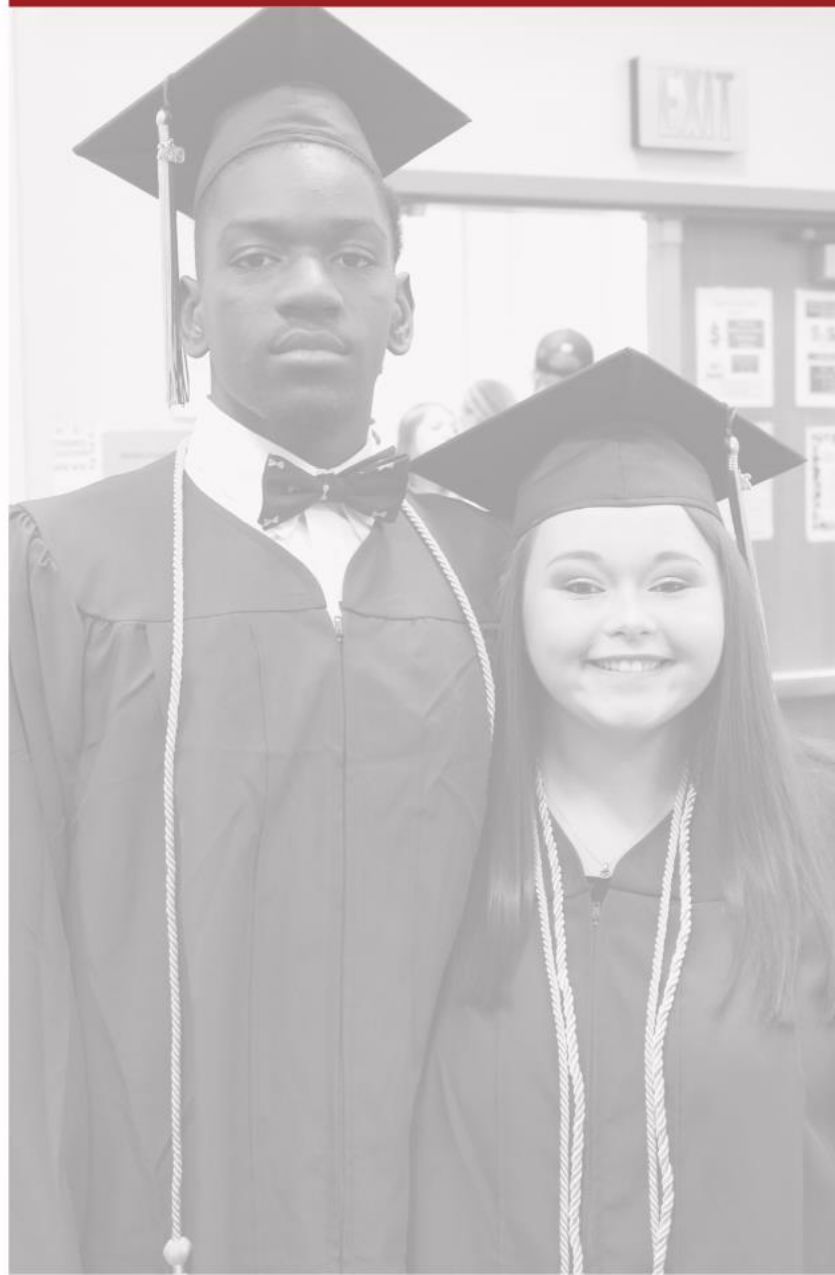
The Charter Institute at

Erskine

Federal Programs Training
March 3, 2021
10:00 a.m. – 11:30 a.m.

CREATIVE MINDS
INNOVATIVE SCHOOLS
EFFECTIVE RESULTS



Meeting Agenda

- Updates
- Data Dashboard
- Plan and Amendment Submission Process
- Federal Fund Employees
- McKinney-Vento
- ESSER II Funds

Federal Programs Team

Haley Perez
Executive Director of Federal Programs

Ashley Sturkie
Fiscal Coordinator

Sarah Shealy
Compliance Coordinator

Updates

- Budget Approvals: Title I, Title II, IDEA, CTE, CRF, ESSER I
- Pending amendments: Title I, Title II, IDEA, CSI, TSI, ESSER I *(Only if your school recently submitted an amendment)*
- ESSER II

Updates

- SCAMLE Conference – March 5-7
- Leadership Program Cohort Meeting – March 11

- Institute Leaders Conference Reimbursement - https://erskinecharters.formstack.com/forms/2021_leaders_conference_reimbursement_form

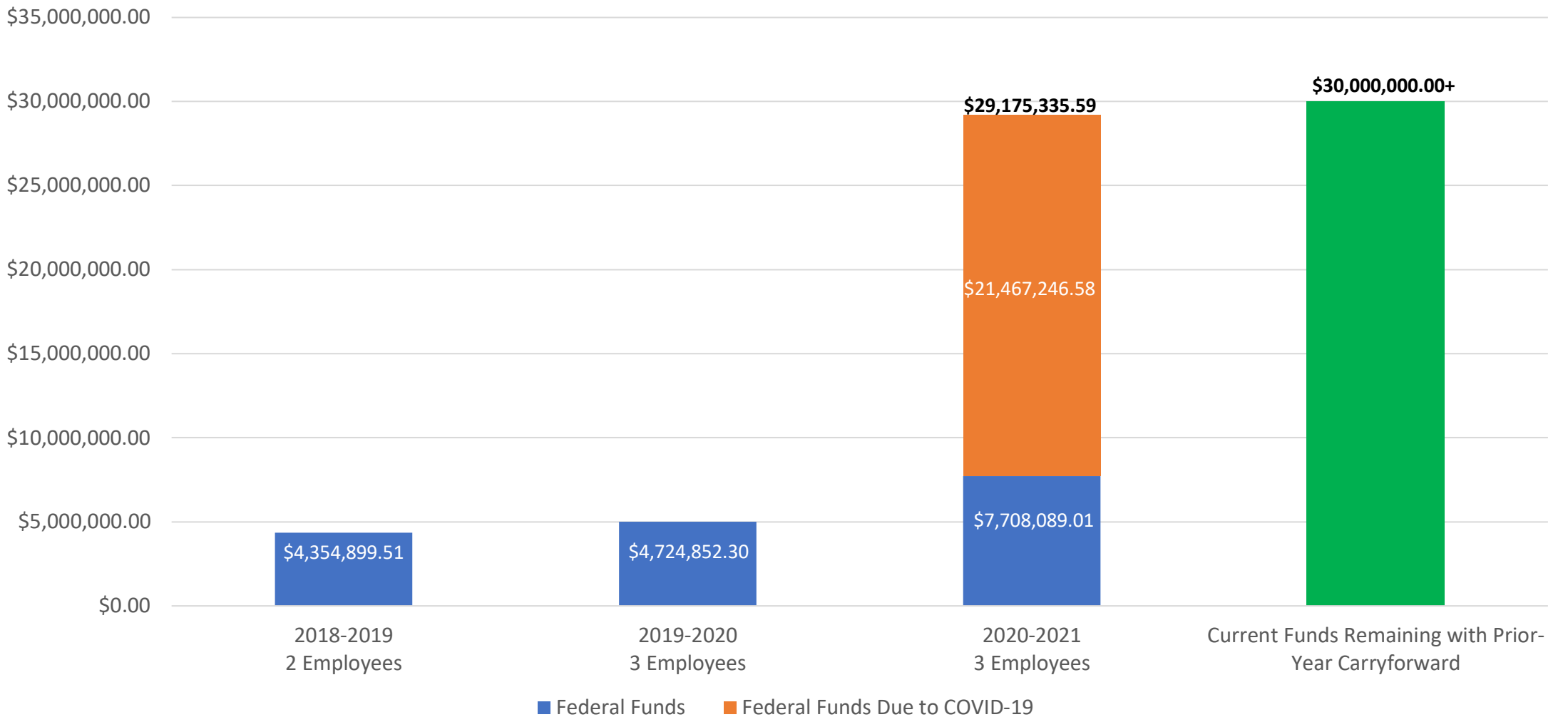
Lunch Forms & District of Residence

- The late Fall 2020 audit of Lunch Forms and District of Residence was postponed.
- Typically, this meeting takes place on-site at each school.

