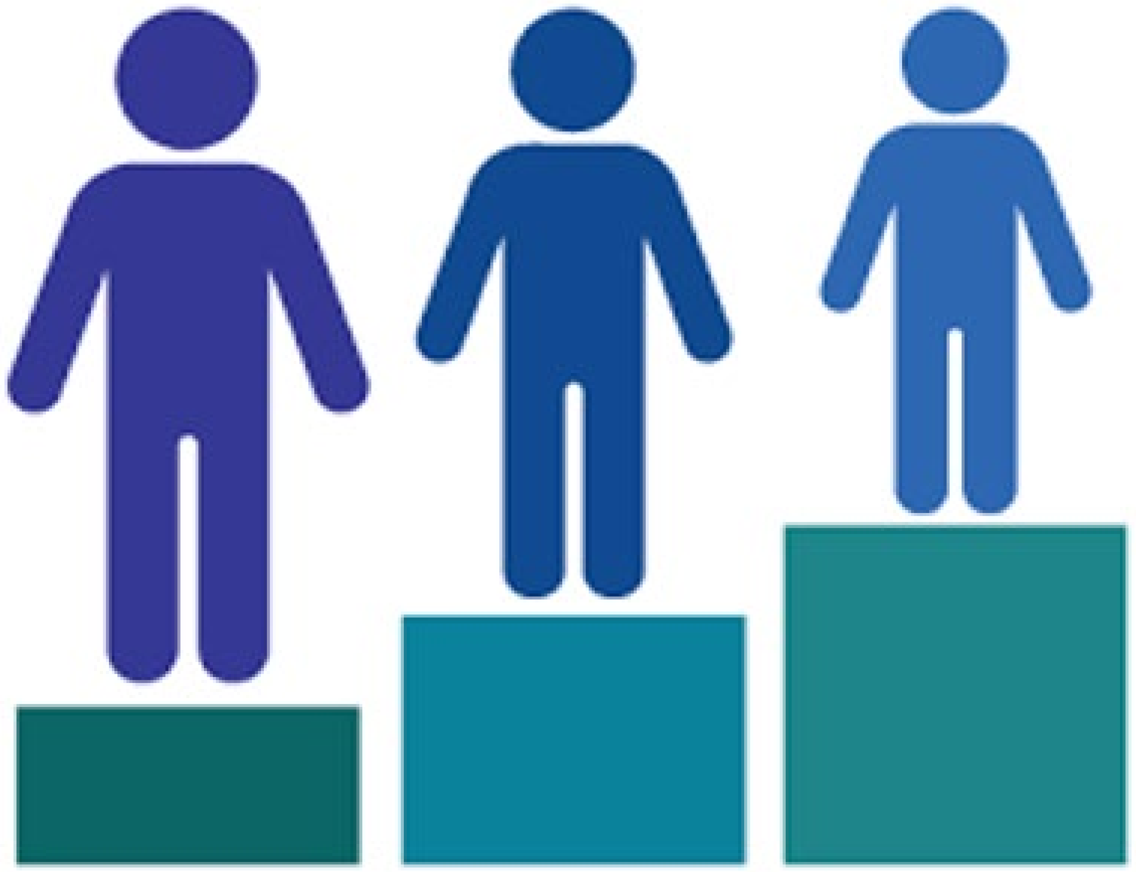


Can you guess the buzzwords?





Can you guess the buzzwords?



Can you guess the buzzwords?

Can you guess the buzzwords?

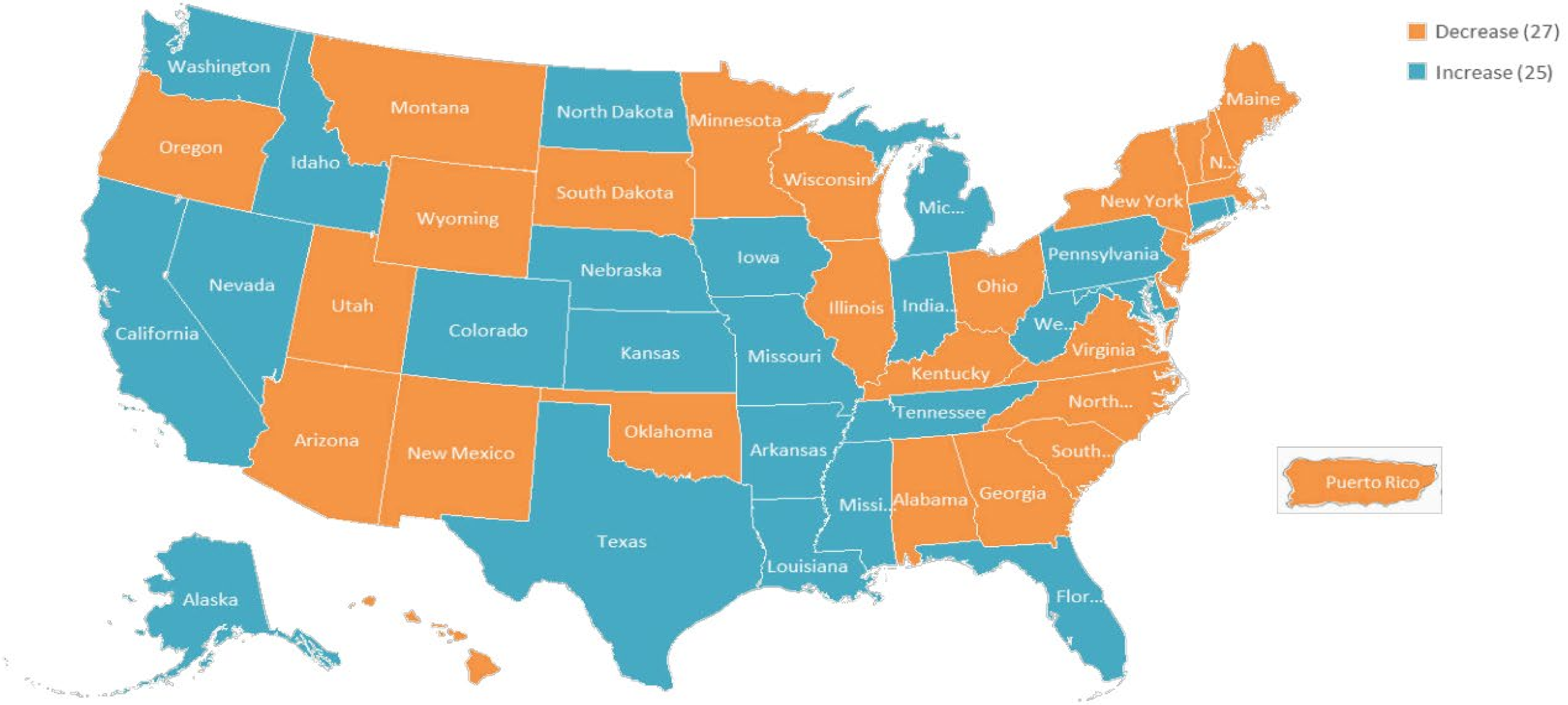
Day Two Agenda

- Title Allocations
- Fiscal Requirements
- Title II, IV, N&D, and REAP
- GAPS

Data Used to Determine: Title Allocations

- Student count (students enrolled in the district)
- Pupils in poverty students (PIP)
- State per-pupil expenditure (SPPE) data reported by States for the school year 2024-2025
- Census formula counts used for FY 2025 allocation.
- Previous year's Title I Final Allocation – (Title IV only)

2024 Census Poverty shares vs. 2023 Census Poverty shares



Data Used to Determine: Title Allocations Category Funding

BASIC

CONCENTRATION

TARGETED

EFIG

Estimating Minimum FY 2027 Title I-A Allocations for LEAs: Step 3 Review of Eligibility Provisions

- **Basic Grant eligibility:** an LEA must have at least 10 formula children and the number of those children must exceed two percent of the LEA's total population of children ages 5 through 17.

- **Concentration Grant eligibility:** an LEA must meet the Basic Grants eligibility criteria and the number of children counted for Basic Grant formula purposes must exceed 6,500 children or 15 percent of the ages 5 through 17 population.

- **Targeted Grant or EFIG Eligibility:** the number of formula children in an LEA counted for Basic Grant formula purposes must be at least 10 and equal or exceed five percent of the LEA's total population of children ages 5 through 17.

Estimating Minimum FY 2027 Title I-A Allocations for LEAs: Step 4 Review of Hold Harmless Provisions

- Each eligible LEA is entitled to the following percentages of its prior year allocation amount depending on what percent its number of formula children is of its total number of children ages 5 through 17:
  - 95% for LEAs with a formula child rate that is equal to or greater than 30%;
  - 90% for LEAs with a formula child rate that is equal to or greater than 15% but less than 30%; and
  - 85% for LEAs with a formula child rate that is less than 15%.

- If an LEA is **not** eligible under the Basic, Targeted, or Education Finance Incentive Grant (EFIG) formulas, these hold-harmless provisions **do not apply**.

- If an LEA is not eligible to receive a Concentration Grant in the current year but was eligible at least once in the four immediate prior years, the above hold harmless provisions would also apply to the LEA's Concentration Grant provision.

Estimating Minimum FY 2027 Title I-A Allocations for LEAs: Step 4 Hold Harmless Under Each Formula

LEA	Percentage of formula children	Most recent fiscal year meeting Conc. grant eligibility criteria	Hold Harmless % for Grants	Hold Harmless % for Conc. Grants	Hold Harmless % for Targeted or EFIG Grants?
LEA 1	40.00%	2024	95%	95%	95%
LEA 2	25.00%	2024	90%	90%	90%
LEA 3	12.00%	2024	85%	85%	85%
LEA 4	7.00%	2020	85%	**Not Eligible**	85%
LEA 5	9.00%	2017	**Not Eligible**	**Not Eligible**	**Not Eligible**

Estimating Minimum FY 2026 Title I-A Allocations for LEAs: Step 5 Allocations Under Each Formula

LEA	FY 2025 State-Determined Basic Grant	FY 2025 State-Determined Conc. Grants	FY 2025 State-Determined Targeted Grants	FY 2025 State-Determined EFIG	Estimated Minimum FY 2026 Basic Grant	Estimated Minimum FY 2026 Conc. Grant	Estimated Minimum FY 2026 Targeted Grant	Estimated Minimum FY 2026 EFIG
LEA 1	$550,000	$150,000	$500,000	$600,000	$522,500	$142,500	$475,000	$570,000
LEA 2	$550,000	$150,000	$300,000	$300,000	$495,000	$135,000	$270,000	$270,000
LEA 3	$250,000	$100,000	$100,000	$100,000	$212,500	$85,000	$85,000	$85,000
LEA 4	$100,000	$50,000	$100,000	$100,000	$85,000	$0	$85,000	$85,000
LEA 5	$50,000	$0	$50,000	$50,000	$0	$0	$0	$0

Claiming Deadline Reminder

- Districts must submit quarterly claims.
- Submitting timely claims is not only a good fiscal practice but can save from problems at the end of a grant.
- Claims will be tracked on a quarterly basis.
- The GAPS system shuts down automatically on Aug 15.
- OFSA has no power over this automatic shutdown.

