SOUTH CAROLINA DEPARTMENT OF EDUCATION

Office of Federal and State Accountability

ESEA Federal Programs Timeline

March 2026

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State Superintendent of Education

Contents 2
Title I 3
Title II 17
Title III 20
Title IV 24
Title V 27
McKinney-Vento 30
Neglected & Delinquent 33

Title I

July	
LEA	**Schools**
• Submit the Title I application in GEMS by July 1. No financial obligations can be made for the new school year until the SCDE receives the Title I project application in a substantially approvable form. • Check periodically with any private school served in the LEA to be certain that the planned Title I program continues to be appropriate. (Refer to the Services to Eligible Private School Children/Equitable Services section of the Administration Manual.) • Develop written contracts for individuals providing contractual services funded by Title I. • Attend the OFSA Coordinators training (strongly recommended for coordinators with less than four years' experience). • Upload copies of agendas, sign-in sheets, and training materials for professional development, LEA-wide parent meetings, and staff training on how to work with parents, conducted in the district's chosen repository for documentation [i.e., Title I Crate, Google Drive, etc. (year-long documentation)]. • Collect semi-annual documentation from Title I-funded staff for the time period of Jan. 1-June 30 if the LEA has not already done so. • Collect monthly time and effort documentation for individuals who work	• Upload copies of agendas, sign-in sheets, and minutes from schoolwide planning meetings, professional development events, and parent/family engagement events. Meetings—ongoing throughout the school year into the district's chosen repository for documentation [i.e., Title I Crate, Google Drive, etc. (year-long documentation)]. • Upload copies of agendas, sign-in sheets, and training materials for staff training on working with parents into the district's chosen repository for documentation [i.e., Title I Crate, Google Drive, etc. (year-long documentation)]. • Foster Care End of the Year (EOTY) Survey is due by July 31st.

on multiple cost objectives. Update contact information with SCDE if needed. • Review the strategic plan and the implementation of the action steps.	
August	
LEA	**Schools**
• Make the strategic plan available to all stakeholders. • Provide staff development for teachers and others. • Collect monthly time and effort documentation for individuals who work on multiple cost objectives. • Notify parents of their right to request the qualifications of their child's teacher (Parents' Right to Know). • File any requests from Parents' Right to Know. • Ensure that all teachers and paraprofessionals meet state certification and licensure requirements. • Develop a schedule of meetings for the LEA parent advisory committee. • Upload copies of agendas, sign-in sheets, and training materials for professional development, training, or meetings conducted in the district's chosen repository for documentation [i.e., Title I Crate, Google Drive, etc. (year-long documentation)]. * • Develop contracts for individuals providing services in private schools. • Expenditure claims for expenditures through June 30th are due by August 15th in GAPS. • Review staff development needs at the school level.	• Make the strategic plan available to all stakeholders. • Upload a copy of the schedules for Title I-funded staff and paraprofessionals for monitoring documentation into the district's chosen repository for documentation [i.e., Title I Crate, Google Drive, etc. (year-long documentation)]. • Distribute the school's "parent and family engagement policy" to all students (document date and method of distribution). Upload document into the district's chosen repository for documentation [i.e., Title I Crate, Google Drive, etc. (year-long documentation)]. • Distribute "school-parent compact" to all students (track and calculate percentage of returns). Upload document into the district's chosen repository for documentation [i.e., Title I Crate, Google Drive, etc. (year-long documentation)]. • Conduct "Title I Annual Meeting". Discuss Title I purpose, curriculum, assessment, parent involvement policy, school compacts, school designation, and the strategic plan reflection (Upload notices, agenda, sign-in sheets, handouts into the district's chosen repository for documentation [i.e., Title I Crate, Google Drive, etc. (year-long documentation)].

• Visit classrooms. • Coordinate with the Local Department of Social Services for updated points of contact for collaboration and professional development opportunities for students in foster care. • Review the strategic plan and the implementation of the action steps.	• Determine a schedule of additional parent and family engagement opportunities to be offered during the school year. • Distribute Parents' Right to Know (document date of distribution). * Upload document into the district's chosen repository for documentation [i.e., Title I Crate, Google Drive, etc. (year-long documentation)]. • File any requests from Parents' Right to Know. • Upload documentation (agendas, sign-in sheets, brochures, invitations, handouts, etc.) into the district's chosen repository for documentation [i.e., Title I Crate, Google Drive, etc. (year-long documentation)].
September	
LEA	**Schools**
• Evaluate diagnostic data to guide revisions to strategic plan action steps as necessary. • Distribute the LEA parent involvement policy to all students in Title I schools (document date and method of distribution). • Assist schools with School-Parent Compacts. School-Parent Compacts must include a minimum set of content. (See Section 1010 of ESSA legislation.) • Collect monthly time and effort documentation for individuals who work on multiple cost objectives. • Continue to assist schools in revising strategic plans and provide feedback. The LEA will determine the submittal date for the completed school plan. • Review staff development needs at the school level. • Visit classrooms.	• Evaluate diagnostic data to guide revisions to strategic plan action steps as necessary. • Send a letter to parents whose child has been taught for four or more consecutive weeks by teachers who are not properly certified. • Upload Title I-funded teacher schedules. • Develop schedule and begin extended day programs (if applicable). • Distribute prior year assessment results to parents (Upload a copy of the letter sent with the assessment results into the district's chosen repository for documentation [i.e., Title I Crate, Google Drive, etc. (year-long documentation)]. • Upload documentation (agendas, sign-in sheets, brochures, invitations, handouts, etc.).