- Due to COVID-19, the Institute will not conduct this audit for 2020-2021.
- Internal control and procedures must still be maintained.

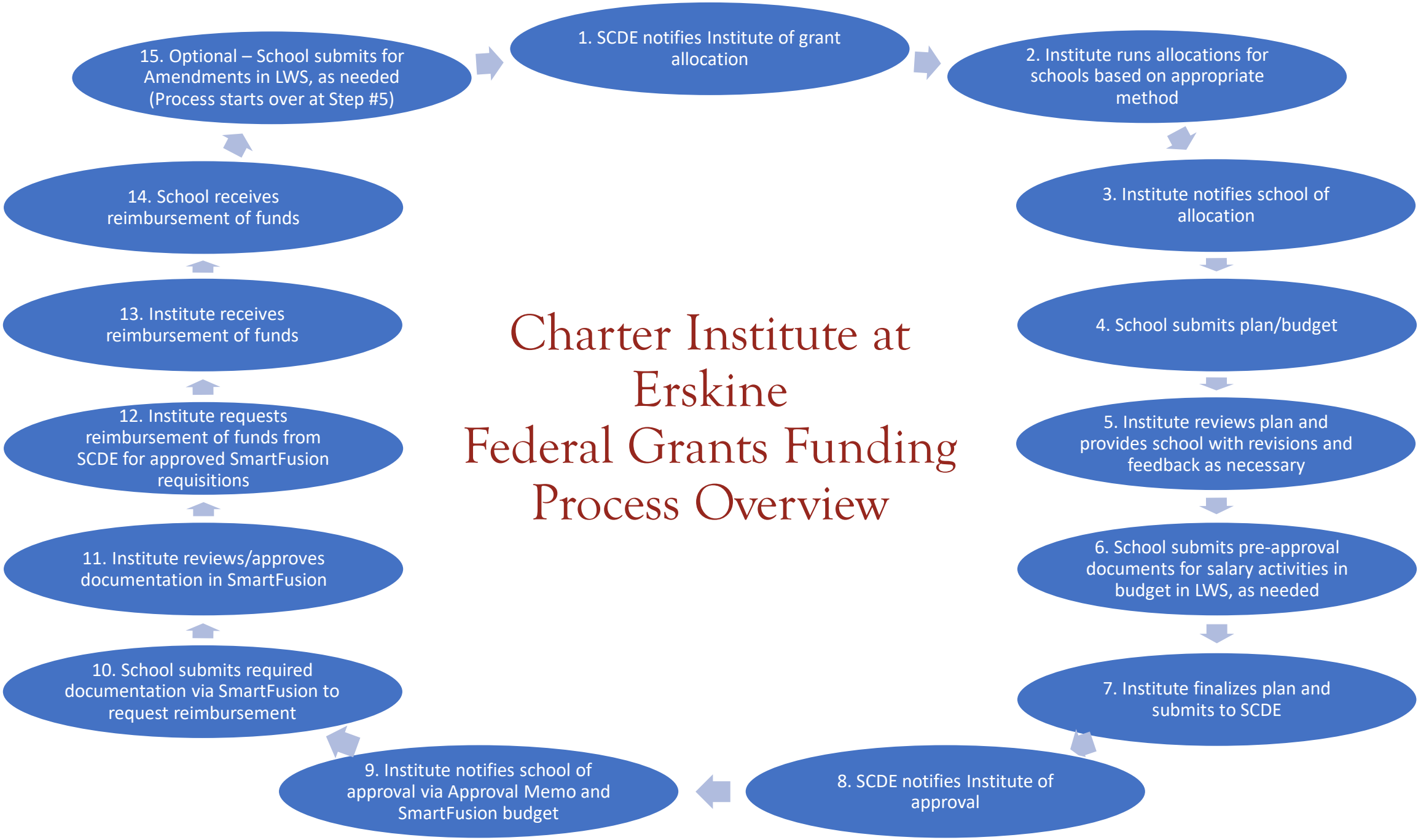
Federal Funds Overview

Number of Open Grants: 31
Number of Open Budgets: 180+



THANK YOU

Charter Institute at Erskine
Federal Grants Funding Process Overview



Coming Soon – New Resource

Contracted Services for Providers of Professional Development		***What is the topic of the PD?*** ***Which staff/grade level teachers will participate?*** ***When will the training be held?*** ***What is the rate of pay?***
	Provide contracted services to provide SEL support and professional development to staff ($X for services)	
	Purchase professional development sessions/services for Eureka Math PD to support instruction ($X)	
Contracted Services for Software Licenses	Purchase LANSchool Air software to monitor student laptop/device activity to support virtual instruction ($X) and Google for Education licenses ($X), for a total of $X.	***What is the duration of the license?*** ***What grade levels will use this software?*** ***What is the purpose of the software?*** ***Breakdown of individual program costs***
	Purchase Google Chrome management licenses and Chromebook insurance ($X for services)	
	Purchase software to monitor student laptop/device activity to support virtual instruction ($X for software)	
	Purchase instructional Eureka Math software to support virtual instruction ($X for software)	
	Purchase anti-virus software to provide internet security services to support virtual education ($X for software)	
	Purchase Brain Pop ($X) and Teach Town software licenses ($4,057.00) to support virtual education, for a total of $X.	