Reporting Period	Deadline for submitting claims
July 1-Sept 30	October 30
Oct 1-Dec 31	January 30
Jan 1-March 31	April 30
April 1-June 30	August 15

Transferability

- Transferability does not change the total amount of Federal funding received.
- Transferability is intended to help LEAs move beyond program silos and instead support coordinated, student-centered strategies.
- Transferability allows SEAs and LEAs to use those funds more strategically. Once funds are transferred, they are no longer subject to the requirements of the original program and instead follow the rules of the program to which they are transferred.
- Transferability does not require approval but does require notification:
    - ➢ LEAs must notify their SEA at least 30 days prior to the transfer. (ESEA section 5103(d)(2)C00.
    - ➢ Following the transfer, LEAs must update any affected plans or applications. (ESEA section 5103(d)(2)(A-B)).
    - ➢ Similarly, an LEA may transfer Title IV, Part A funds to Title I, Part A to expand academic interventions for students identified through the State's accountability system.

Claiming Expectation Emails

Quarterly Tracking by OFSA

The Office of Federal and State Accountability (OFSA) will track claims quarterly to ensure:

- Funds are being expended responsibly
- Timely use of federal grant allocations
- Compliance with grant requirements

District Notification Emails

Districts will receive an email each quarter from Sharay Mosley indicating one of the following:

- a) *"Your district has not made any claims for this quarter."*
- b) *"Your district has failed to meet the claiming criteria for this quarter."*
- c) *"Your district has met the claiming criteria for this quarter."*

Why This Matters

- OFSA monitors claiming patterns across districts
- Helps ensure districts spend funds effectively and on time
- Supports strong fiscal management and audit readiness

Watch for quarterly emails from Sharay Mosley—your compliance may depend on it!

Claiming Expectations

Grant	Claiming Percentage Expectation Y1/Q1 (July 1 - Sept 30)	Claiming Percentage Expectation Y1/Q2 (Oct 1 - Dec 31)	Claiming Percentage Expectation Y1/Q3 (Jan 1 - March 31)	Claiming Percentage Expectation Y1/Q4 (April 1 - June 30)
	Deadline for Claiming – October 30	Deadline for Claiming – January 30	Deadline for Claiming – April 30	Fiscal Year End Deadline for Claiming – August 15
Title I	-	40%	60%	85%
Title II	-	15%	30%	50%
Title IV	-	15%	30%	50%
Title V	-	0%	0%	50%
Grant	Claiming Percentage Expectation Y2/Q1 (July 1 - Sept 30)	Claiming Percentage Expectation Y2/Q2 (Oct 1 - Dec 31)	Claiming Percentage Expectation Y2/Q3 (Jan 1 - March 31)	Claiming Percentage Expectation Y2/Q4 (April 1 - June 30)
	Deadline for Claiming – October 30	Deadline for Claiming – January 30	Deadline for Claiming – April 30	Fiscal Year End Deadline for Claiming – August 15 Grant Closing Deadline for Claiming – December 30
Title I	85%	90%	95%	100%
Title II	60%	75%	90%	100%
Title IV	60%	75%	90%	100%
Title V	60%	75%	90%	100%

Carryover Restrictions

15% Carryover Limitation

- At the end of the project period, carryover is calculated based on the final Expenditure Report
- For districts receiving $50,000 or more, the carryover limit is 15% of the next year's allocation

Waiver Option

- A district may submit a waiver request to the Office of Federal and State Accountability (OFSA)
- Waivers can be granted only once every three years, even if a district exceeds the limit multiple times

Plan ahead and monitor expenditures to avoid exceeding the carryover cap.

Waiver Request Form

The official Title I Waiver Request Form is available on the South Carolina Department of Education (SCDE) website.

SCDE Title 1 Carryover Request Form

SCDE Due Date: **November 15**

SOUTH CAROLINA
DEPARTMENT OF EDUCATION

WAIVER REQUEST TO EXCEED CARRYOVER LIMITATIONS
TITLE I, PART A FUNDS

District Name: ______________________________

Name and Title of Person Submitting this Request: ______________________

Email address: ____________________ Phone: __________________

Please mark the check box below indicating that the District is requesting a waiver to exceed the 15% Title I carryover limitation. Only districts that received ≥ $50,000 in Current Funds for SY2023-2024 and wish to carry 15% or more are required to complete this form

☐ Title I, Part A (To exceed15%, allowable once every 3 years)

Districts must respond to the items listed below in order to receive consideration for exceeding the carryover limitation.

1. Please describe why the district did not spend the awarded funds during the SY2023-2024 school year. Provide justification as to why the district should be considered to exceed the carryover limitation.

2. Describe actions/activities that will be implemented during the SY2023-2024 school year to ensure that funds will be expended and carryover funds, if any, will not exceed the limitation in the following year.

Districts receiving approval to exceed the 15% carryover threshold for the SY2023-2024 school year will not be allowed another carryover waiver until closing out the 2026-2027 school year.

All requests must be submitted in writing via email jrhodes@ed.sc.gov. The person submitting this request will be notified via email as to whether the carryover waiver request is approved or denied.

SAMPLE SUPERINTENDENT LETTER

STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION

December 3, 2024

«Name_of_Authorized_Official»
«Grantee_Organization»
«Address_Line_1»
«Address_Line_2»
«City», «St» «Zip4»

Dear «Greeting»:

According to Section 1127(a) of the Every Student Succeeds Act (ESSA), not more than 15% of the Title I, Part A funds allocated to a district for any fiscal year may remain available for obligation by such agency for one additional fiscal year. This means that the district may not carry over more than 15% of its funds beyond September 30. Districts must ensure that at least 85% of Title I, Part A funds are obligated for activities no later than September 30 of the following fiscal year. This requirement limits the amount of funding that can be carried over to the subsequent year to ensure that funds are spent in a timely manner while providing services and support to students.

«Grantee_Organization» exceeded the 15% threshold by the amount of $«Award_Amount». As a result, an amended grant award notification (GAN) will be issued to reduce the district's «Subaward_Name» subaward by this amount.

Please complete and sign the attached form acknowledging that you agree with the above referenced amount and return it to Jennifer Rhodes at jrhodes@ed.sc.gov. If you have any questions or concerns, please contact Jennifer at 803-734-8110, or via the email above.

Sincerely,

SC DEPARTMENT OF EDUCATION · 849 LEARNING LANE · WEST COLUMBIA, SC 29172
PHONE: 803-734-8500 · FAX: 803-734-3389 · ED.SC.GOV

SAMPLE ACKNOWLEDGMENT FORM

SOUTH CAROLINA
DEPARTMENT OF EDUCATION

OFFICE OF FEDERAL AND STATE ACCOUNTABILITY
849 LEARNING LANE
WEST COLUMBIA, SC 29172
(803)734-8500 | PHONE
(803)734-3389 | FAX

July 7, 2026

ACKNOWLEDGMENT OF CARRYOVER LIMITATION EXCEEDED
Title I, Part A Funds

The Office of Federal and State Accountability (OFSA) has shared with the state the Title I claiming expectations below to help districts stay on target with their quarterly expensing.

Grant	Claiming Percentage Expectation/Target Y1/Q1 (July 1 - Sept 30)	Claiming Percentage Expectation/Target Y1/Q2 (Oct 1 - Dec 31)	Claiming Percentage Expectation/Target Y1/Q3 (Jan 1- March 31)	Claiming Percentage Expectation/Target Y1/Q4 (April 1 - June 30)
	Deadline for Claiming – October 30	Deadline for Claiming – January 30	Deadline for Claiming – April 30	Fiscal Year End Deadline for Claiming - August 15
Title I	-	40%	60%	85%
Grant	Claiming Percentage Expectation/Target Y2/Q1 (July 1 - Sept 30)	Claiming Percentage Expectation/Target Y2/Q2 (Oct 1 - Dec 31)	Claiming Percentage Expectation/Target Y2/Q3 (Jan 1- March 31)	Claiming Percentage Expectation/Target Y2/Q4 (April 1 - June30)
	Deadline for Claiming – October 30	Deadline for Claiming – January 30	Deadline for Claiming – April 30	Fiscal Year End Deadline for Claiming - August 15
				Grant Closing Deadline for Claiming - December 30
Title I	85%	90%	95%	100%

Does «Grantee_Organization» currently have these claiming expectations in place for their Title I schools and administrative budgets? ☐ Yes ☐ No

(803)734-8500 | PHONE
(803)734-3389 | FAX

If yes, what steps will be taken to ensure that the targets are met moving forward?

If no, please outline what controls were in place with claiming expectations, describe the actions that will be implemented to ensure that funds will be expended moving forward, and check the box below to agree to input these claiming expectations in the future.

☐ By checking this box I agree that the above claiming expectations will be implemented in the future

By signing below, I acknowledge that «Grantee_Organization» has exceeded the Title I, Part A 15% carryover limitation by $«Award_Amount» and I have been made aware that an amended

Process for Final Allocations (IDEAL Timeline)

1st Week in October

- SCDE receives GAN from USDE
- OFSA recalculates district allocations

3rd Week in October

- OFSA releases final allocations for Titles I,II, IV, V, and N&D
- GAN uploaded into the agency's internal routing system for approval

Process for Final Allocations(IDEAL Timeline) cont.d

3rd Week in November

- OFSA uploads final allocations /updated indirect costs in GEMS
- SCDE Grants Accounting Office loads the final allocations into GAPS.
- Federal programs directors complete revisions (w/ final allocation/updated IDC)
- Superintendents receive GANs

4th Week in November

- OFSA Program Manager/Team Lead reviews and approves the submitted revised plan.
- Upon approval of the revised plan, districts upload the final allocation budget in GAPS.
- OFSA staff will review and approve GAPS budget if GAN is on file.

Fiscal Process and Procedures as related to final allocations (Title I, II, IV, V and N&D)

- OFSA completes and releases final allocations for Title I, II, IV, V, and N&D after receiving 5th-day counts from Charter School Districts and ED allocations. These figures are distributed via email prior to the SCATA Fall Conference in October each year. Districts can expect change from preliminary to final figures.
- Grant Award Notifications are loaded into the agency's internal routing system for review (ART).
- OFSA awaits completion of ART routing. Superintendents then receive the GAN and Assurances/Terms and Conditions to be signed and returned.
- OFSA loads the final allocations into the GEMS application system for coordinators to then complete revisions.
- The SCDE Grants Accounting Office loads the final allocations into GAPS.
- Upon Director Approval of GEMS, coordinators may load final allocation budgets into GAPS for review.
- Jennifer Rhodes reviews and approves GAPS budgets once in receipt of signed award documents.

Fiscal Process

- Indirect cost rates will no longer be updated during the second year of Title I, II, III, IV, V and N&D grants as of the fall of 2025.

- LEAs must make updated changes to their indirect cost budgets within GAPS to reflect the newly negotiated rates.

- GEMS warning messages will remain in place under “Validation Messages” on the sections page.