• Send a letter to parents whose child has been taught for four or more consecutive weeks by teachers who are not properly certified. • Begin gathering comparability data, required annually. • Ensure the LEA meets the 15% carryover limit by the end of the month, or submit a waiver request to SCDE, which is allowed once every three years. • Update Title I equipment inventories as appropriate. • Review the strategic plan and the implementation of the action steps. • Upload copies of agendas, sign-in sheets, and training materials for professional development, training, or meetings conducted in the district's chosen repository for documentation [i.e., Title I Crate, Google Drive, etc. (year-long documentation)]. • Submit budget amendments as needed through GAPS. • Submit expenditure claims through GAPS at least quarterly. • Review the Foster Roster each month to cross-check students in foster care attending the LEA.	
October	
LEA	**Schools**
• Evaluate diagnostic data to guide revisions to the strategic plan action steps as necessary • Review Title budgets to monitor spending progress and alignment with projections. • Complete the Comparability Report. • Review assurances in the Title I application for both the LEA and the	• Evaluate diagnostic data to guide revisions to the strategic plan action steps as necessary. • Review Title I budget to monitor spending progress and alignment with projections. • Upload documentation (agendas, sign-in sheets, brochures, invitations, handouts, etc.) into the district's chosen repository for

schools to ensure that all are being met, and that documentation is available.
- Ensure that the supplement, not supplant requirement is being met.
- Be sure to update the Supplant Test in the project if necessary in targeted assistance schools.
- Attend the S.C. Association of Title I Administrators' Conference (optional).
- Initiate the school planning process in schoolwide programs. If this year is not the school's planning year, review the plan's implementation and revise it as needed.
- Provide support to newly identified schoolwide schools as they conduct a comprehensive needs assessment.
- Attend schoolwide planning team meetings at the school level.
- Collect monthly time and effort documentation for individuals who work on multiple cost objectives. Make a payroll adjustment to reflect the actual time recorded.
- Review staff development needs at the school level.
- Visit classrooms.
- Review the strategic plan and the implementation of the action steps.
- Submit budget amendments as needed through GAPS.
- Upload copies of agendas, sign-in sheets, and training materials for professional development, training, or meetings conducted in the district's chosen repository for documentation [i.e., Title I Crate, Google Drive, etc. (year-long documentation)].
- Quarterly amendments and claims are due in GAPS by October 30th
- documentation [i.e., Title I Crate, Google Drive, etc. (year-long documentation)].
- Representatives of the CSI/ATSI Schools school leadership teams to attend Office of School Transformation workshops.
- Hold parent-teacher conferences.

- Review the Foster Roster each month to cross-check students in foster care attending the LEA.

November

LEA	Schools
• Evaluate diagnostic data to guide revisions to strategic plan action steps as necessary. • LEA meets to discuss Title needs. • Review the LEA's Title I application and submit an amendment, including changes, to the SCDE if necessary. Amendments can only be made once applications are approved. An amendment can be submitted at any time. • Ensure final application is submitted promptly. • Email signed copies of the Grant Award Notification and Assurances to SCDE. • Upload the budget into GAPS. • If all Title I Schools in the LEA are not determined to be comparable, revise the comparability report using data from a new date. If the school is still not comparable, make the necessary staff adjustments and other changes to bring it into compliance with comparability requirements. • Collect monthly time and effort documentation for individuals who work on multiple cost objectives. • Begin review of personnel budgeting for next fiscal year. • Review staff development needs at the school level. • Visit classrooms. • Review the strategic plan and the implementation of the action steps.	• Evaluate diagnostic data to guide revisions to strategic plan action steps as necessary. • Team/Departments meet to discuss Title I needs. • Upload documentation (agendas, sign-in sheets, brochures, invitations, handouts, etc.) into the district's chosen repository for documentation [i.e., Title I Crate, Google Drive, etc. (year-long documentation)].

- Submit budget amendments as needed through GAPS.
- Upload copies of agendas, sign-in sheets, and training materials for professional development, training, or meetings conducted in the district's chosen repository for documentation [i.e., Title I Crate, Google Drive, etc. (year-long documentation)].
- Review the Foster Roster each month to cross-check students in foster care attending the LEA.