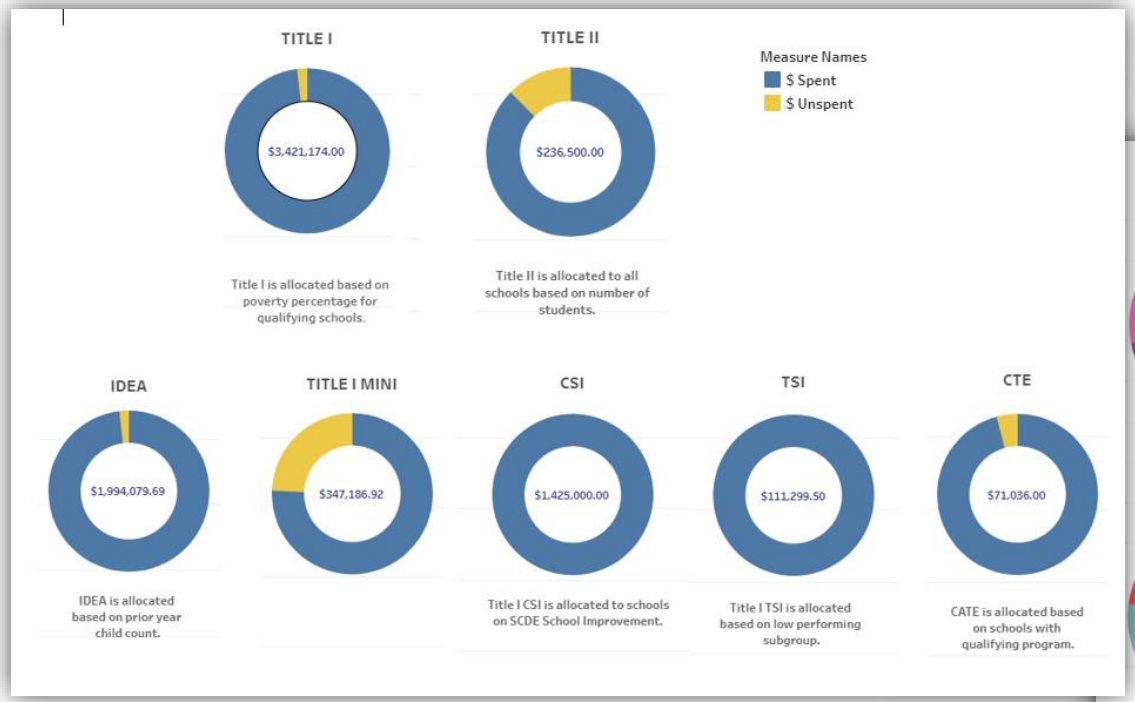
Data Dashboard

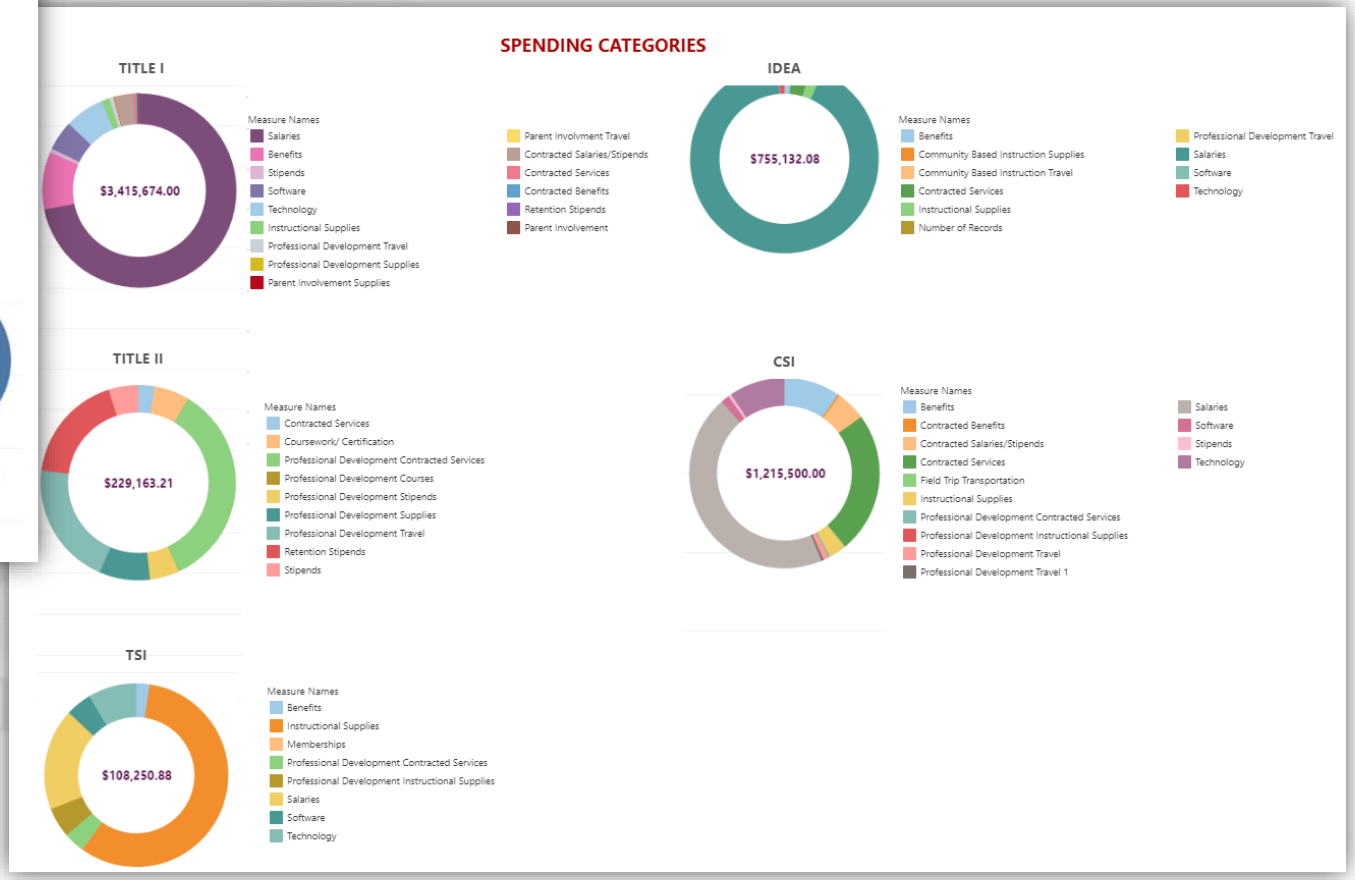
Haley Perez
Executive Director of Federal Programs

Data Dashboard

- The Data Dashboard is an integration of data from multiple departments throughout the Institute.
- Information related to federal programs can be accessed on the Dashboard.