Program Manager Assignments

Jennifer Rhodes	Leslie Bloss	Makesia Sumpter	Theresa Gregory	Sharay Mosley	Sarah Wagers	Martha Walker
Kershaw	Aiken	Abbeville	Anderson 1	Dillon 3	Barnwell 45	Allendale
Laurens 55	Clarendon	Deaf and Blind-T2 only	Anderson 2	Dillon 4	Barnwell Consolidated	Bamberg Consolidated
Richland 1	Erskine	DJJ	Anderson 3	Fairfield	Chester	Beaufort
Spartanburg 1	Florence 2	Edgefield	Anderson 4	Horry	Dorchester 2	Berkeley
	Florence 5	Florence 1	Anderson 5	Lee	Dorchester 4	Charleston
	Greenville	Florence 3	Calhoun	McCormick	Marion	Cherokee
	Greenwood 52	Greenwood 50	Colleton	Oconee	Newberry	Chesterfield
	Hampton	Greenwood 51	Darlington		Union	Laurens 56
	Jasper	Palmetto Unified	Georgetown		York 4	Lex/Rich 5
	Marlboro	Saluda	Lancaster			Lexington 1
	Pickens	Spartanburg 5	Orangeburg			Lexington 2
	Richland 2	Spartanburg 6	Spartanburg 3			Lexington 3
	SC Public Charter		Spartanburg 4			Lexington 4
	Spartanburg 7		Sumter			Spartanburg 2
	Williamsburg					York 3
	York 1					

Resources

https://ed.sc.gov/policy/federal-education-programs/title-i/scde-title-1-carryover-request-form/

https://ed.sc.gov/policy/federal-education-programs/title-i/

https://ed.sc.gov/policy/federal-education-programs/title-i/updated-claiming-expectations/

https://ed.sc.gov/policy/federal-education-programs/esea-title-ii-part-a1/allowable-use-of-funds/

Table Talk

- Why is it imperative to meet the 15% claiming expectations in Title I?
- What are best practices toward meeting claiming expectations?
- Who receives letters if the 15% is not met?
- What quarter can coordinators typically expect to receive GANS?
- Who is the CFA contact for allocations?
- Who is the CFA contact for GANS?
- Who is the CFA contact for GAP inquiries?
- What are typical reasons for contacting your program manager?
- Is transferability allowed? What are common usages for transferring funds?
- Does money move within GEMS and GAPS for transferring?

General Title II, Part A Information

Title II, Part A Non-regulatory Guidance

Overview

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

Key Definitions

Evidence-Based- An activity, strategy, or intervention that demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on strong, moderate, or promising evidence or that demonstrates a rationale to improve student outcomes. (Section 8101(21))

Professional Development- It must be sustained, rather than consisting of stand-alone, one-day, or short-term workshops, and it must be intensive, collaborative, job-embedded, data-driven, and classroom-focused. (Section 8101(42))

Training- Typically refers to stand-alone, one-day, or short-term workshops. Unless explicitly mentioned in section 2101(c)(4)(B) or if the training is part of a professional development or school improvement plan, trainings are typically not able to be funded by Title II.

District Uses of Title II Funds

When considering how to use Title II funds, the district must:

- Address the learning needs of all students. (Section 2103(b)(2))
- Focus, to the extent possible, on evidence-based decision-making. Use the funds to develop, implement, and evaluate comprehensive programs and activities that encompass the wide range of options provided in the ESEA. (Section 2103(b)(3)(D, E, & P))
- Prioritize the allocation of funds to high-need schools (e.g., schools identified for comprehensive or targeted support and improvement). (Section 2102(b)(2)(C))
- Consult required stakeholders including teachers, principals, school leaders, paraprofessionals, charter school leaders, parents, community partners, and other stakeholders in the planning and implementation of Title II activities. (Section 2102(b)(3)(A))
- Funds made available under Title II, Part A must supplement, not supplant, non-Federal funds that would otherwise be used for activities authorized under Title II. (Section 2301)

District Uses of Title II Funds

Supporting Effective Instruction

- Teacher and leader evaluation and support systems
- Targeted class size reduction strategies
- Evidence-based instructional practices

Specialized Training & Certification

- STEM, literacy, and special education support

District Uses of Title II Funds

Professional Growth & Development

- Ongoing, high-quality, and evidence-based professional learning
- Instructional coaching, mentoring, and collaboration
- Technology integration in teaching

Recruitment & Retention of Effective Educators

- Teacher residency and grow-your-own programs
- Induction and mentoring for new teachers
- Recruiting individuals from other fields to become teachers, principals, or other school leaders

ESEA Title II Flexibility

- Dear Colleague letter was released on February 9. 2026

Purpose:

This letter primarily outlines existing areas of flexibility for State educational agencies (SEAs) and local educational agencies (LEAs) to use funds under Title II, Part A (Title II) of the Elementary and Secondary Education Act of 1965 (ESEA) to implement innovative teacher workforce strategies, like strategic staffing.

➢ LEAs may use the funds to provide professional development and other supports — for both teachers and school leaders — that address the learning needs of all students, including activities focused on improving educator quality and effectiveness and increasing access to effective teachers, principals, and other school leaders (ESEA sections 2103(b)(2) and 2103(b)(3)(B)).

➢ **Professional Development**: An important consideration in moving to a strategic staffing approach is how to provide high-quality, ongoing professional learning and create staffing structures that intentionally cultivate teacher pipelines. The ESEA includes a specific definition of "professional development" when it is funded by Title II, emphasizing that professional development must be sustained, intensive, collaborative, job-embedded, data-driven, and classroom-focused, and may include activities such as coaching, mentoring, and common planning time (ESEA section 8101(42)). This definition is important for both program design and compliance. It helps ensure that Title II funds are used for activities that build educator capacity over time, rather than one-time or stand-alone events that may not meet the statutory definition.

Flexibility continued

<u>Support for School Leaders</u>: Implementing a strategic staffing model involves not just educators, but also principals and other instructional leaders. LEA could use its Title II funds for professional development for principals and school leaders on how to accurately differentiate performance, provide useful feedback, and use evaluation results to inform decision-making about professional development and personnel decisions. When proposing to use Title II funds for leadership-focused activities as part of a strategic staffing approach, SEAs and LEAs should confirm that the intended participants and activities align with the statutory definition of a school leader.

What Strategic Staffing Is (Beyond the Definition)

The Department defines **strategic staffing** as a **team-based approach** where **two or more professional educators share responsibility for a common roster of students during the same instructional block**, with **differentiated roles and distributed expertise**.

In practice, this means **schools redesign how adult expertise is deployed**, rather than simply adding positions or reducing class size.

Key shifts:

From **positions** → to **roles**

From **equal distribution of teachers** → to **intentional distribution of expertise**

From **isolated classrooms** → to **instructional teams**

From **flat career structures** → to **tiered professional pathways**

What Strategic Staffing Is *Not*

Not simply hiring more staff

Not class-size reduction by default

Not one-time stipends or isolated PD

Not role changes without instructional redesign

Not sustainable without evidence and planning

Examples of Strategic Staffing Activities Supported by Title II

- **Differentiated Roles and Compensation**: Some LEAs use strategic staffing to create additional, instructionally focused responsibilities for effective educators, such as leading instructional teams, providing job-embedded coaching, or supporting implementation of evidence-based instructional practices. Title II funds may be used to support differential pay or incentive pay for teachers, principals, or other school leaders who take on such additional responsibilities, consistent with statutory requirements (ESEA section 2103(b)(3)(B)(ii)).
- **Induction and Mentoring for Novice Educators**: Strategic staffing approaches often emphasize reducing attrition and strengthening instruction by providing structured supports for novice educators. Title II explicitly authorizes induction and mentoring activities (ESEA section 2103(b)(3)(B)(iv)). Well-designed systems may include trained coaches, structured coaching cycles, protected time for observation and feedback, and alignment to instructional priorities.

Examples of Strategic Staffing Activities Supported by Title II

- **<u>School Leader Development:</u>** Effective strategic staffing requires school leaders who can build and sustain instructional teams, allocate time for collaboration, and support continuous professional learning. Title II funds can be used to support leadership development activities consistent with the program's purposes in ESEA section 2001(2–4) and allowable LEA uses in sections 2103(b)(3)(B)(iii–v) and 2103(b)(3)(E), for individuals who meet the statutory definition of "school leader" in section 8101(44).

Why This Matters for LEAs and SEAs

Strategic staffing allows Title II (and Title I in schoolwide programs) to:

Maximize return on investment

Improve teacher effectiveness and retention

Expand access to effective educators

Address shortages strategically

Align funding with instructional priorities

Evidence-Based Planning and Continuous Improvement

Strategic staffing is most likely to succeed when grounded in a strong needs assessment, supported by evidence, and implemented with ongoing evaluation. The ESEA defines “evidence-based” and includes multiple tiers of evidence, ranging from strong to demonstrating a rationale (section 8101(21)).

The Department’s *Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments* provides practical direction on selecting evidence-based strategies, planning for implementation, and using evaluation results to improve outcomes over time. LEAs are encouraged to clearly ***define intended outcomes, implementation expectations, and measures for monitoring progress and informing continuous improvement.***

Transfer Funds

Transfer Funds from Title II
If transferring, receiving grant, amount, and description of activities are completed.
Amount listed matches amount included on transfer form (Uploaded in Related Document section).

Not Applicable - No funds are being transferred from Title II Part A

Indicate the proposed uses of funds for a Title II program. Program activities must match the activities described in the Budget Narrative Description area.

Transferring Funds to:	Amount	Description of Activity/Activities
*	* $	*
Total Transferred	$ 0.00	

Class Size Reduction

Class Size Reduction (CSR)
If teachers are listed in the grant, determine if these positions are allowable based on the maximum class size ratio. (See SBE 43-205). ***Class sizes must not exceed the following student-teacher ratios prior to applying the CSR teacher:*** **Grade Level Maximum Student-Teacher Ratio** Pre-kindergarten 20:1 Grades K-3 30:1 Grades 4-6, English language arts and mathematics 30:1 Grades 4-6, all other subjects 35:1 Grades 7-12 35:1 To determine the class size, divide the total number of students by the number of teachers allocated by the state. To determine the class size after the CSR is added, divide the total number of students by the number of teachers allocated by the state with the additional teacher added to the divisor.
Class size reduction: The teacher is properly certified to teach the class and/or subject. Teacher is qualified based upon Certification Portal System.
Reduced Class size ratio is within the district's SNS policy.

NA

Class Size Reduction Chart

Teacher's Name	CID	School
*	*	*

CID = Certification Identification Number

Title I School?	Grade	Subjects	Total # Students in Grade Level (135-day ADM)	# of Teachers Allocated by All State Funding and Other Non-Title II Federal Sources for the Grade Level	Class Size BEFORE Adding Title II Funded CSR Teacher	Class Size AFTER Adding Title II Funded CSR Teacher
	*	*	*	*	*	*

Stakeholder Participation

Stakeholder Participants
Ensure that participants are represented from various levels. Should include the Title II Coordinator or Federal Programs Director.
Distribution of funds is identified.

Title II - Needs Assessment Participants

Participant's Name	School Name	Administrator	Teacher	Charter School	Private School
* Kenneth Wilson	* District	✓			
* Teresa Kelly	* District	✓			
* Caitlin Omilak	* Summerville Catholic				✓
* Angela Ringley & Jordan Baker	* Pinewood Preparatory				✓
* Koastalina Bates	* William Reeves Elementary School		✓		
* Daniel Fairburn	* River Oaks Middle School		✓		
* Megan Profit	* Eagle Nest	✓			
* Suzanne Detreville	* Student Support Services, District Office		✓		

*** Distribution of Funds**

Select one or more priorities the LEA will utilize in distributing Title II funds. The LEA will give priority to schools:

- [ ] With the greatest need, as identified by the LEA
- [ ] With the highest percentage or number of students from low income families
- [ ] Identified as persistently dangerous
- [ ] Identified Comprehensive Support and Improvement Schools(s) (CSI)
- [ ] Identified Targeted Support and Improvement Schools(s) (TSI)
- [x] All Schools Other

Budget

Budget Page
Ensure that the indirect cost amount does not exceed the maximum allowance.
Items included are allowable expenditures under this program and supplemental in nature. See the *Allowable Use of Funds Guidance.*
If professional development is included ensure that it meets the definition/requirements of the law, is tied to instruction, and is reasonable.