December

LEA	Schools
• Evaluate diagnostic data to guide revisions to the strategic plan action steps as necessary. • Review Title budgets to monitor spending progress and alignment with projections. • Verify that data and files are being maintained to agree with Title I monitoring requirements. • Meet periodically with the LEA's financial officer for Title I to determine if the budget coding is appropriate, or if any problems need corrections. • Review staff development needs at the school level. • Visit classrooms. • Collect monthly time and effort documentation for individuals who work on multiple cost objectives. • Review the strategic plan and the implementation of the action steps. • Submit annual comparability report to Dr. Greg King at gking@ed.sc.gov. • Upload copies of agendas, sign-in sheets, and training materials for professional development, training, or meetings	• Evaluate diagnostic data to guide revisions to the strategic plan action steps as necessary. • Review Title I budget to monitor spending progress and alignment with projections. • Team/Departments meet to discuss Title I needs. • Upload documentation (agendas, sign-in sheets, brochures, invitations, handouts, etc.) into the district's chosen repository for documentation [i.e., Title I Crate, Google Drive, etc. (year-long documentation)].

conducted in the district's chosen repository for documentation [i.e., Title I Crate, Google Drive, etc. (year-long documentation)]. • Submit budget amendments as needed through GAPS. • Submit expenditure claims through GAPS at least quarterly. Review the Foster Roster each month to cross-check students in foster care attending the LEA.	
January	
LEA	**Schools**
• Evaluate diagnostic data to guide revisions to strategic plan action steps as necessary. • Review Title budgets to monitor spending progress and alignment with projections. • Continue meeting with schools as they begin planning for the new school year. • Begin assisting schools with revising their needs assessment for the new year if they were previously a schoolwide site. • Collect semi-annual certification from Title I-funded staff for the time period of July 1- December 31. • Collect time and effort documentation for individuals who work on multiple cost objectives. Adjust payroll to reflect the actual time recorded. • Review the strategic plan and the implementation of the action steps. • Upload copies of agendas, sign-in sheets, and training materials for professional development, training, or meetings conducted in your district's chosen repository for documentation [i.e., Title I	• Complete semi-annual certification for staff working in Title I only (send signed copies to LEA Title I director). • SIC/Title I Meeting to develop a school-wide needs list. • Evaluate diagnostic data to guide revisions to strategic plan action steps as necessary. • Review Title I budget to monitor spending progress and alignment with projections. • Upload documentation (agendas, sign-in sheets, brochures, invitations, handouts, etc.) into the district's chosen repository for documentation [i.e., Title I Crate, Google Drive, etc. (year-long documentation)].

Crate, Google Drive, etc. (year-long documentation)]. • Quarterly amendments and claims are due in GAPS by January 30th. • Review the Foster Roster each month to cross-check students in foster care attending the LEA.	
February	
LEA	**Schools**
• LEA holds a meeting to prioritize the district needs list. • Evaluate diagnostic data to guide revisions to the strategic plan action steps. • Review Title budgets to monitor spending progress and alignment with projections. • Be certain that targeted assistance schools address the required strategies as they develop their plans for the new school year. • Begin the student selection process for targeted assistance schools for the new school year. • Collect monthly time and effort documentation for individuals who work on multiple cost objectives. • Upload copies of agendas, sign-in sheets, and training materials for professional development, training, or meetings conducted in the district's chosen repository for documentation [i.e., Title I Crate, Google Drive, etc. (year-long documentation)]. • Submit budget amendments as needed through GAPS. • Review the strategic plan and the implementation of the action steps.	• SIC/Title I Meeting to prioritize needs list. • Evaluate diagnostic data to guide revisions to the strategic plan action steps. • Review Title I budget to monitor spending progress and alignment with projections. • Upload documentation (agendas, sign-in sheets, brochures, invitations, handouts, etc.) into the district's chosen repository for documentation [i.e., Title I Crate, Google Drive, etc. (year-long documentation)].

• Review the Foster Roster each month to cross-check students in foster care attending the LEA.	
March	
LEA	**Schools**
• Administer a spring diagnostic. • Evaluate diagnostic data to guide revisions to strategic plan action steps as necessary. • Review Title budgets to monitor spending progress and alignment with projections. • LEA holds a meeting to allocate preliminary funds based on priorities. • Collect monthly time and effort documentation for individuals who work on multiple cost objectives. • Collect Data by school to establish poverty count. • Begin development of new staff development plans. • Prepare the needs assessment for targeted assistance schools. • Compile data in targeted assistance schools for supplement, not supplant the test. • Provide written notice to all private schools in the LEA notifying them of the provision of services available from Title I. Documentation includes the following: a copy of the letter and a registered mail return receipt. • Attend the Spring ESSA Academy. • Assist schools in the beginning annual evaluation of Title I school programs. • Upload copies of agendas, sign-in sheets, and training materials for	• Administer spring diagnostic. • Evaluate diagnostic data to guide revisions to strategic plan action steps as necessary. • Review Title I budget to monitor spending progress and alignment with projections. • SIC/Title I Meeting to allocate preliminary funds. • Upload documentation (agendas, sign-in sheets, brochures, invitations, handouts, etc.) in the district's chosen repository for documentation [i.e., Title I Crate, Google Drive, etc. (year-long documentation)].