Data Dashboard - Current





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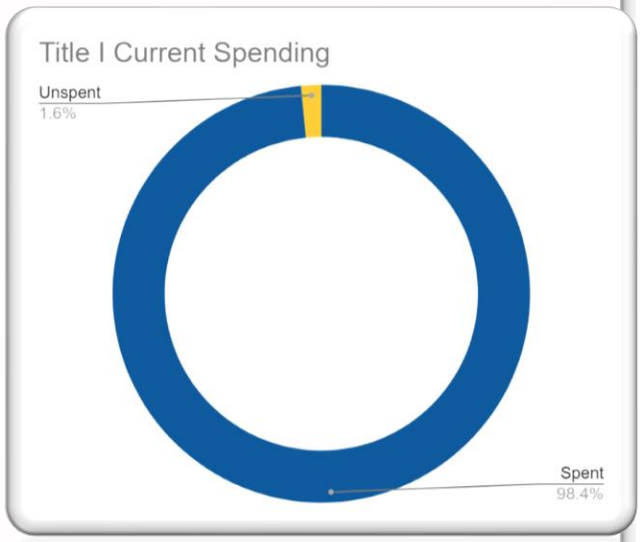
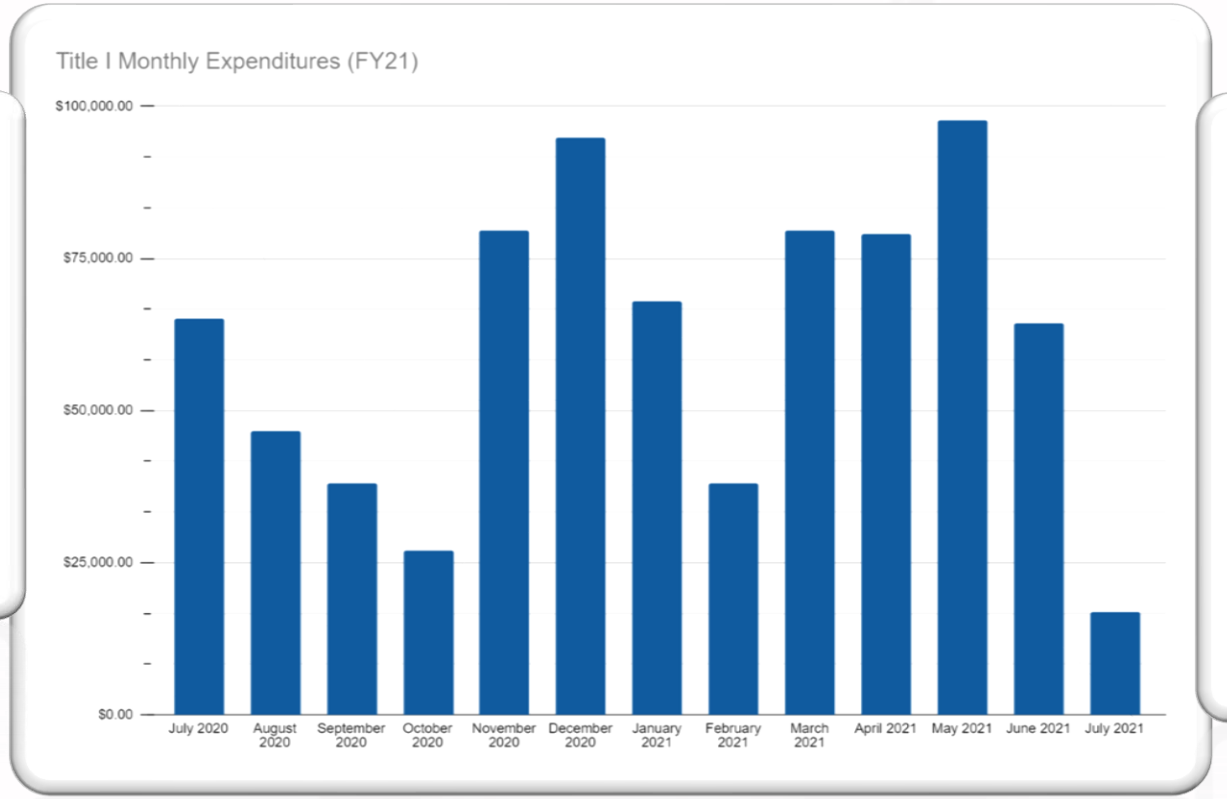
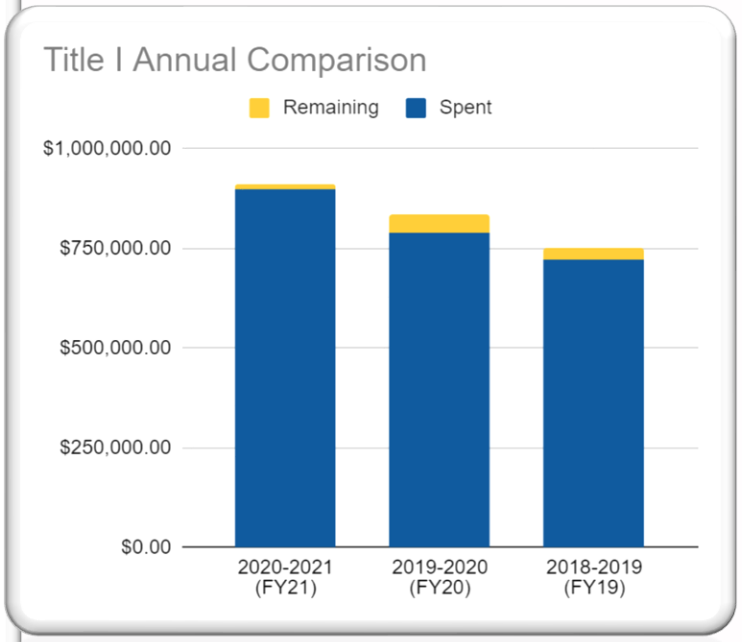
Data Dashboard – Coming Soon!

Data Dashboard – Coming Soon!







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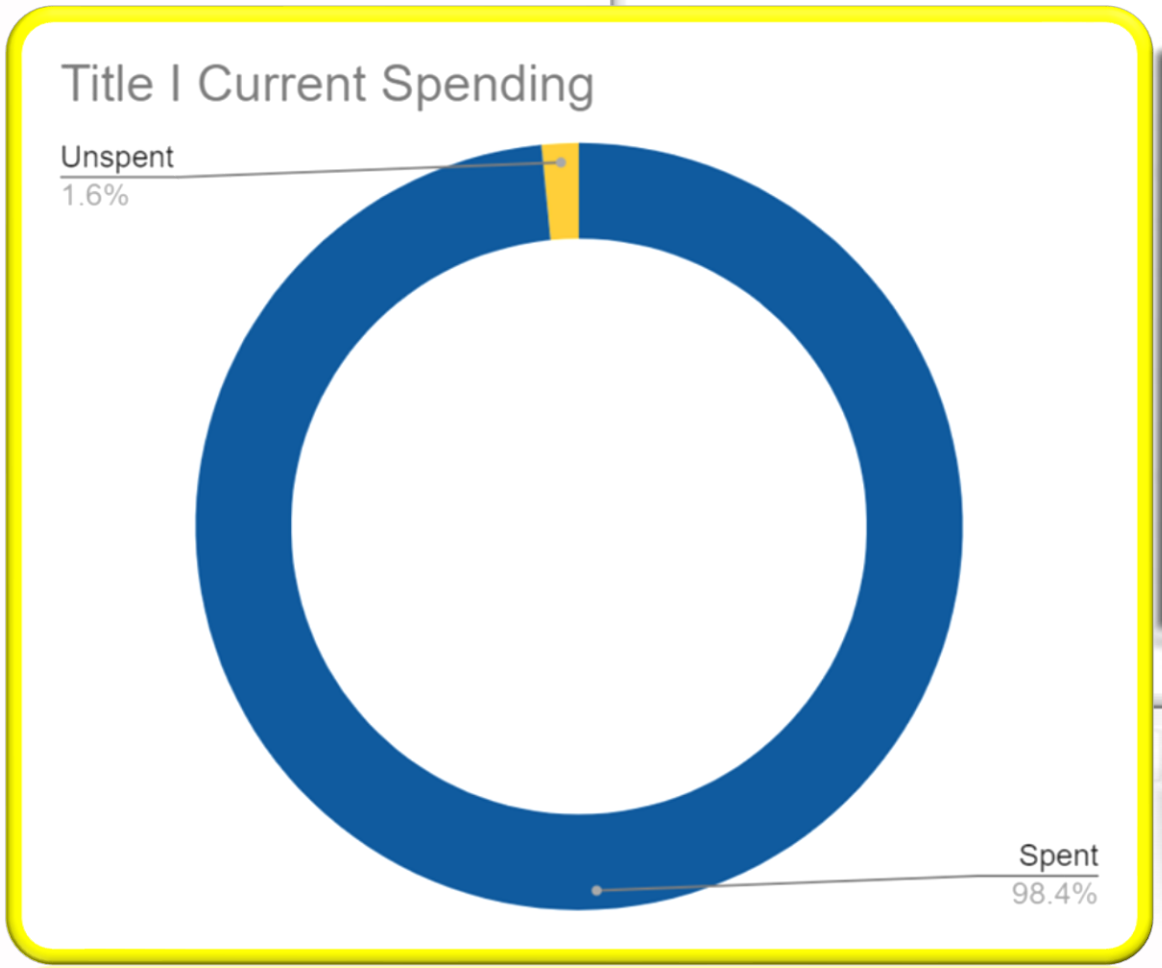