Function:	100 - Instruction	Salaries for 21 Class Size Reduction Teachers. In some locations, an additional CSR teachers is being paid for from other funding source thus the class size after the funded Title II teacher ratio may be lower than expected.
Object:	100 - Salaries	
Reform Strategy:	7a) Class Size Reduction Teachers	
Use of Funds:	CSR Teachers - Salaries and Benefit...	
Identified Need:	Decreasing class sizes, especially ...	
Data that Need is Based On:	Student enrollment	
LEA / School:	2301 - The School District of Greenville County (2301)	
Quantity:	1.00	
Cost:	$832,393.26	
Line Item Total:	$832,393.26	

Function:	100 - Instruction	Employ a properly certified teacher (A. Poston) @ 1.0 FTE to reduce 1st grade class size at Scranton Elementary STEAM Academy from 1:25 to 1:18 in an effort to get students on grade level before transitioning to second grade. 7.29.25 Decreasing by $0.08 - actual less than projected
Object:	100 - Salaries	
Reform Strategy:	7a) Class Size Reduction Teachers	
Use of Funds:	CSR Teachers - Salaries and Benefit...	
Identified Need:	Decreasing class sizes, especially ...	
Data that Need is Based On:	Student enrollment	
LEA / School:	2103 - Florence County School District 3 (2103)	
Quantity:	1.00	
Cost:	$46,999.92	
Line Item Total:	$46,999.92	

Budget – Professional Development

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

Budget Detail

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

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

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

PD Tracker

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

Related Documents

Optional Additional

Documentation:

-Stakeholder Meeting Notes

-Job Descriptions

-Stipend Policies

-Noncompetitive Procurement Forms

Related Documents
The needs assessment is appropriate, indicates a review of data, and identifies the needs and how Title II funding will support the identified needs.
Private school documentation must be uploaded. All Private School documentation • Invitations with established deadlines • Letters of Intent with established deadline (original mailing and returned responses) • Certified Mailing receipts with USPS stamp or receipt, returned mail, or any email communications (additional contact proof for no response received or any decline of funding). • Needs Assessments documentation • Affirmation of Consultation emailed to Equitable Services email **(Participating Private Schools Only)**
Professional Development template is uploaded
If the district is transferring its Title II funds, the Federal Funds Transfer Form is uploaded. MUST include all required signatures.

Resources

Title II, Part A Non-regulatory Guidance

Using Title II, Part A Funds Strategically To Support Educator Recruitment, Retention, Professional Learning, and Improved Student Outcomes Non-regulatory Guidance

Supporting a Diverse Educator Workforce to Strengthen Teaching and Learning: Non-Regulatory Guidance

State and District Uses of Title II, Part A Funds 2023-2024

Title IV, Part A: Enhancing Student Support and Academic Enrichment

Overview of Title IV, Part A

- **Program Name**: Student Support and Academic Achievement
- **Authorized Under**: Every Student Succeeds Act (ESSA)
- **Purpose**: Enhance academic achievement by increasing the capacity to:
  - Provide all students with access to a well-rounded education.
  - Improve school conditions for student learning.
  - Improve the use of technology to enhance academic achievement and digital literacy.

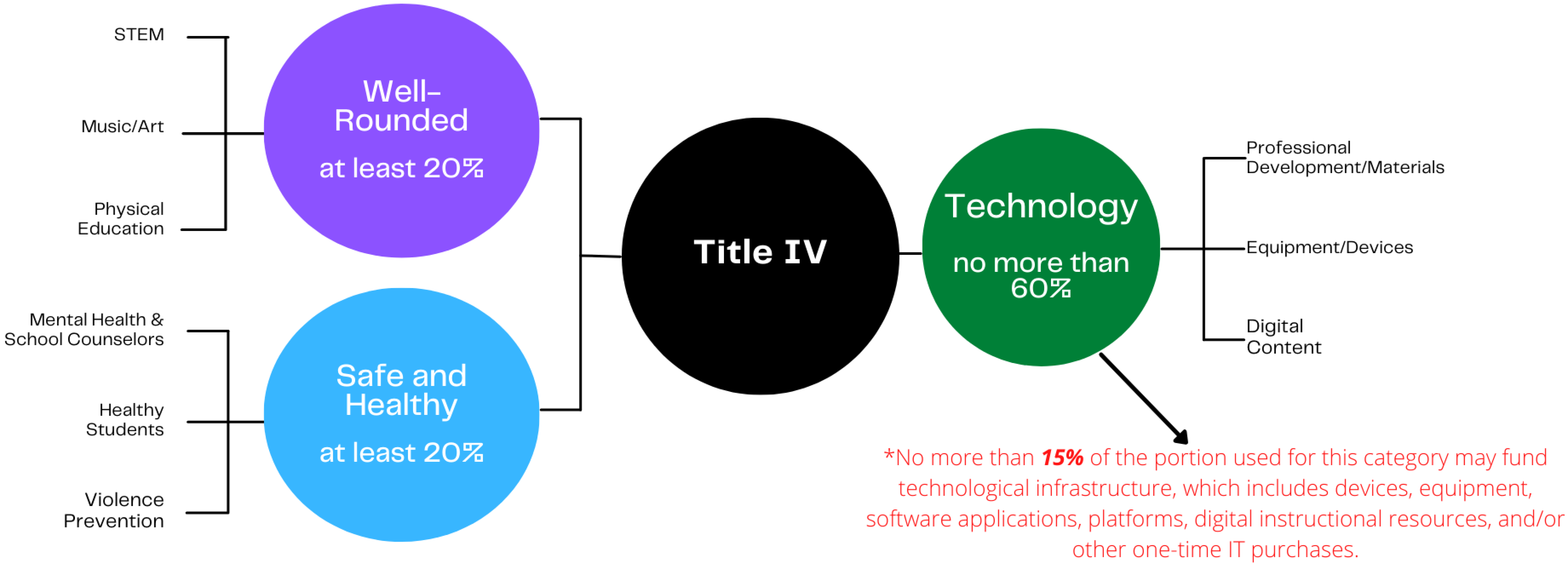
Program Components

Well-Rounded Education	Safe & Healthy Students	Effective Use of Technology
ACCESS & OPPORTUNITY A Students' Civil Right!	*Evidence-based activities*	*Evidence-based activities*
➢ Arts Education ➢ Advanced Learning *(AP/IB/Dual Enrollment, etc.)* ➢ American History, Economics, Civics, Environmental Ed ➢ College & Career Counseling ➢ Foreign Language ➢ Gifted Education ➢ Physical Education ➢ Professional Development ➢ Social & Emotional Learning ➢ STEM / STEAM ➢ And Much More!	➢ Community Partnerships ➢ Conscious Discipline ➢ Dropout Prevention ➢ Mental Health Services and Counseling ➢ Parent and Family Engagement ➢ Professional Development ➢ PBIS and SEL programs ➢ Physical Activity/Wellness ➢ Restorative Justice	➢ PD for teachers, students, administrators to effectively *use* technology ➢ Blended Learning ➢ Flipped Classrooms ➢ Independent Study ➢ Technology Integration PD ➢ Technology Infrastructure* *may be subject to the 15% Special Rule

Funding and Allocations

- **Allocation Formula:** Based on Title I, Part A allocations
- **Minimum funding requirements:**
  - At least 20% for Well-Rounded Education
  - At least 20% for Safe and Healthy Students
  - A portion for Effective Use of Technology (no more than 15% percent of this portion on infrastructure)

Districts or schools that receive above $30,000 must do a needs assessment and spend:



Minimum Funding Requirements

Total Allocation: $60,000

Well Rounded
$15,000

Safe &
Healthy
$20,000

The Effective Use of Technology
$25,000

Professional
Development
$21,250

Technology
Infrastructure
$3,750

Planning for Title IV: Needs Assessment

Step 1: Determine activities based on identified needs

Step 2: Write high-quality objectives and outcomes

Step 3: Continuously monitor and evaluate objectives

Step 4: Publicly report outcomes

Needs Assessment

Needs Assessment
For LEAs or consortiums receiving $30,000 or more, a needs assessment must be completed at least once every 3 years. The Comprehensive Needs Assessment describes the use of funds in the content areas: (LEA's receiving less than $30,000 are not required to complete the items.) *Minimum 20% for Well Rounded and Safe and Healthy Schools, maximum 15% for Technology if receiving more than $30,000.* NEEDS TO BE SPECIFIC FOR TITLE IV NEEDS WITH ACCURATE DATES

Documents		
Type	**Document Template**	**Document/Link**
Comprehensive Needs Assessment [Upload at least 1 document(s)]	N/A	Strategic Plan SUMMARY Needs Assessment Strategic Plan DETAILED Needs Assessment 2026 Title IV Logic Model

For LEAs or consortiums receiving $30,000 or more, a needs assessment must be completed at least once every 3 years. Please indicate the date(s) and describe the Comprehensive Needs Assessment(s) used among the three content areas: (LEA's receiving less than $30,000 are not required to complete the items below.)

1) Well-rounded educational opportunities

Date of Assessment:
06/24/2025

Comprehensive Needs Assessment used:
District Work Plan

2) Safe and healthy students

Date of Assessment:
06/24/2025

Comprehensive Needs Assessment used:
District Work Plan

3) Effective Use of technology

Date of Assessment:
06/24/2025

Comprehensive Needs Assessment used:
District Work Plan

Describe the results of the needs assessment for improvement related to:

1) Well-rounded educational opportunities

Access to Duel Enrollment courses
Lead District School Counselor
Enhancements to Innovation and Design Labs at elementary schools

2) Learning environments that cultivate safe and healthy environments for students

Support for Graduation Coaches
Support for ATLAS and behavior intervention
Mental health counseling for students who exhibit concerning behaviors.
Stipend to Assessment Administrative Assistant

3) Effective Use of technology

Expand knowledge related to AI technology integration

Establish a Planning Team

Who should be at the table?

1. Students
2. Parents/Families
3. Teachers and Support Staff
4. School Counselors
5. School Administrators
6. Private Schools Administrators
7. Community Stakeholders (local law enforcement, health and wellness experts, local government officials)
8. Community Organizations (afterschool providers, mental health partners, etc.)

Program Administration

Program Administration
Stakeholders involved in the development of the Title IV program are identified.
Documentation demonstrating Supporting Stakeholder consultation is uploaded and includes documentation of who (and what role) are at the consultation. (sign in sheet, agenda, minutes)
Distribution of funds is identified. Supporting documentation is uploaded.

Identify the stakeholder(s) in the area served by the LEA that were consulted in the design and development of this application. (Check all that apply. Consultation for all except "Others" is recommended.)