professional development, training, or meetings conducted in the district's chosen repository for documentation [i.e., Title I Crate, Google Drive, etc. (year-long documentation)]. • Submit budget amendments as needed through GAPS. • Review the strategic plan and the implementation of the action steps. • Submit expenditure claims through GAPS at least quarterly. • Review the Foster Roster each month to cross-check students in foster care attending the LEA.	
April	
LEA	**Schools**
• Review the strategic plan and the implementation of the action steps. • LEA meets to approve the strategic plan and Title funds. • Submit the district's system strategic plan to the SCDE portal by April 30th. • Review the current Title budgets to monitor spending progress and alignment with projections. • Complete annual evaluation of Title I school program – submit to the SCDE. • Begin annual evaluation of Title I LEA program. • Collect monthly time and effort documentation for individuals who work on multiple cost objectives. Adjust payroll to reflect the actual time recorded. • Assist schools in beginning annual evaluation of Title I school programs. • Provide written notice to all private schools in the LEA notifying them of the provision of services available from Title I.	• SIC/Title I Meeting to approve strategic plan and Title I funds. • Begin review/revision of school-home compact and involvement policy for the upcoming year. • Submit the strategic plan to the SCDE portal by April 30th. • Review the current Title I budget to monitor spending progress and alignment with projections. • Complete annual evaluation of Title I school program-submit to the LEA Title I director. • Begin annual evaluation of Title I school program. • Upload documentation (agendas, sign-in sheets, brochures, invitations, handouts, etc.) in the district's chosen repository for documentation [i.e., Title I Crate, Google Drive, etc. (year-long documentation)].

Documentation includes the following: a copy of the letter and a registered mail return receipt.

- Conduct a consultation meeting with private school officials. Obtain written affirmation from private school officials that timely and meaningful consultation has occurred.
- Distribute a copy of the LEA complaint procedures to private school officials.
- Collect each school's 135-ADM for poverty counts.
- Determine the eligibility of schools for Title I service for the next school year.
- Allocate Title I funds to schools for the next school year. (Choose a method for determining poverty: F/L Count, Direct Certification, or Pupils in Poverty. Serve schools based upon ranking.)
- Begin compiling the new Title I application for submission to the SCDE. Assist schools in finalizing their plans and in determining the legal use of funds.
- Upload copies of agendas, sign-in sheets, and training materials for professional development, training, or meetings conducted in the district's chosen repository for documentation [i.e., Title I Crate, Google Drive, etc. (year-long documentation)].
- Amend the Title I project, if necessary, to meet the carryover requirement. Submit budget amendments as needed through GAPS.
- Quarterly amendments and claims are due in GAPS by April 30th.
- Review the Foster Roster each month to cross-check students in foster care attending the LEA.

- Foster Care End of the Year (EOTY) Survey will be shared with each Foster Care Point of Contact.

May

LEA	Schools
• Collect monthly time and effort documentation for individuals who work on multiple cost objectives. • Complete annual evaluation of Title I school programs. • Begin review/revision of LEA parent involvement policy. • Obtain or calculate the LEA's maintenance of effort figures. • Check carryover amounts to ensure LEAs will not exceed the allowed 15% amount. • Begin planning with private schools for next year, if applicable. • Assist administrators in closing Title I programs for the year. • Obtain parent input for the new school year. • Initiate implementation of plans for Title I summer school, if appropriate, and if not already included in the Title I application, submit an amendment. • Upload copies of agendas, sign-in sheets, and training materials for professional development, training, or meetings conducted in the district's chosen repository for documentation [i.e., Title I Crate, Google Drive, etc. (year-long documentation)]. • Review the strategic plan and the implementation of the action steps. • Submit budget amendments, as needed, through GAPS.	• Complete annual evaluation of Title I school program-submit to the LEA Title I director. • Finalize parent involvement activities for the upcoming project. • Begin planning process for professional development for next year. • Upload documentation (agendas, sign-in sheets, brochures, invitations, handouts, etc.) into the district's chosen repository for documentation [i.e., Title I Crate, Google Drive, etc. (year-long documentation)].

June	
LEA	**Schools**
• Review summative data results. • Collect monthly time and effort documentation for individuals who work on multiple cost objectives. • Review all Title I school plans and make corrections as necessary. • Complete the Title I application for submission to the SCDE. • Close-out Title I files for the current school year and establish a system to maintain the files for the required retention period. • Collect semi-annual documentation from Title I-funded staff for the time period of Jan. 1- June 30. • Upload copies of agendas, sign-in sheets, and training materials for professional development, training, or meetings conducted in the district's chosen repository for documentation [i.e., Title I Crate, Google Drive, etc. (year-long documentation)]. • Submit budget amendments, as needed, through GAPS. • Review the strategic plan and the implementation of the action steps. • Submit expenditure claims through GAPS at least quarterly.	• Complete semi-annual documentation for staff working solely in Title I for the time period January 1 – June 30 (send signed copies to Title I director). • Upload documentation (agendas, sign-in sheets, brochures, invitations, handouts, etc.) into the district's chosen repository for documentation [i.e., Title I Crate, Google Drive, etc. (year-long documentation)]. • Review incoming student diagnostic data. • Upload the Title I plan according to the LEA procedures.

Title II

July

- Scan and upload copies of private school documentation to the online application.
- Submit the GEMS application by July 31.
- Allow time before the deadline for the district's finance office and superintendent to review the application and submit it.
- Results of the internal review are recorded within GEMS.
- Reply to any questions, requests for clarifications, or revisions by the requested deadline.
- Submit expenditure claims through GAPS at least quarterly.
- Expend older funds first.
- Submit budget amendments as needed through GAPS.

August

- Submit expenditure claims through GAPS at least quarterly.
- Expend older funds first.
- Submit budget amendments as needed through GAPS.

September

- Submit expenditure claims through GAPS at least quarterly.
- Expend older funds first.
- Submit budget amendments as needed through GAPS.