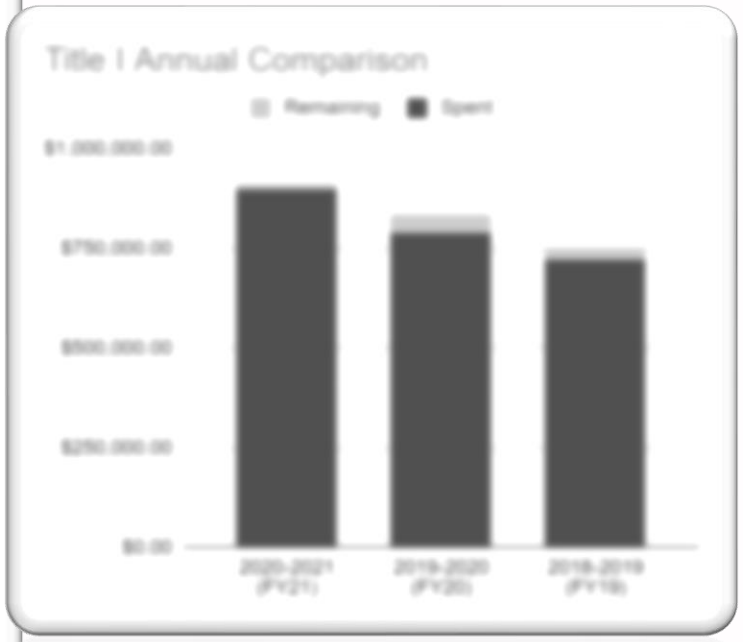

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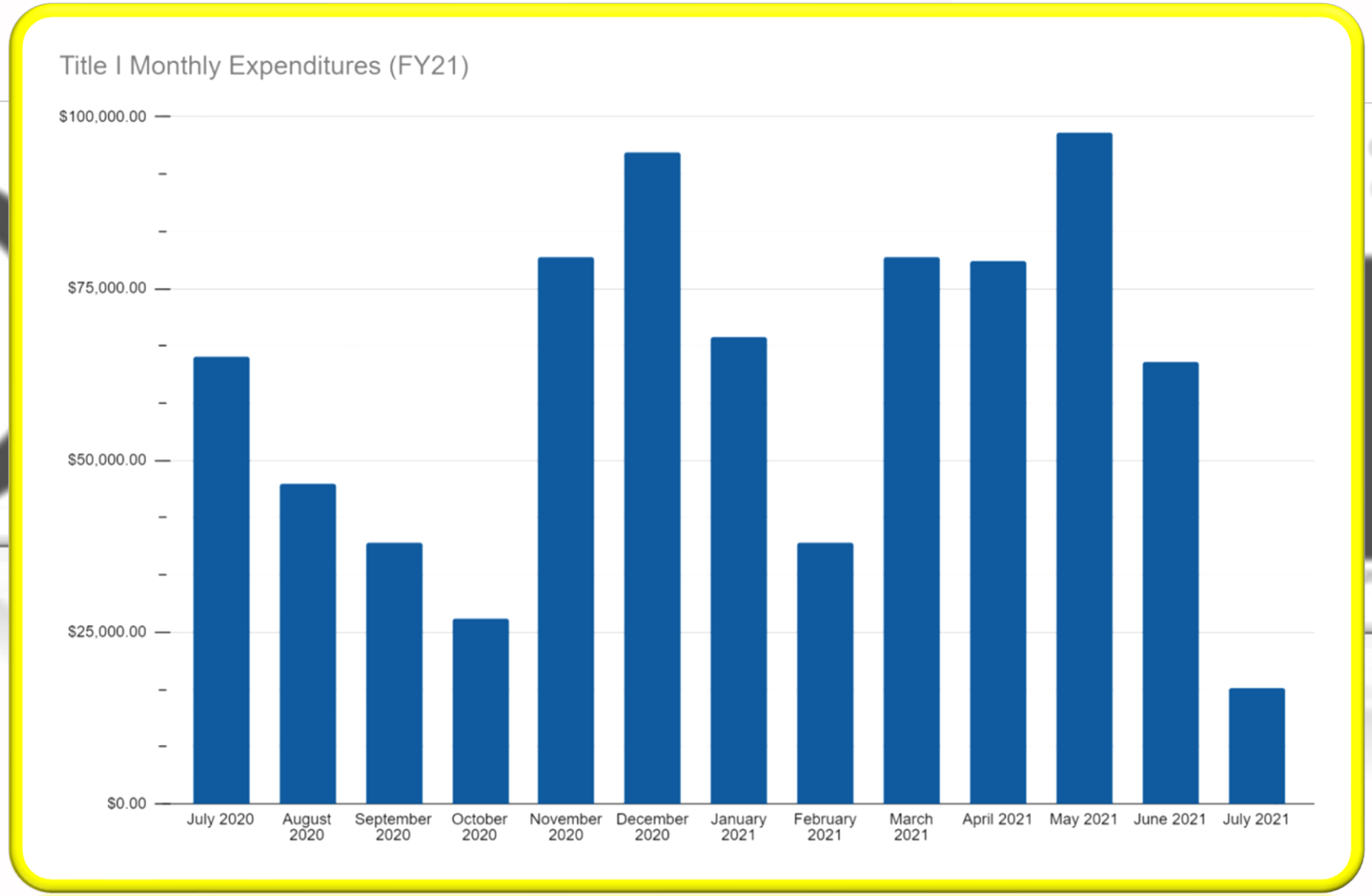