- [x] Parents
- [x] Teachers
- [x] Principals
- [ ] Students
- [x] School leaders
- [ ] Specialized instructional support personnel
- [ ] Local government representatives
- [x] Community-based organizations
- [ ] Others with relevant and demonstrated expertise
- [ ] Other

Upload sign-in sheet and agenda for stakeholder involvement meeting

Documents		
Type	**Document Template**	**Document/Link**
Documentation Supporting Stakeholder Consultation [Upload at least 1 document(s)]	N/A	2024-2025 Federal Programs Planning Team Sign In Sheet - Fall Planning Meeting Sign In Sheet - Spring Planning Meeting

Identify Data Sources – Well-Rounded

Track enrollment and offerings in music, art, world languages, AP/IB, STEM

Pull graduation rates, test scores, and access to advanced coursework

School climate surveys and student interest surveys

Feedback from parent nights or advisory councils

Identify Data Sources – Safe and Healthy

SIS attendance data - monitor chronic absenteeism and tardiness

PBIS and discipline dashboards - track incidents and referrals

Afterschool/summer partner participation logs – assess out-of-school support

School-based service providers – nurses, social workers, counselors – track caseloads and needs

Identify Data Sources – Effective Uses of Technology

Teacher tech integration surveys

EdTech tool usage data

Professional development attendance participation

Staff tech skills self-assessments – identify training needs by theme

Student tech literacy assessments – digital skills, safety, and citizenship

Parent digital access and literacy surveys

Program Details Page

Programs Details
Descriptions for all content areas are completed if no transfers are occurring and are aligned with the intent of the grant.
Budget amounts match the minimum and maximum for the three designated areas. *Min. 20% for Well Rounded and Safe and Healthy Schools, remaining amount for Technology –min. 85% for Technology PD and max. 15% for Technology infrastructure if receiving more than $30,000.*
Administrative and indirect cost are indicated on this page.

1. Transferred Funds

	Amount
Total from Transferring Title IV, Part A Funds page	$

Original Allocation	$ 31,013.33	**Adjusted Allocation (original-transfers)**	$ 31,013.33

2. Activities to support Well-Rounded Educational Opportunities

LEAs with adjusted allocation of $30,000 or more must use at least 20% of their adjusted grant entitlement on Well-rounded Educational Opportunities	Amount	Description of Strategy (Must reflect public and private school uses)
$ 6,202.67 = 20% minimum	* $ 8,000.00	* Funds will be used to purchase remediation, enrichment, stem, and supplies to support the needs of our students during school, after school, and for summer school programs. This will allow for remediation, STEM, and enrichment support for student before, during, and after school. Funds will be used to promote extracurricular activities across the district to purchase supplies and materials to support after-school programs. Funds will help our school counselors with instructional supplies and mate for enrichment activities to help with our GT curriculum.

3. Activities to support Safe and Healthy Students

LEAs receiving more than $30,000 must use at least 20% of their total grant entitlement on Safe and Healthy Students	Amount	Description of Strategy (Must reflect public and private school uses)
$ 6,202.67 = 20% minimum	* $ 12,000.00	* Success Coach / Job Coach

4. Activities to support Effective Use of Technology

LEAs with an adjusted allocation of $30,000 or more must use some funds for Effective Use of Technology.	Amount	At least 85 percent of the educational technology funds in this category must be used to support professional learning to enable the effective use of educational technology. Only educational technology professional learning activities s box below. If you have items that are considered technology infrastructure, please place a checkmark in the box below to enter those items.
In the field to the right, enter the total amount for Effective Use of Technology (infrastructure AND non-infrastructure). If any portion of this amount is for infrastructure, check the box below and enter the portion that is for infrastructure only.	* $ 11,013.33	* FETC and ED Tech Conferences

Check if your proposed grant includes expenditures for technology infrastructure. LEAs may not spend more than 15 percent of funding in this content area on infrastructure, including devices, equipment, software applications, platforms, digital instructional resources and/or other one-time IT purchases.

5. Administrative Costs

6. Indirect Cost

Total Sum of Items 1, 2, 3, 4, 5, and 6.	$ 31,013.33

Analyzing Data to Identify Needs

- Review the Data Categories
- Look for patterns and trends – compare current vs. prior year data to identify increases, decreases, or consistencies
- Ask Key Questions – What is working? Where are funds most effective? Are we meeting our goals?
- Identify areas for Improvement
- Form Conclusions and Next Steps – summarize major findings
- How will outcomes be measured?
- Develop Logic Model

DATA -->PATTERNS-->INSIGHTS-->ACTION

What is a Logic Model?

A visual tool to link needs, activities, and outcomes

Helps plan, implement, and evaluate Title, IV Part A programs

Required for program improvement and compliance

Components of a Logic Model

Inputs – Resources used (funds, staff, materials)

Activities – Actions taken (trainings, purchases, etc.)

Outputs – Immediate deliverables (events held, devices bought, etc.)

Outcomes – Short, medium, and long-term changes (student access, engagement, achievement)

Logic Model Best Practices

- Keep it simple and aligned to the grant application
- Use SMART outcomes: Specific, Measurable, Achievable, Relevant, and Time-Bound
- Regularly review and update based on program evaluation

Example Logic Model

Problem Statement:

Students at a high school face high dropout rates and frequent discipline referrals. Many of these students struggle with academic performance, attendance, and behavioral issues. There is a lack of coordinated support systems and staff training to address these challenges.

Example Logic Model

Goal	Reduce dropout rates and discipline referrals by increasing student engagement, providing academic and behavioral support, and improving school climate.
Inputs – Resources used	- Title IV-A - School counselors, behavior interventionists - Attendance and academic tracking systems - Community mentors - PBIS training - Credit recovery resources
Activities – what you do	- Train staff in PBIS and restorative practices - Launch a mentorship program for at-risk students - Provide after-school tutoring and credit recovery - Conduct early warning interventions for chronic absenteeism
Outputs – What you produce. The direct results of our activities – usually countable and tangible	- 100% of staff trained in PBIS/restorative practices - 30 students paired with mentors - Weekly intervention team meetings held - 50 students enrolled in credit recovery/tutoring - MTSS tracking tools used consistently
Short-Term Outcomes – immediate changes/results	- More consistent behavioral responses from staff - Better student attendance and engagement - Fewer minor discipline incidents - Increased credit recovery completion
Long-Term Outcomes – broader changes/results	- Dropout rate reduced by X% in 2 years - X% decrease in discipline referrals - Improved graduation rates - Stronger student-teacher relationships
Data & Measurement	- Discipline referral data - Attendance records - Graduation and dropout reports - Academic progress tracking - Climate surveys - Mentor program feedback logs

Public Schools Selected for Intervention

Public Schools Selected for Intervention
District lists and clearly articulates how schools were selected to receive the federal funding.

Part 1: Basis For Selecting Schools Targeted For Intervention

Select one or more priorities the LEA will utilize in distributing Title IV funds. The LEA will give priority to schools:

- [ ] with the greatest need, as identified by the LEA
- [x] with the highest percentages or numbers of students from low-income families
- [x] identified as ATSI or CSI schools

----- identified as persistently dangerous - (not available for selection)

- [ ] Other

Part 2: Schools/Population Selected For Intervention

Instructions:
Title IV Part A funds are intended to serve students having the greatest need.Please indicate those schools you have selected for Intervention and indicate one or more factors used to select the school. If you have identified a student population, please provide the population name and details regarding how your stakeholder group identified this student group for intervention.Note: For the this application, report a
those schools for which 40 percent or more students qualify for free and/or reduced lunch.

School Name	Title I	Severe Need	ATSI	CSI	Other
* Carolina Springs Elementary	☑	☐	☑	☐	
* Gilbert Elementary	☑	☑	☑	☐	
* Lexington High	☐	☐	☑	☐	
* Pelion High	☑	☑	☑	☐	
* Pelion Middle	☑	☐	☑	☐	
* Pleasant Hill Elementary	☐	☐	☑	☐	
* Red Bank Elementary	☑	☐	☑	☐	
* Saxe Gotha Elementary	☑	☐	☑	☐	
* White Knoll Elementary	☑	☐	☑	☐	
* White Knoll High	☐	☑	☑	☐	
* White Knoll Middle	☐	☐	☑	☐	

Student Population	Identified Need

Related Documents

Related Documents
The needs assessment is appropriate, indicates a review of data, and identifies the needs and how Title IV funding will support the identified needs.
Logic Model must be uploaded
Documentation form for Supporting Stakeholder Consultation is uploaded. (sign in sheet, agenda, minutes)
Documentation for Supporting Methodology Used to Distribution of Funds to Schools with the Greatest Need.
Documentation to Support the Plan for Implementation is uploaded. *See page 17 of guidance for examples*
Field Trip template is uploaded, if necessary
Professional Development template is uploaded, if necessary
Private school documentation must be uploaded in the Related Documents section. All Private School documentation

- Invitations with established deadlines
- Letters of Intent with established deadline (original mailing and returned responses)
- Certified Mailing receipts with USPS stamp or receipt, returned mail, or any email communications (additional contact proof for no response received or any decline of funding
- Needs Assessments
- Affirmation of Consultation emailed to Equitable Services email **(<u>Participating Private Schools Only</u>)**

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Report Outcomes

- Title IV-A statute requires that **SEAs** publicly report on how funds allocated to LEAs are expended, including a summary of **LEA progress toward meeting desired objectives and outcomes**.

- Reporting on program outcomes is important not only to meet grant requirements but to demonstrate progress, provide accountability, inform decision-making, influence public perceptions, and (as applicable) complement evaluation efforts.

Title IV-A Reporting Requirement

LEA Expenditure Data Reporting Requirement

Report to SCDE on how funds are being used to meet the distribution limits across three budget categories annually. (GEMS & GAPS)

LEA Outcomes Data Reporting Requirements

Report to SCDE the degree to which it has made progress toward meeting objectives and outcomes annually.

SCDE Public Reporting Requirement

Publicly post how funds are being expended by LEAs, and the degree to which LEAS have made progress toward meeting objectives and outcomes.

What if I am transferring my Title IV funds?

Transferring Title IV, Part A
If transferring, receiving grant, amount, and description of activities are completed.
Amount listed matches amount included on transfer form.
Completed and signed Federal Transfer Form is uploaded. If the district is transferring its Title II funds, the Federal Funds Transfer Form is uploaded. MUST include all required signatures.

Transferring Title IV, Part A Funds

0403 - Anderson School District Three (0403) Public District - FY 2026 - Title IV Part A - Rev 0 - Title IV Part A

Go To

Not Applicable - No funds are being transferred from Title IV Part A

Title IV Part A funds are made available to LEAs for student support and academic enrichment

Indicate the proposed uses of funds for a Title IV student support and academic enrichment program. Program activities must match the activities described in the Budget Narrative Description area.