October

- Submit expenditure claims through GAPS at least quarterly.
- Ensure that the older grant balances are obligated.
- Submit budget amendments, as needed, through GAPS.
- Quarterly amendments and claims are due in GAPS by October 30th

November

- Submit expenditure claims through GAPS at least quarterly.
- Submit budget amendments as needed through GAPS. Ensure the final application is submitted on time.
- Email signed copies of the Grant Award Notification and Assurances to SCDE.
- Upload the budget into GAPS.

December

- Submit expenditure claims through GAPS at least quarterly.
- Ensure that the older grant balances are obligated.
- Submit budget amendments as needed through GAPS.

January

- Implement needs assessment process.
- Include and document participation of required stakeholders.
- Survey teachers about their needs for professional development.
- Collect and analyze other relevant data, such as student achievement results, vacant positions, teachers who are not properly certified, and equitable distribution.
- Identify and send private school invitations.
- Keep signed mail receipts and acceptance or declinations.
- Submit expenditure claims through GAPS at least quarterly.
- Review both years' grant balances.
- Quarterly amendments and claims are due in GAPS by January 30th.

February

- Implement needs assessment process.
- Include and document participation of required stakeholders.
- Survey teachers about their needs for professional development.
- Collect and analyze other relevant data, such as student achievement results, vacant positions, teachers who are not properly certified, and equitable distribution.
- Identify and send private school invitations.
- Keep signed mail receipts and acceptance or declinations.
- Submit expenditure claims through GAPS at least quarterly.
- Review both years' grant balances.
- Submit budget amendments as needed through GAPS.

March

- Implement needs assessment process.
- Include and document participation of required stakeholders.
- Survey teachers about their needs for professional development.
- Collect and analyze other relevant data, such as student achievement results, vacant positions, teachers who are not properly certified, and equitable distribution.
- Identify and send private school invitations.
- Keep signed mail receipts and acceptance or declinations.

- Submit expenditure claims through GAPS at least quarterly.
- Review both years' grant balances.
- Submit budget amendments, as needed, through GAPS.

April

- Continue needs assessment meetings as needed.
- Identify strategies and activities to meet goals through scientifically based professional development, class size reduction, teachers, and recruitment and retention of effective teachers.
- Plan steps to ensure equitable distribution of effective teachers.
- Submit expenditure claims through GAPS at least quarterly.
- Ensure that the older grant balances are obligated.
- Quarterly amendments and claims are due in GAPS by April 30th

May

- Continue needs assessment meetings, as needed.
- Identify strategies and activities to meet goals through scientifically based professional development, class size reduction, teacher recruitment, and retention of effective teachers.
- Plan steps to ensure equitable distribution of effective teachers.
- Submit expenditure claims through GAPS at least quarterly.
- Ensure that the older balances are obligated.
- Submit budget amendments as needed through GAPS.

June

- Continue needs assessment meetings, as needed.
- Identify strategies and activities to meet goals through scientifically based professional development, class size reduction, teacher recruitment, and retention of effective teachers.
- Plan steps to ensure equitable distribution of effective teachers.
- Submit expenditure claims through GAPS at least quarterly.
- Ensure that the older balances are obligated.
- Submit budget amendments as needed through GAPS.

Title III

July

- The new fiscal year begins, and the updated indirect cost rates (IDCs) go into effect for open subgrants.
- SCDE receives state Title III allocation from the U.S. Department of Education (USED).
- The SCDE's Title III staff divides funds among LEAs using a per-pupil calculation for the Title III – ML subgrant.
- LEAs receive preliminary allocations.
- Intent to Form a Consortium forms and waiver letters are due, as applicable.
- Attend the annual South Carolina Multilingual Learner Program Conference.
- Attend the Title III/MLP coordinator beginning-of-the-year meeting.

August

- All final expenditure reports should be submitted to the SCDE's finance office no later than the August 15th deadline.
- Amendments in GEMS and GAPS resume on August 16th.
- Final allocations are provided to LEAs accepting Title III, Part A ML funds.
- Title III – ML application period opens.
- Send Parent/Guardian Notification (PN) letters to all parents/guardians of screened and identified multilingual learners (MLs) notifying them of their child's participation in the MLP within thirty (30) days after the beginning of the school year. Parents/guardians of MLs who arrive later in the school year must be notified within two weeks.
- Ongoing technical assistance and monitoring begin for LEAs.
- Begin data collection for PowerSchool coding requirements due on the district's 45th day.

September

- Title III – ML application period closes.
- Begin data collection for PowerSchool coding requirements due on the district's 45th day.
- Closing subgrants must be fully obligated by the project end date of September 30th.
- Send Parent/Guardian Notification (PN) letters to all parents/guardians of screened and identified multilingual learners (MLs) notifying them of their child's participation in the MLP within thirty (30) days after the beginning of the school year. Parents/guardians of MLs who arrive later in the school year must be notified within two weeks.
- Attend the annual South Carolina Multilingual Learner Program Conference.

October

- Ensure that all PowerSchool coding for MLs and immigrant students is completed by the 45th day.
- Monitoring begins for LEAs.

November

- Submit budget amendments as needed through GEMS and GAPS.
- Quarterly claims due.