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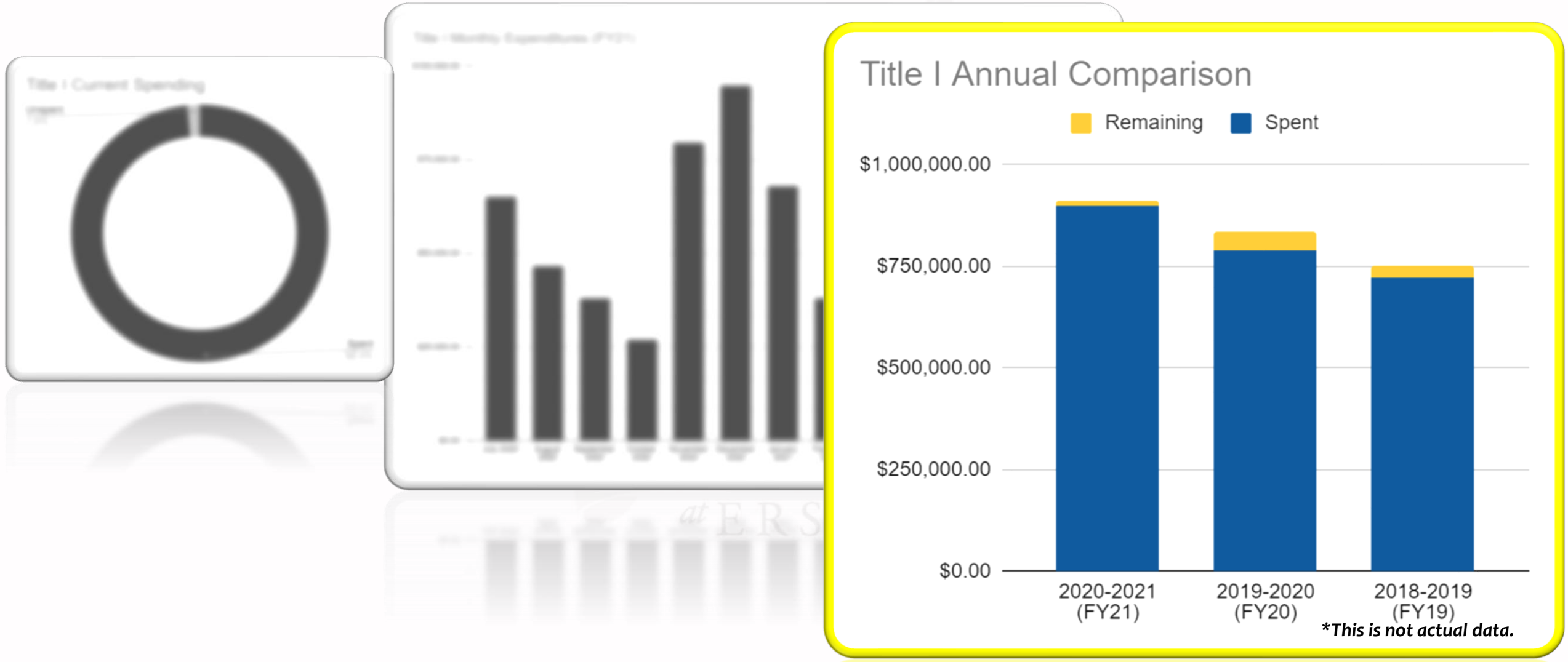

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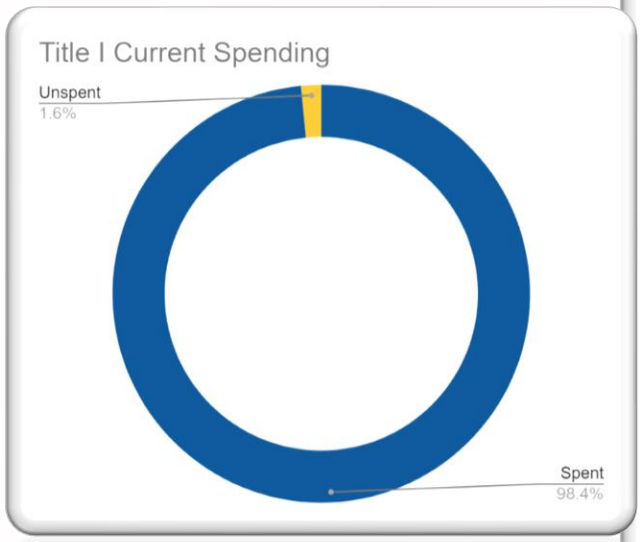