Transferring Funds to:	Amount	Description of Activity/Activities
* Title V, Part B	* $ 70,850.99	* Funding will be used to pay .50 FTE for a STREAM Coordinator and STREAM supplies. This person will coordinate Summer STREAM Camp, assist with STREAM Curriculum implementation, STREAM Competitions, STREAM Family Nights, STREAM Maker Spaces in school media centers, Anderson Three STREAM Fair, and provide STREAM Professional Development. Effectiveness of the program will be measured by increases in student achievement in SCREADY Math, PASS Science scores and parent and teacher surveys. STREAM in Anderson 3 includes many facets of our daily curriculum for K-12 students. Students are exposed to a variety of different learning opportunities in our district. Below is a budget request that will enhance many of our programs and expose our students to more opportunities in all areas of STREAM that will include our music departments and our STREAM classes at all locations in our district. Anderson School District Three proposes the use of funds to support the implementation and sustainability of a districtwide Science, Technology, Reading, Engineering, Arts, and Mathematics (STREAM) program through targeted investments in instructional technology and infrastructure at Crescent High School. These funds will be used to pay for audiovisual (AV) systems for the Commons Area, Gymnasium, and FFA Arena, which collectively serve as primary instructional, presentation, and collaborative learning spaces within the school and for progrmas and presentations for all students and organizations within our community. These funds are intended to increase access to a well-rounded education, improve the use of technology, and support effective learning environments. The proposed AV upgrades directly align with these purposes by transforming existing spaces into flexible, technology-rich environments that support STREAM instruction, interdisciplinary learning, and student engagement.
Total Transferred	$ 70,850.99	

Documents		
Type	**Document Template**	**Document/Link**
Federal Transfer Form [Upload at least 1 document(s)]	Federal Funds Transfer Form	Anderson 3 Title IV to V Transfer FY26

Return on Investment for N&D

What does this look like?

Understanding The Goal of N&D

Title I, Part D Goals

To maintain and improve educational achievement and to graduate from high school in the number of years established by the State under either the four-year adjusted cohort or the extended-year adjusted cohort graduation rate.

To accrue school credits that meet State requirements for grade promotion and high school graduation

To make the transition to a regular program or other education program operated by an LEA or school operated by the Bureau of Indian Education

To complete high school (or high school equivalency requirements) and obtain employment after leaving the correctional facility or institution for neglected or delinquent children and youth

As appropriate, participate in postsecondary education and job training (ESEA section1431(a))

Allow Data to Drive Your Instruction and Your Needs

To effectively plan to meet your students' and your facility's needs, you must use data.

- **A Comprehensive Needs Assessment**

1. Use data from the initial and follow-up assessment (required for Third-Year Evaluation).
2. Use data from intake forms to also determine social and emotional needs.
3. Use students' report card data (if available) to address needs.
4. Use data from teacher/staff surveys to determine students' and the facilities' needs.

Conducting Needs Assessments

Needs assessments should evaluate the whole student, not only academic test scores.

Sites should administer ELA and Math immediately upon student entry.

Data should be used to identify academic gaps and prioritize interventions early.

Disaggregated data can reveal underserved student populations needing additional support.

Special attention should be given to students receiving special education or multilingual services.

Strategic Planning

- The Title I, Part D plan should remain flexible and responsive to changing student needs.
- Every proposed expenditure should demonstrate a direct connection to student outcomes.
- Transition planning should be treated as a core strategy rather than a secondary support.
- Dedicated staff, such as transition coordinators or instructional strategists, can strengthen implementation

Return on Investment for N&D

What does this look like?

Why Use ROI in Federal Programs?

- ROI analysis supports more strategic spending decisions by identifying programs with the strongest student outcomes.
- Evaluation data improves compliance, transparency, and accountability for federal funding.
- Districts can use ROI findings to revise programs and strengthen future implementation efforts.
- ROI ensures funding priorities align with district and state goals.
- Sharing measurable outcomes helps build trust with stakeholders and the community.

ROI Framework and Data Sources for Evaluation

Step	Key Questions	Data Sources
Inputs	What resources are invested (funds, time, people)?	Budget reports, staffing records
Activities	What activities are performed (PD, tutoring, tech use)?	Program logs, attendance records
Outputs	What immediate products (hours trained, students served)?	Training hours, number of participants
Outcomes	What short/long-term changes (achievement, behavior)?	Test scores, attendance, discipline data, surveys, interviews
ROI	Did outcomes justify the investment? Cost per outcome?	Cost analysis (total investment), cost per participant metrics

Sample ROI Evaluation Questions

What outcomes did the program achieve?
(e.g., increased proficiency, improved attendance, reduced discipline)

How many students or staff were served?

What was the total cost of the program?

What was the cost per participant?

What was the cost per outcome achieved?
(e.g., cost per student who improved one level in reading)

Did the program reach the intended students or schools?

How does this program compare to similar efforts in terms of cost and impact?

Should this program be continued, scaled, revised, or discontinued based on results?

ROI Evaluation Cycle Example

Identify Priorities & Set Goals: A facility prioritizes improving reading proficiency, aiming to increase it by 15% in 1 year.

Plan & Budget with ROI in Mind: They select an evidence-based after-school reading program and budget for staff, books, and materials, estimating cost per improved reader.
Total program cost ÷ estimated number of students who improve = estimated cost per improved reader.

Implement Programs & Track Costs: During implementation, spending and ELA grades are closely tracked.

Collect & Analyze Outcome Data: Reading assessments are conducted at entry and exit to measure progress (initial and follow-up assessments).

Evaluate ROI & Make Adjustments: To calculate ROI, the facility's total program costs are divided by the number of students who improved reading proficiency, determining the cost per improved student. Finding strong returns, they expand the program and adjust staffing and materials for efficiency.

Use Insights for Future Planning: These results guide Title I, part D funding to prioritize high-impact reading programs going forward.

ROI Evaluation in Practice

- Evaluation findings can justify continued investments in academic, behavioral, or transition initiatives.
- Professional development efforts should be reviewed regularly to ensure meaningful impact on student performance.
- Funding should prioritize programs and purchases that provide the greatest benefit and reach the largest number of students.
- Clear results help understand how resources improve student well-being and achievement

Implications for ROI Evaluation

Informs Smarter Spending Decisions

If a summer reading program costs $80,000 and raises reading scores for 15% of participants, but a tutoring program costs $50,000 and raises scores for 40%, the district may shift funding to the tutoring model.

Improves Compliance & Transparency

TIPD requires program evaluation. ROI data helps demonstrate that implementing a new supplemental reading curriculum increased the number of students who exhibited growth in reading scores by 25%, justifying continued investment.

Supports Continuous Improvement

Staff attended professional development (PD) for a behavior program that the LEA felt would enhance classroom performance. The PD showed minimal impact on academic outcomes. Using ROI findings, the LEA revises the PD request and will measure again next year.

Aligns Programs Goals

In their grant application, the State Agency identifies ensuring all students have access to CTE programs as a key goal. ROI ensures that TIPD funds are directed toward CTE programs that serve the greatest number of students.

Builds Stakeholder Confidence

When sharing ROI results with stakeholders, partners, and the community, leaders can show not just how money was spent, but how it directly improved student performance or well-being.

Red Flags to Consider when looking at Cost vs. Benefits

- High-cost initiatives that serve only a small number of students.
- Outcome claims that lack evidence or measurable indicators.
- Spending requests not directly connected to identified student needs.
- One-time purchases without sustainability or implementation plans.
- Duplicating resources already available within the district or facility.
- Key Question: Will this investment significantly improve educational or transition outcomes?

Progress Monitoring

- Strong implementation fidelity is essential before evaluating program impact.
- Low performance may indicate implementation issues rather than ineffective strategies.
- Programs should monitor whether students are actively using instructional supports as intended.
- Quarterly or 90-day reviews help identify concerns early and allow for timely adjustments.
- Success measures should clearly define what positive student outcomes look like.

Resources

This will guide your planning

ROI Guide for Title I, II, & IV Federal Programs

Step 1: Identify Priority Needs

Question	Notes / Data Points
What are the key needs for each program? (Title I, II, IV)	(e.g., academic achievement gaps, teacher development needs, student health and safety)
Which student groups are most impacted?	(e.g., low-income, English learners, students with disabilities)
What data supports these needs?	(Test scores, attendance, surveys, etc.)

Step 2: Select Evidence-Based Strategies

Question	Notes / Considerations
What interventions or programs have been proven effective for these needs?	List evidence-based strategies.
What is known about the cost-effectiveness of these strategies?	Include any ROI or cost-benefit info if available.
Are these strategies scalable and sustainable in our district?	Yes / No + notes

Step 3: Define Desired Outcomes & Metrics

Question	Notes / Data Points
What specific student outcomes are we targeting?	(e.g., proficiency gains, attendance improvement)
How will we measure progress toward these outcomes?	(Assessments, surveys, attendance records)
What timeframe will be used for measuring outcomes?	(e.g., quarterly, annually)

Step 4: Plan Cost Tracking

Question	Notes / Details
What are the total costs for each strategy?	Include personnel, materials, training, etc.
How will we track costs by activity and participant?	(Spreadsheets, software, etc.)
Can we calculate cost per participant or cost per outcome?	Yes / No + plan to develop

Step 5: Plan for Data-Informed Decision-Making

Question	Notes / Action Items
How often will we review cost and outcome data?	(Monthly, quarterly, annually)
Who is responsible for data collection and analysis?	Names / roles
How will ROI data influence funding and program decisions?	(e.g., scaling, modifying, or discontinuing programs)

Step 6: Continuous Improvement

Question	Notes / Reflection
How will ROI findings be shared with stakeholders?	(Reports, meetings, dashboards)
What steps will be taken to improve ROI in future cycles?	(Adjust strategies, reallocate funds)
What support or training is needed to enhance ROI capacity?	(Data training, evaluation tools, etc.)

ROI Worksheet for Title I, Title I, Part D, II, & IV

Eligibility Review Training

Why is an Eligibility Review Required

- According to the USED, an eligibility review is to be conducted annually to ensure that all facilities receiving funding are still eligible from year to year.
- Receiving funding one year does not guarantee that you will receive funding the next year, especially if your population served and the primary purpose of who you serve have changed.

DSS and DHEC Residential Facilities

- SCDE receives an updated residential facilities list annually from both **DSS** and **DHEC**. That list is shared with LEAs across the state to determine facilities within their geographical boundaries.

- Once you have determined which facilities are within your geographical boundary, you are to make contact with each facility and inform them that they are eligible to complete an eligibility form. Please also advise that completing the form does not guarantee funding. There are requirements that must be met.