December

- District coordinator to complete additional surveys, as needed, for federal reporting data collection.
- Consolidated State Performance Report and EDFacts reporting submitted to the USED by the SEA.
- Meet periodically with the LEA's financial officer for Title III to determine if the budget coding is appropriate or if any problems need corrections.
- At the LEA level, continually review school staff development needs, visit classrooms, and meet with school administrators, teachers, and other appropriate staff.
- All goods and/or services must be received, invoiced, paid, and claimed by December 30th.

January

- The SCDE's Title III staff pulls the 45-day immigrant count and allocates Title III – Immigrant subgrant funds among qualifying LEAs with a significant increase in immigrant students as compared to the average of the two preceding years.
- Title III – Immigrant subgrant application period opens for thirty days.
- LEAs continue meeting with schools as they begin planning for the upcoming school year.
- At the LEA level, continually review school staff development needs, visit classrooms, and meet with school administrators, teachers, and other appropriate staff.
- Monitor and provide technical assistance.
- The SCDE updates Assurances and Terms and Conditions for upcoming subgrants and amendments.
- Attend the Title III/MLP Coordinator mid-of-the-year meeting.
- Quarterly amendments and claims are due in GAPS by January 30th.

February

- Monitor and provide technical assistance.
- De-obligation letters are provided to LEAs with remaining funds from the previously closed subgrant.

- Application for additional funds, as applicable, opens. Recipients are selected, and the process of allocating additional funds begins.
- Title III – Immigrant application period closes.

March

- Monitor and provide technical assistance.
- De-obligation letters are provided to LEAs with remaining funds from the previously closed subgrant.
- Application for additional funds, as applicable, opens. Recipients are selected, and the process of allocating additional funds begins.
- Title III – Immigrant application period closes.

April

- At the LEA level, continually review school staff development needs, visit classrooms, and meet with school administrators, teachers, and other appropriate staff.
- LEAs check in with participating private schools. Refer to the equitable services section in the Title III finance document.
- Begin planning/consultation with participating private schools for next year.
- Quarterly amendments and claims are due in GAPS by April 30th.

May

- LEA begins reviewing and compiling data (professional development activities and ML teacher numbers) for Title III – ML application and next year's survey for the Consolidated State Performance Report (CSPR) and EDFacts reporting to the USED.
- At the LEA level, continually review school staff development needs, visit classrooms, and meet with school administrators, teachers, and other appropriate staff.
- LEAs continue to plan and consult with participating private schools for next year.
- LEAs conduct end-of-year ML program evaluations.

June

- Review the Title III LEA plan and make any necessary amendments. Amendments must be SCDE-approved in GEMS and GAPS by June 30th. Amendments will resume on August 16th.
- Applicable funds should be spent by June 30th. All final expenditure reports should be submitted to the SCDE's finance office no later than August 15. LEAs must submit an expenditure report ending on June 30, even if they hold summer activities that extend beyond this date. For example, their subsequent expenditure report(s) should begin on July 1st and end in August.

- Begin close-out of Title III files for the current school year and establish a system to maintain the files for the required retention period.
- Register for and share information regarding the annual South Carolina Multilingual Learner Program Conference.
- Complete the Title III/MLP Self-Reflection Tool (SRT) and submit it to the Title III/Multilingual Learner Program team.
- June 30th marks the end of the current fiscal year.

Title IV

July

- Attend Coordinator Training.
- Determine which schools will be served.
- Begin developing a plan for the three content areas (Well-Rounded, Safe and Healthy, and Technology) based upon the needs assessments.
- Continue expending funds.
- Maintain documentation of the current year for monitoring purposes.
- Review completed evaluation data for Title IV activities.
- Begin analysis of quantitative and qualitative data.
- Identify preliminary findings and trends.

August

- Submit Title IV Application in GEMS by August 31. No financial obligations can be made for the new school year until the SCDE receives the Title IV project application in a substantially approvable form.
- Submit expenditure claims through GAPS at least quarterly.
- Expend older funds first.
- Submit budget amendments as needed through GAPS.
- Complete analysis of evaluation data
- Confirm documentation is complete and organized

September

- Provide technical assistance as needed.
- Submit expenditure claims through GAPS at least quarterly.
- Expend older funds first.
- Submit budget amendments as needed through GAPS.

October

- Provide technical assistance as needed.
- Submit expenditure claims through GAPS at least quarterly.
- Expend older funds first.
- Submit budget amendments as needed through GAPS.
- Quarterly amendments and claims are due in GAPS by October 30th
- Review evaluation summaries in preparation for the December survey
- Verify documentation supports reported outcomes

- Address any gaps or inconsistencies

November

- Provide technical assistance as needed.
- Ensure final application is submitted promptly.
- Email a signed copy of the Grant Award Notification and Assurances to SCDE.
- Upload the budget into GAPs.
- Submit expenditure claims through GAPS at least quarterly.
- Expend older funds first. Submit budget amendments as needed through GAPS.