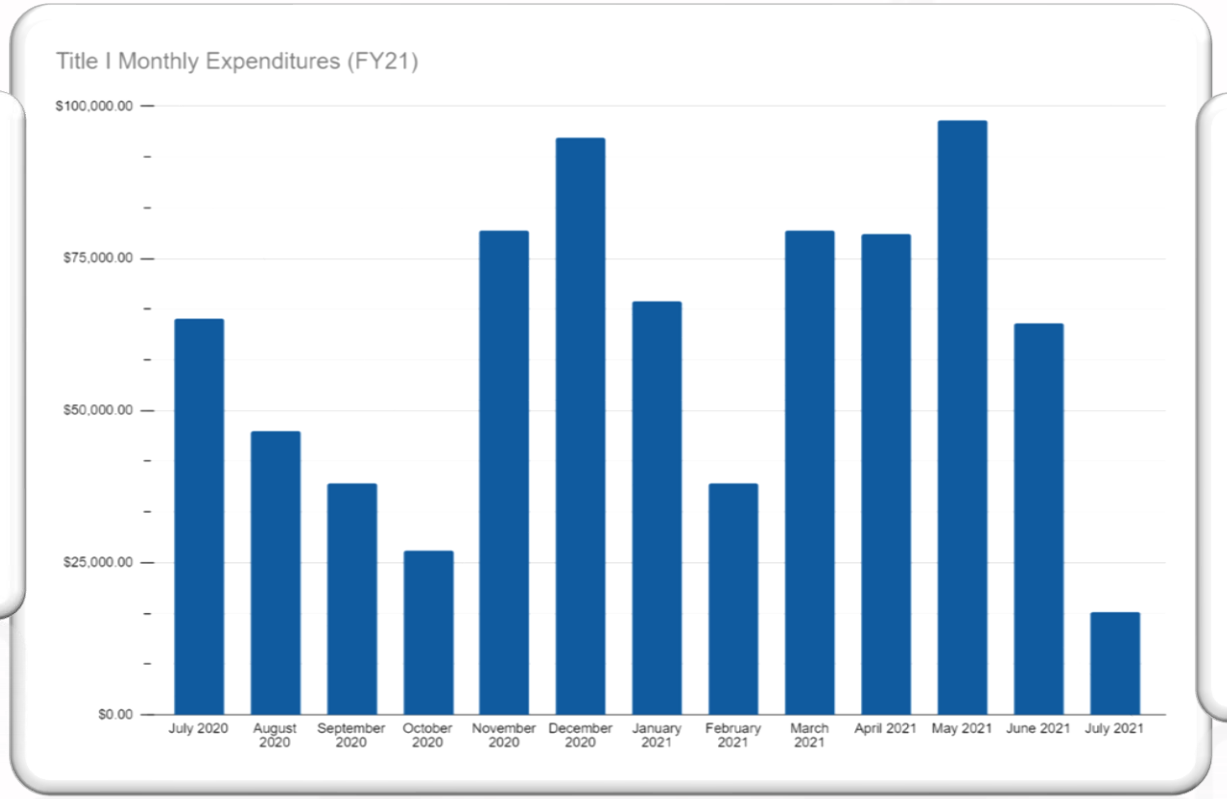

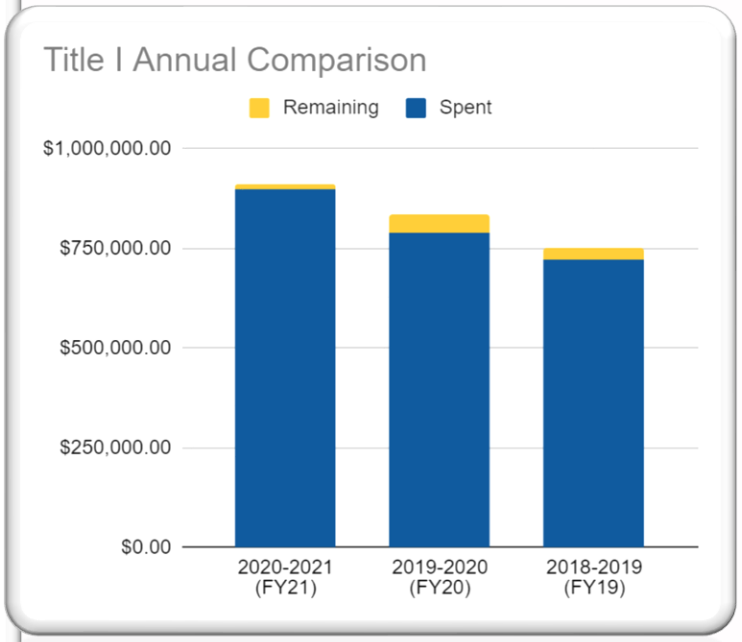

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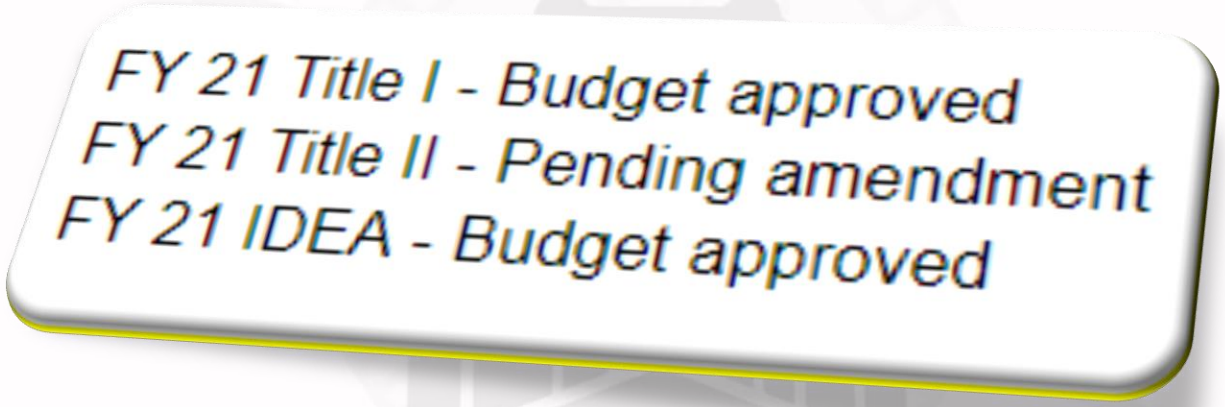

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Plan and Amendment Submissions Process

Ashley Sturkie
Fiscal Coordinator

Plan and Amendment Submissions

- All plans are submitted via Formstack in LWS
- Amendments are submitted in LWS

- The forms collect information on function/object codes, activity narrative, and amount.

- **We submit plans and amendments to SCDE as a district, so timely responses are necessary or the process for approval is potentially delayed for all schools.**

CHARTER INSTITUTE AT ERSKINE

Office of Federal Programs Amendment Request Form

School Name:	ABC Charter School	**Amendment # (for this program):**	2
Name of Program:	Title I	**School Year:**	2020-2021
Name of School Program Director/Coordinator:	Haley Perez	**Date Submitted:**	9/15/2020

(See example on Sheet 2)

Current Activity Narrative:	**Current Function Code:**	**Current Object Code:**	**Current Activity Cost:**	**New Activity Narrative:**	**New Function Code:**	**New Object Code:**	**New Activity Cost:**	**Justification** (Please also note if the data you are collecting to evaluate the activity will change)
Funds will be spent to employ 1 x .50 FTE Instructional Coach (part-time) to provide support and staff development for ELA teachers in 6-8 grades.	100	100	$15,000.00	Funds will be spent to employ 1 x 1.0 FTE Instructional Coach (full-time) to provide support and staff development for ELA and math teachers in 6-8 grades.	100	100	$30,000.00	Based on the first quarter test scores, the planning committee requested for a 1.0 FTE Instructional Coach for both math and ELA. Data collection for this activity will change. Instead of only collecting test data from ELA, math scores will also be analyzed since this coach is now working with math teachers as well.
Funds will be spent for travel for 1 teacher to attend the American Montessori Society, 21-24 March 2019 in Washington, DC. Expenditures include $230 registration, $50 mileage, $167 for lodging, and $5.50 for meals, for a total of $452.50	224	300	$452.50	Funds will be spent on virtual registration for 1 teacher to attend the American Montessori Society, 21-24 March 2019 in Washington, DC. Expenditures include $250 virtual registration.	224	300	$250.00	The teacher is no longer able to attend in person and will instead attend virtually. Data collection for this activity remains the same (observation/feedback of implementation of strategies learned).
NEW ACTIVITY				Funds will be spent to purchase book materials to support PD. PD sessions will be held focusing on PBL & will be held Jan-May for K-3 teachers.	224	400	$202.50	Data collection will include teacher feedback on PD and PBL class observations
Funds will be spent to purchase software/site licenses for USA TestPrep for grades 6-12 for a total of $2,000.00.	100	300	$2,000.00	REMOVE ACTIVITY			$0.00	Request to remove activity

Developing Plans and Amendments

Provide clear description.
Remember to include the WHO, WHAT, WHEN, WHERE and WHY. Justify your cost for the activity.

Weak	Better
Provide professional development on Smart Technology and Study Island.	Provide professional development to teachers in an effort to improve academic performance in all subjects for students in grades K-7. Staff development will include MAP training, SMART board training, and collaborative planning. (7 days of training @ 1000 per day.)
Provide professional development to support Schoolwide academic programs by attending conferences and workshops.	Provide professional development for Principal and Curriculum Specialist to support Schoolwide academic programs by attending The Summer Leadership Institute (June 21-25, 2014). Expenditures may include lodging, registration, mileage, and meals.
Provide Professional Development for Title I schools only.	Provide Math Professional Development for Title I Schools only. The intense, small group and one-on-one assistance to all Title I math teachers will be conducted by Patty Smith. The training is tailored to the schools' and teachers' weaknesses as evidenced by SC Ready scores. Training will encourage more hands-on math activities. (Rate averages $1000 per day for 18 days. 10 days of training during in-service and 8 days of training during the school year. $110 for additional individual training session.)
Provide instructional materials in ELA/math for grades 6-8.	Provide instructional materials in ELA/math to support classroom instruction and small group instruction in grades 6-8. Expenditures may include classroom book sets at a rate of $500 per set for 50 teachers, math kits @ $475 each for 15 teachers, charts, paper, posters, tape, glue, staples, notebooks, timers, rulers, $300 for additional ELA/math manipulatives for 50 teachers, etc. Additional items may include 50 print cartridges at a rate of $30 each.

Plan and Amendment Submission

- When selecting Function and Object for your plan:
  - Be mindful of which code you select
    - Ex: 100 – Salaries: Only select if the person is a salaried employee, not contracted
- Function and Object codes can be changed BEFORE we submit to SCDE
  - Inaccurate Function and Object codes require an amendment once submitted and approved by SCDE

Plan and Amendment Submission

Issues that may delay plan approval -

- Late plan submission
- Amounts in budget do not total to allocation
- No signatures on submission
- Expenditure activities do not tie back to Needs Assessment
- Expenditure activities are written with limited detail
- Narratives in plan for salaries do not match details in job description, contract, etc.

Amendments

- Quarterly amendment periods-
  - September 15, 2020
  - January 15, 2021
  - April 15, 2021
- IMPORTANT: April 15 will be the final amendment deadline for 2020-2021.