Residential Facilities

Total Facilities: 89

1 - Expires License Consultant
Facility
Address #Type!
Director , Director Phone Ext
Email
Capacity 0 Gender Age 0 - 0 Service 1
Service 2 Service 3

2 Reg0000000001 - Registered Expires 1/1/2026 License Consultant Donaven Dorsey
Facility A Place For Us Ministries, Inc.
Address 302 Mill Road North, Greenwood, SC 29648 - Greenwood County
Director Tammie Price, Director Phone (864) 229-4243 Ext
Email aplaceforusministries@gmail.com
Capacity Gender female Age 0 - 0 Service 1
Service 2 Service 3

3 0000008171001 - Licensed Expires 11/17/2025 License Consultant Donaven Dorsey
Facility Alston Wilkes Youth Home
Address 401 Lawand Drive, Columbia, SC 29210-7555 - Richland County
Director Anne Walker, Exec. Director Phone (803) 995-8436 Ext
Email annewalker@aws1962.org
Capacity 11 Gender male Age 12 - 21 Service 1 Level 3
Service 2 Emergency Intake Services (EIS) Service 3

4 0000008215001 - Licensed Expires 2/27/2026 License Consultant Jocelyn Edmonds
Facility AMIkids Beaufort
Address 60 Honeybee Island Road, Seabrook, SC 29940-3306 - Beaufort County
Director Deadrake Epps, Executive Director Phone (843) 962-3932 Ext
Email depps@amikids.org
Capacity 30 Gender male Age 14 - 21 Service 1 Group Care Intermediate Services (GCMS)
Service 2 Service 3

5 0000008199001 - Licensed Expires 3/14/2026 License Consultant Jocelyn Edmonds
Facility AMIkids Bennettsville Camp I
Address 620 Marlboro Road, Bennettsville, SC 29512 - Marlboro County
Director Joshua Brown, Executive Director Phone (843) 910-1988 Ext
Email jbrown@amikids.org
Capacity 20 Gender male Age 14 - 21 Service 1 Group Care Intensive Services (GCIS)
Service 2 Service 3

Eligibility Requirements-for Title I, Part A Neglected Set-Aside

- Must be a 24-hour residential facility
- Must serve children ages 5-17
- Facility must operate **primarily** for the care of children who are abandoned, neglected, or who are committed because of the death of a parent or guardian

  OR- Operates **primarily** for the care of children who have been adjudicated by the appropriate state or local authorities to be delinquent or in need of supervision.
- **Neglected facilities**- 50% of the student population must be placed by a state agency, such as DSS, or placed by court order for delinquency or in need of supervision.
- **Delinquent facility**- 50% of the student population must be placed by court order, with the determination of delinquency or needing supervision.

Eligibility Review Form

SOUTH CAROLINA
DEPARTMENT OF EDUCATION

Office of Federal and State Accountability

Neglected and Delinquent Eligibility Questionnaire

SECTION A: District Information

School District/LEA:

Title I Coordinator:

Residential Facility's Name:

Residential Facility's Phone Number:

Residential Facility's Email Address:

SECTION B: Definitions

As defined by the Every Student Succeeds Act, the participating residential facility must be designated as *either* Neglected *or* Delinquent. The students may be identified by either designation; however, the participating **residential facility must annually maintain this designation for funding purposes**. For example, if the participating facility is designated Delinquent but the student caseload count for this year is majority Neglected, the caseload count is still recorded as Delinquent.

Neglected Institution-Primary purpose stated in its mission/charter: A public or private residential facility other than a foster home, that is operated primarily for the care of children who have been committed to the institution or voluntarily placed in the institution under applicable state laws because of the abandonment, neglect, or death of their parents or guardians.

Delinquent Institution-Primary purpose stated in its mission/charter: A public or private residential facility that is operated primarily for the care of children who have been adjudicated to be delinquent or in need of supervision because of the violation of state or local laws.

Adjudication: the term "adjudicated" generally means that an official judicial determination has been made (e.g., by a court or other tribunal), rather than a determination by a parent or guardian, that a child is delinquent or in need of supervision. Additionally, the adjudication requirement applies to both delinquency and in need of supervision.

Timeline

- The DSS and DHEC lists will be sent via email by the last week of July (I have to obtain them from DSS/DHEC).
- Please share the Eligibility Review form with all facilities within your geographical area.
- Please return completed forms to Makesia Sumpter @ Msumpter@ed.sc.gov by August 10th.
- Please keep a record of your contact with each facility, especially if they decline to complete the Eligibility Review form.
- You will be made aware of the determinations before the October count is due.
- A letter will be provided to LEAs to share with your facilities regarding eligibility.

Title V - REAP

Overview of Title V – Rural Education Achievement Program (REAP)

The purpose of Title V is to address the unique needs of rural school districts that frequently lack the personnel and resources needed to compete effectively for federal competitive grants and who receive formula grant allocations in too small amounts to be effective in meeting their intended purposes.

- The grant is non-competitive and eligibility is determined by statute.
- Awards are issued annually to state education agencies (SEAs), which make sub-grants to local education agencies (LEAs) that meet eligibility requirements.
- Awards are made to all SEAs that apply and meet eligibility requirements.

Title V Programs

- Part B of Title V of the ESEA authorizes the REAP

- There are two programs authorized under REAP:

  - The Small Rural School Achievement Program (SRSA) provides funds targeted and designed for schools with small populations in lower-density areas. Funds are given directly to districts with designation by the National Center for Education Statistics (NCES).

  - The Rural and Low-Income Schools Program (RLIS) provides funds for states to subgrant to districts with NCES designation. RLIS funds apply more broadly and can be used for a number of purposes related to other titles of ESSA.

- The SCDE administers the RLIS.

Title V – Eligibility for the Rural Low-Income School (RLIS)

A local educational agency is eligible to use Title V funding if the LEA meets the following criteria:

- To be considered rural, all schools comprising the LEA must have a school locale code of 32, 33, 41, 42, or 43 (assigned by NCES), or be located in an area of the State defined as rural by a governmental agency of the State.

- To be considered low-income, 20 percent or more of the children ages five to 17 served by the LEA must be from families with incomes below the poverty line, based on data from the U.S. Census Bureau's Small Area Income and Poverty Estimates (SAIPE).

Title V: Needs Assessment and Application

- A needs assessment must be conducted and must clearly demonstrate a need in the areas in which funds are spent.
- The assessment should include stakeholders, such as teachers, administrators, other school personnel, parents, community members, and even students when feasible.
- The assessment summary narrative should include a discussion of the data indicating the need. Assessment narrative should be included in the related documents section of the online application.
- The online application should be based upon the needs assessment and allocation awarded.
- The guidance from the United States Department of Education (ED) and the South Carolina Department of Education (SCDE) should be followed when developing the plan.

Program Details

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)	* $ 29,359.17	* Provide extended learning opportunities such as Before/After/Saturday/Summer programs and tutoring to address learning loss and provide assistance for at-risk students. Expenditures to include salaries/benefits for identified staff to work beyond the regular contract hours/days. Pre & Post assessments will be utilized to evaluate the effectiveness of programs.
Parental engagement activities authorized under ESSA	* $ 0.00	* N/A
Activities authorized under Title II, Part A (Improving Teacher Quality State Grants)	* $ 0.00	* N/A
Activities authorized under ESEA Title III (Language Instruction for English Learners and Immigrant Students)	* $ 0.00	* N/A
Activities authorized under Title IV, Part A (Student Support and Academic Enrichment)	* $ 89,947.41	* Provide access to accelerated learning opportunities including dual or concurrent enrollment programs and early college high school. Expenditures to include courses/access codes, books, and supplies/materials. *The districts Dual-Enrollment Coordinator will serve as a liaison between students, professors of the dual and/or concurrent facilities, and schools to progress monitor student outcomes.
Total:	$ 119,306.58	

* 2. Describe your evaluation of Student Achievement

In FCSD3, multiple data sources are used to inform instructional decisions and strengthen student outcomes. In addition to student assessment data, the district collects classroom walkthrough information that provides actionable insight into instructional practices and student engagement. Title V resources will support supplemental efforts to enhance the use of these data sources by strengthening staff capacity to analyze and apply results to instructional planning.

To support effective implementation, the district will provide training, coaching, and modeling that promote consistent use of data for identifying student needs, monitoring progress, and adjusting instructional supports. Additionally, structured data-analysis protocols and reporting tools have been developed to track progress toward identified improvement goals. These efforts will supplement ongoing initiatives by helping staff better utilize available data to inform academic interventions, enhance program decision-making, and support continuous improvement across schools.

The LEA is required to evaluate its Title V programs annually.

The evaluation must describe how Title V programs within the LEA affected student academic achievement.

The Office of Federal and State Accountability distributes this survey yearly as a data collection document.

Title V: Supplement, not Supplant

- Title V funds may be used only to supplement educational program activities provided with state and local funds.

- LEAs may not use Title V funds to pay for activities that, in the absence of these funds, would be provided with state and local funds.

Title V: Allowable Use of Funds

Grant funds awarded to local educational agencies under this subpart can be used for the any of the following:

- Activities authorized under Title I, Part A
- Activities authorized under Title II, Part A
- Activities authorized under Title III, Part A
- Activities authorized under Title IV, Part A
- Parental involvement activities

Title V: Allocation Process

1. In November each year, ED provides a SC Initial Eligibility Spreadsheet to the SCDE that must be completed by SCDE.
2. SCDE completes the spreadsheet providing district allocation information on each district using Title II and Title IV final allocations.
3. SCDE also provides the “average daily attendance” for each district.
4. SCDE provides at least two (2) contacts for each district.
5. This information is due to ED no later than December 5th.
6. ED then complies this information to determine eligibility and an estimated allocation for each district.
7. Once completed, ED provides the SCDE with a “Master Eligibility Spreadsheet” which shows allocation estimation for eligible districts.

Transferring Funds

Section 5103 of the ESEA permits an LEA to transfer funds **from** the following programs (source grants):

Section 5103 allows an LEA to transfer local funds **into** any of the following programs (target grants):

Action Steps

- An LEA may transfer all or a portion of funds allocated under Title II, Part A and Title IV, Part A

- An LEA may transfer funds at any point during the 27-month period of availability of the grant into a grant award for the same fiscal year (e.g., a transfer from FY 2025 Title II, Part A funds into the LEA's FY 2025 Title IV, Part A funds).

- An LEA may only transfer funds into a program for which that LEA is receiving an allocation.

- When an LEA decides to transfer some, or all, of the funds allocated for local activities under the two eligible programs, it must take certain steps (continued on next slide).

Action Steps, cont'd

The LEA must:

1. Engage in timely and meaningful consultation, in accordance with section 8501 of the ESEA, with appropriate private school officials (5103(e)(2))
2. Determine the programs from which funds are to be transferred out of and into
3. Determine the amount and federal fiscal year of funds to be transferred
4. Establish the effective date for the transfer
5. Notify the SEA of each transfer at least 30 days before the effective date of the transfer (5103(d)(2)(C))
6. Submit, not later than 30 days after the date of such transfer, a copy of the LEA's modified plans or applications for all programs affected by the transfer to the SEA (5103(d)(2)(B))

Roles in GAPS

Roles in GAPS

Three roles are needed in GAPS for each grant.

Roles – Two people may be assigned to each role within a single grant; however, one person may only hold one role per grant. If an individual is assigned more than one role, the system will override one role for another.

- GAPS Overview

Overview of GAPS

Budget – Process 1

Step 1:

- ***Grant Coordinator Role*** (grant-specific) creates budgets and budget amendments.

Step 2:

- **Grant Sub Recipient Finance** (grant-specific) approves budgets and budget amendments.

-This triggers the workflow to the SCDE Program Office.

Step 3:

- **SCDE Program Office** approves submitted budgets/budget amendments.

Please note that the expenditure can only be entered for a grant after final approval by the SCDE program.

Training tutorials for creating budgets, budget amendments, and expenditures can be found on the agency webpage: http://ed.sc.gov/finance/grants-accounting/

Overview of GAPS - Continued

Payments – Process 2

Step 1

- ***Grant Sub Recipient Finance Role*** enters expenditures/expenditure refunds.

Step 2

Grants Accounting Finance Approver Role approves expenditures.
-This triggers the workflow to the SCDE Grants Accounting Office.

Step 3

- ***SCDE Grants Accounting Office*** approves all expenditure claims for payment.