December

- Provide technical assistance as needed.
- Submit expenditure claims through GAPS at least quarterly.
- Expend older funds first.
- Submit budget amendments as needed through GAPS.
- Final review of evaluation survey responses
- Submit Title IV Evaluation Survey
- Retain evaluation documentation for monitoring and auditing purposes

January

- Quarterly amendments and claims are due in GAPS by January 30th.
- Expend older funds first.
- CSPR Data submitted to SCDE's Office of Research and Data Analysis
- Conduct mid-year review of Title IV activities
- Analyze interim participation and usage data
- Confirm data sources remain aligned to activity goals

February

- Quarterly amendments and claims are due in GAPS by January 30th.
- Expend older funds first.
- CSPR Data submitted to SCDE's Office of Research and Data Analysis
- Conduct mid-year review of Title IV activities
- Analyze interim participation and usage data
- Confirm data sources remain aligned to activity goals

March

- Provide technical assistance as needed.

- Submit expenditure claims through GAPS at least quarterly.
- Expend older funds first.
- Submit budget amendments, as needed, through GAPS.
- Assess progress toward intended goals and outcomes.
- Document any activity adjustments and rationale.

April

- Provide technical assistance as needed.
- Submit expenditure claims through GAPS at least quarterly.
- Expend older funds first.
- Quarterly amendments and claims are due in GAPS by April 30th
- Begin outcome data collection

May

- Provide technical assistance as needed.
- Complete desk audits, which will follow the Title I monitoring schedule.
- Submit expenditure claims through GAPS at least quarterly.
- Ensure that the older balances are obligated.
- Submit budget amendments, as needed, through GAPS.
- Complete all data collection related to Title IV activities

June

- Provide technical assistance as needed.
- Complete desk audits, which will follow the Title I monitoring schedule.
- Submit expenditure claims through GAPS at least quarterly.
- Ensure that the older balances are obligated.
- Submit budget amendments, as needed, through GAPS.
- Complete all data collection related to Title IV activities

Title V

July

- Attended Coordinator's Training
- If you are a prior-year recipient of funding, begin the planning process with the assumption of receiving upcoming funding.
- Continue to expand the funding.
- Maintain documentation of the current year for monitoring purposes.

August

- Submit expenditure claims through GAPS at least quarterly.
- Ensure that the older grant balances are obligated.
- Submit budget amendments as needed through GAPS.
- Evaluate program effectiveness.
- Work with stakeholders to plan based on needs.

September

- Submit expenditure claims through GAPS at least quarterly.
- Ensure that the older grant balances are obligated.
- Submit budget amendments as needed through GAPS.
- Evaluate program effectiveness.
- Work with stakeholders to plan based on needs.

October

- Finalize plans for November GEMS submission. No financial obligations can be made for the new school year until the SCDE receives the Title V project application in a substantially approvable form.
- After approval, grant awards are sent electronically to superintendents.
- Submit expenditure claims through GAPS at least quarterly.
- Expend older funds first.
- Submit budget amendments as needed through GAPS.
- Quarterly amendments and claims due in GAPS by October 30th.

November

- Submit GEMS application by November 30.

- No financial obligations can be made for the new school year until the SCDE receives the Title V project application in a substantially approvable form.
- Email the signed Grant Award Notification to the SCDE.
- Enter the current year's approved budget into GAPS (if the process has not been automated).
- Submit expenditure claims through GAPS at least quarterly.
- Expend older funds first. Submit budget amendments as needed through GAPS.

December

- Submit expenditure claims through GAPS at least quarterly.
- Expend older funds first.
- Submit budget amendments as needed through GAPS.

January

- Quarterly amendments and claims are due in GAPS by January 30th.
- Complete REAP survey.
- Expend older funds first.

February

- Provide technical assistance as needed.
- Submit expenditure claims through GAPS at least quarterly.
- Expend older funds first.
- Submit budget amendments as needed through GAPS.

March

- Provide technical assistance as needed.
- Submit expenditure claims through GAPS at least quarterly.
- Expend older funds first.
- Submit budget amendments, as needed, through GAPS.

April

- Provide technical assistance as needed.
- Submit expenditure claims through GAPS at least quarterly.
- Expend older funds first.
- Quarterly amendments and claims due in GAPS by April 30th

May

- Provide technical assistance as needed.
- Submit expenditure claims through GAPS at least quarterly.
- Expend older funds first.
- Submit budget amendments as needed through GAPS.

June

- Provide technical assistance as needed.
- Complete desk audits, which will follow the Title I monitoring schedule.
- Submit expenditure claims through GAPS at least quarterly.
- Ensure that the older balances are obligated.

Submit budget amendments, as needed, through GAPS.

McKinney-Vento

<table>
<tr><th colspan="3">July</th></tr>
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- SCDE receives state McKinney-Vento (MV) Education for Homeless Children and Youth (EHCY) Award from the U.S. Department of Education (USED).
- SCDE McKinney-Vento Program Team (SCMVP) determines state-level reservation of no more than 25% of federal allocation and competitive subgrant allocations that must not be less than 75% of federal allocation.
- SCDE establishes or adjusts base funding levels for EHCY subgrant allocations in proportion to changes in federal allocation.
- SCDE MV Program office will send out a progress analysis report to subgrantees.