Training tutorials for creating budgets, budget amendments, and expenditures can be found on the agency's webpage: http://ed.sc.gov/finance/grants-accounting/

Useful Budget Reports for Districts

Budget

- **Budget Summary** – high-level report to show budget balance
- **Budget Details** – budget balance by line item and approval status
- **Budget Actuals Summary** – budget balance and pending items

Useful Expenditure Report for Districts

Expenditure

- Expenditure Summary – high-level report to show net funds remaining
- Expenditure Details – line-item expenditure report and status of items
- Expenditure Refund Details – show the status of expenditure refunds

Additional Tips

- Reports can be sorted by clicking on column headings
- Most reports can be exported to Excel for further sorting and/or filtering

Important Reporting Dates

- Quarterly expenditure reporting is required for all grants that the Consolidated Finance and Applications (CFA) team manages.

- Goods and/or services received by the end of each quarter should be invoiced, paid, and claimed within **30 days** after the close of the quarter.

Quarter	Reporting Period	New Due Date
Q1	July – September	October 30
Q2	October – December	January 30
Q3	January – March	April 30
Q4	April – June	July 30 through August 15

Important Reporting Dates- Continued

- Final submission deadlines for the state fiscal year end (June 30, 20XX) **will continue to be August 15, 20XX**, regardless of the award period of the grant and/or day of the week that this date falls on.

- *August 15th is a hard stop in GAPS, meaning this quarter/fiscal year cannot be reopened after this date to input expenditures.*

- If quarterly and fiscal year-end claims are not submitted on time, your risk assessment score will increase.

- Please review reports to verify that all budget and expenditure items have been moved forward – items cannot be in Pre-submittal or Submitted to Finance Approver Status. If they are, they have not been submitted to SCDE for payment and will not be paid.

Troubleshooting GAPS

Troubleshooting GAPS

- When grants are allocated additional funding, LEAs must budget this funding prior to entering any further claims.

- This budget will be entered as it was for the initial allocation (not a budget amendment)

- Prior to the end of the fiscal year, LEAs should verify that all line items have been submitted to SCDE. Run a Budget Detail and Expenditure Detail Report to complete this process.

- All items should be submitted to SCDE. If any items are in the 'Pre-submittal' or 'Submitted to Finance Approver' Status, this means they are still awaiting district-level approval.

- Claims cannot be entered for a grant with a pending budget item.

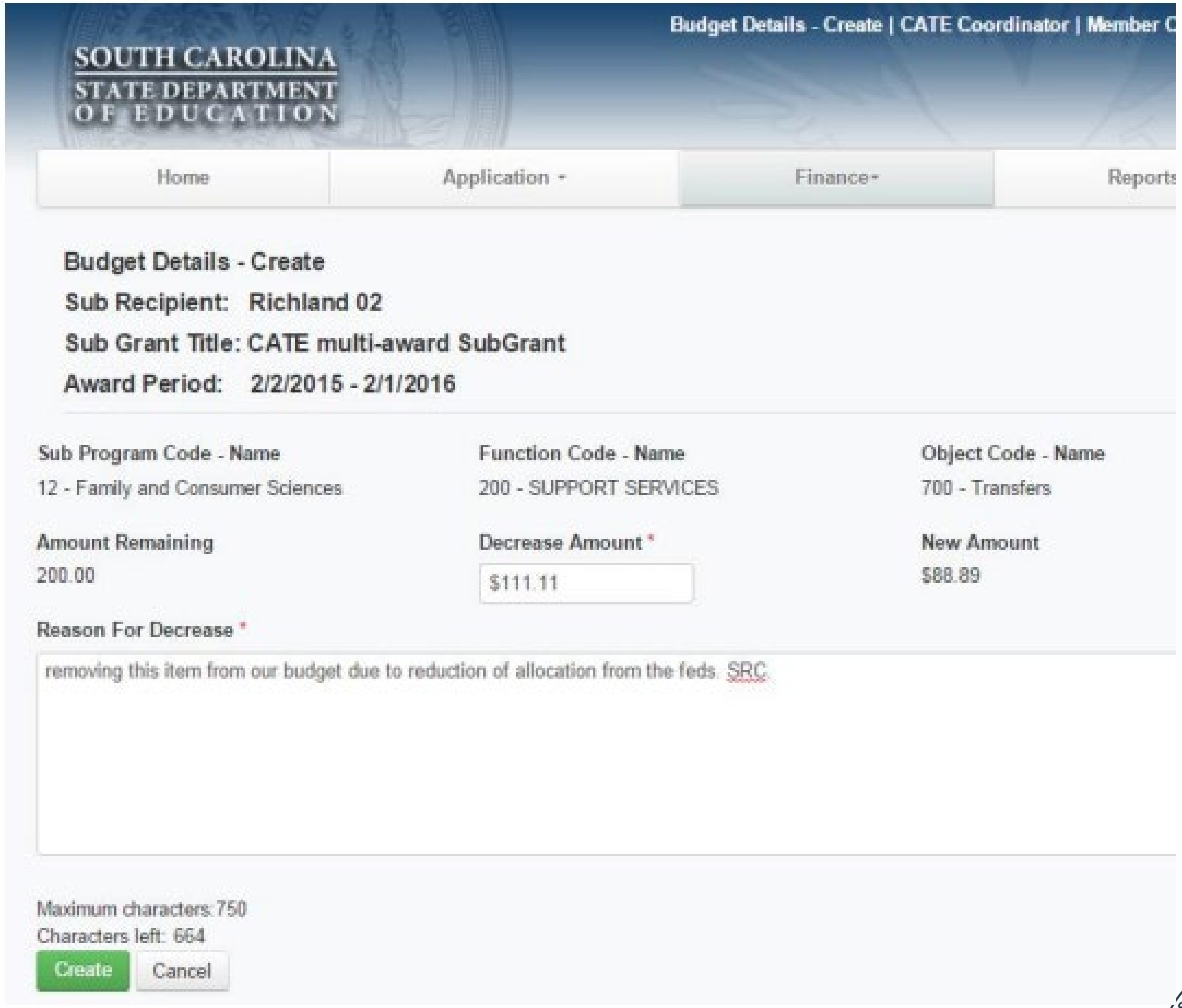
Budget Decreases in GAPS

- Title I, Part A funding has a 15% carryover limitation.
- At the end of the federal fiscal year, the CFA team verifies that districts are not over their carryover limit. The SEA is required to de-obligate funding from those who are.
- When the de-obligation goes into GAPS, a budget decrease icon will appear to the right of the budgeted items (highlighted).

Budget Decreases in GAPS Continued

- After selecting the budget decrease option, enter the decrease information (amount and reason for the decrease) and select “Create”.

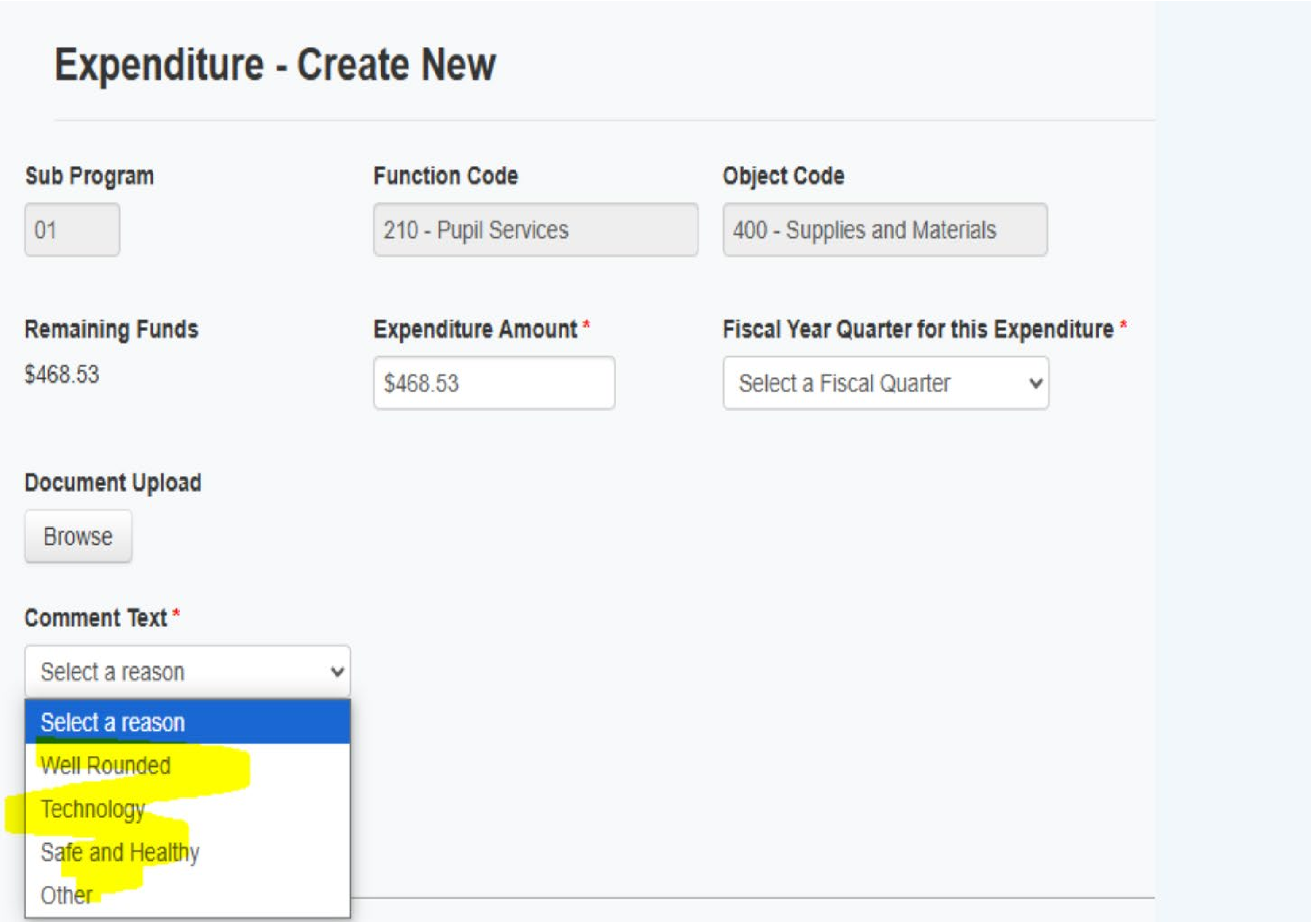
- *Please note that the system will take into consideration any amendments and expenditures during this process.*



Reminder/Request for Title IV

- When entering expenditures in GAPS for Title IV, you will need to enter the content area you are expensing.

- You will want to enter one content area at a time and select this area in the drop-down list (shown on this slide).



Indirect Cost

- Each year, the indirect cost (IDC) rates in the ESSA grant are updated.
- This update will no longer take place in GEMS. GEMS does not track expenditures; therefore, the calculation for IDC in GEMS will not be accurate after the first year.
- It is up to the LEA to keep track of what they budget for the indirect cost. This amount should be updated in both GEMS and GAPS.
- The current indirect cost rate can be found here: Indirect Cost Rates


Questions

Thank you for participating!

Please reach out to us if you have any questions:

- Leslie Bloss, lbloss@ed.sc.gov
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- Jennifer Rhodes, jrhodes@ed.sc.gov
- Makesia Sumpter, msumpter@ed.sc.gov
- Sarah Wagers, slwagers@ed.sc.gov
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