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<tr><th>ALL LEAs</th><th>LEAs-Ongoing</th><th>SUB-GRANTEES ONLY</th></tr>
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- Determine an appropriate amount for a Homeless set-aside through coordination between the Title I, Part A, and McKinney-Vento liaisons. The US Department of Ed recommends that a local educational agency (LEA) allocate a minimum of $100 per pupil identified under their Title I Set-Aside, with a higher range of $400–$500 per pupil, and a reasonable per-pupil amount of $300. For example, if a District's last MV verified count was 30 students identified as

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- Ensure that policies and procedures are in place to maintain compliance with Title IX, Part A of the ESSA, also known as the McKinney-Vento Education for Homeless Children and Youth Act of 2001.
- Designate an appropriate staff member who has the capacity to carry out the duties listed in the McKinney-Vento Act as the LEA liaison for homeless children and youths. Notify the state coordinator immediately if the liaison changes.
- Ensure that all McKinney-Vento students are

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- Submit updated budget narratives for continued funding within the 3-year EHCY competitive subgrant cycle.
- Return signed EHCY GANs to begin claiming initial or subsequent years' funding.

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McKinney-Vento, a proposed range would be $3,000–$15,000 for the district's Title I set-aside • Submit name and contact information for the designated McKinney-Vento Liaison via the online form.	properly coded using the Primary Nighttime Residence field in PowerSchool. • Attend SCDE technical assistance meetings and webinars.	

August

- Attend the SCDE MV Program Office McKinney-Vento Cafe
- Attend regional trainings and technical assistance sessions provided by SC MVP
- Sign up for McKinney-Vento.org and share staff login information to facilitate district-wide training regarding McKinney-Vento
- Ensure all funds are obligated by 09/30 for expiring subgrants.

September

- Ensure all funds are obligated by 09/30 for expiring subgrants.
- Attend the SCDE McKinney-Vento Café Series.

October

- EHCY subgrantee annual progress report due October 1.
- Attend the MV Fall Summit.
- Quarterly amendments and claims due in GAPS by October 30th.

November

- Attend the National Association for the Education of Homeless Children and Youth (NAEHCY) annual conference (optional but recommended).
- LEAs submit additional data as needed in preparation for SEA EDfacts and Consolidated State Performance Review submissions.

December

- Consolidated State Performance Report and EDFacts reporting submitted to the USED.
- Provide technical assistance.
- McKinney-Vento Cafe series continues

January

- Complete survey and documentation for program monitoring in accordance with the MV LEA Monitoring Schedule.
- Quarterly amendments and claims are due in GAPS by January 30th.

February

- McKinney-Vento Café series continues.

March

- Monitor and provide technical assistance.
- LEA materials and desk monitoring survey are due to the program office by March 1st.
- McKinney-Vento Café series continues.

April

- Participate in McKinney-Vento Cafe Series
- Monitor and provide technical assistance.
- Attend MV Regional Meetings

Quarterly amendments and claims are due in GAPS by April 30th

May

- Monitor and provide technical assistance.
- Submit budget amendments as needed through the program office amendment procedure. Amendments due by June 1st.

June

- Deadline for subgrant amendments is June 1.
- Preliminary allocations for subsequent years of the EHCY competitive subgrant cycle.
- Attend MV New Liaison Training.

Neglected & Delinquent

July

- Attend Coordinator's Training
- Provide Technical Assistance (LEA and SA) on Application Process.
- Provide Technical Assistance to LEAs new to N&D.
- Review and approve amendments (Ongoing).

August

- Review and approve amendments (Ongoing).
- Send reminder e-mail to LEAs and SAs regarding final expenditure claims for prior year allocation (September 29).

September

- Review and approve submitted applications (LEA and SEA).
- Review and approve amendments (Ongoing).
- Begin preparations for the October Count (begin looking for associated emails from SCDE).

October

- Monitor and provide technical assistance (LEA and SEA).
- E-mail notification to LEAs and SAs regarding Annual Count / "October Count" Process.
- Conduct the October Count and submit information to SCDE.
- Review and approve amendments (Ongoing).

Quarterly amendments and claims are due in GAPS by October 30th.

November

- Monitor and provide technical assistance (LEA and SEA).
- Submit GEMS application by November 30
- Email a signed copy of the Grant Award Notification and Assurances to SCDE.
- Upload the budget into GAPS.
- Review and approve amendments (Ongoing).

December

- Monitor and provide technical assistance (LEA and SEA).
- E-mail communication regarding the Consolidated State Performance Report (CSPR) Data process (LEA and SEA).
- Annual Count /"October Count" due to SCDE on December 12th (LEA and SEA).
- CSPR Data due to SCDE December 18th (SEA and Identified LEAs).

January

- Monitor and provide technical assistance (LEA and SEA).
- CSPR Data submitted to SCDE's Office of Research and Data Analysis (SA and LEA Delinquent Only).
- Quarterly amendments and claims are due in GAPS by January 30th.

February

- Monitor and provide technical assistance (LEA and SEA).
- CSPR Data submitted to the US Department of Education.

March

- Monitor and provide technical assistance (LEA and SEA).

April

- Monitoring and technical assistance (LEA and SEA).
- Update N&D Application Process for the upcoming academic year.
- Quarterly amendments and claims are due in GAPS by April 30th

May

- Monitor and provide technical assistance (LEA and SA)
-

June

- N&D Preliminary Allocations e-mailed to LEAs and SEAs.
- Ensure that expenditure is obligated.