Submitting Reimbursements

- Approved Plan Activities vs. Amended Activities

Federal Fund Employees

Sarah Shealy
Compliance Coordinator

Federal Fund Employees

- Employees paid via federal funds require specific documentation
  - Title I, IDEA, CSI/TSI, CTE, ESSER I & II, CRF, etc.
- Requirements include Job Description, Contract/Agreement, Schedule, Salary Split, and Time & Effort

Federal Fund Employees – Common Issues

- Job Description
  - Title in job description does not match title in plan

- Contracts/Agreements
  - Salary in agreement does not match salary submitted on salary split
  - Contract/Agreement not signed if there is a place for signatures

Federal Fund Employees – Common Issues

- Schedule
  - Time does not match FTE/percentage in plan
  - Schedule does not provide detail
- Salary Split
  - Does not reflect entire annual salary
  - Funds not adjusted to reflect how employee is paid
  - Amounts do not calculate to total in plan or in contract/agreement
- Time and Effort
  - Dates do not reflect time worked
  - Title on time and effort does not reflect title in plan

Schedules

- Must have daily information
- Cannot only list dates and times working in building. Ex: Monday 8am – 4pm
- Must reflect percentage in plan
- If it is for a teacher, the schedule can be the daily class schedule or Power School schedule.

Ashley Sturkie

Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 am – 10: 00 am	1st Grade intervention	1st Grade intervention	1st Grade intervention	1st Grade intervention	1st Grade intervention
10:00 am – 12:00 pm	2nd Grade Intervention	2nd Grade Intervention	2nd Grade Intervention	2nd Grade Intervention	2nd Grade Intervention
12: 00 pm – 2:00 pm	3rd Grade Intervention	3rd Grade Intervention	3rd Grade Intervention	3rd Grade Intervention	3rd Grade Intervention
2:00pm – 4:00 pm	4th Grade Intervention	4th Grade Intervention	4th Grade Intervention	4th Grade Intervention	4th Grade Intervention

Salary Split

- Only need to submit one for the ANNUAL amount.
- The total must match percentage in plan and on contract/agreement.
- The total salary must equal the total salary for the year.

School Name:

Employee Name(s):	John Does			Jane Smith			TOTAL			
	Hours	Rate	July20 - June21	Hours	Rate	July20 - June21	Hours	Rate	July20 - June21	
oyee Wages, Taxes and Adjustments										
Gross Pay										
Salary Teacher-General			$ 9,509.91						$ 9,509.91	***This amount should reflect what is being paid from general fund.*
Salary Teacher - Title I			$ 40,800.00			$ 36,700.00			$ 77,500.00	***This amount should reflect what is being paid from federal funds.*
Hourly After-School				23.75	$30	$ 712.50	23.75		$ 712.50	
Total Gross Pay	0		$ 50,309.91	23.75		$ 37,412.50			$ 87,722.41	***This amount should reflect the total salary for the year.*

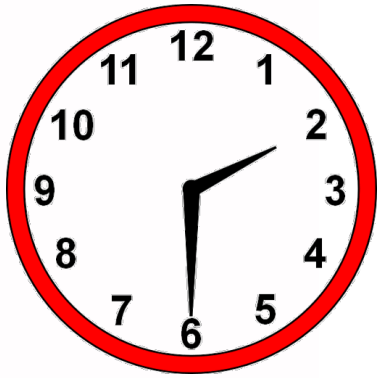
*** This form should reflect TOTAL salary for the year, only be submitted with the total amount, and match the employee agreement and/or contract.*

These should change depending on the funds the employee is paid from.

CHARTER INSTITUTE at ERSKINE

Time and Effort

- Federal law requires all employees, including teachers, paraprofessionals, and other staff that are paid with federal funds to document the time and effort they spend within that program. The portion of the federally paid salary should be reflective of the time and effort the individual has put forth for that federal program.



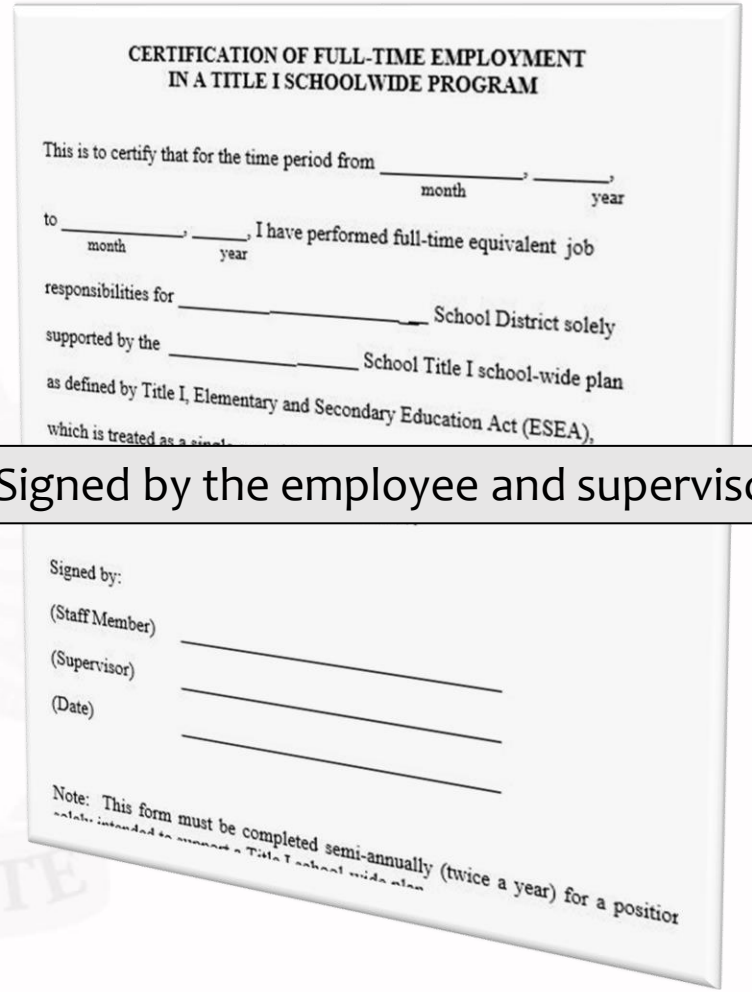
- Required for all employees paid with federal programs
- Submitted in LWS
- A schedule must be provided for all federally-funded employees, regardless of the type of time and effort certification they complete

Time and Effort

Single Cost Objective

- Semi-Annual Certifications
  - Allowable for employees that are 100% funded by the program
  - Allowable for employees that are completing a job that can be covered 100% by the program
  - Complete twice per year (July-Dec and Jan-June) at the end of each semester

  - This certification should also include documentation of time spent on the federal program (copy of daily planner, schedules, time sheets, daily logs, etc.).



CERTIFICATION OF FULL-TIME EMPLOYMENT
IN A TITLE I SCHOOLWIDE PROGRAM

This is to certify that for the time period from _____, _____, to _____, _____, I have performed full-time equivalent job responsibilities for _____ School District solely supported by the _____ School Title I school-wide plan as defined by Title I, Elementary and Secondary Education Act (ESEA),

(month) (year) (month) (year)

*Signed by the employee and supervisor

Signed by:

(Staff Member) _____

(Supervisor) _____

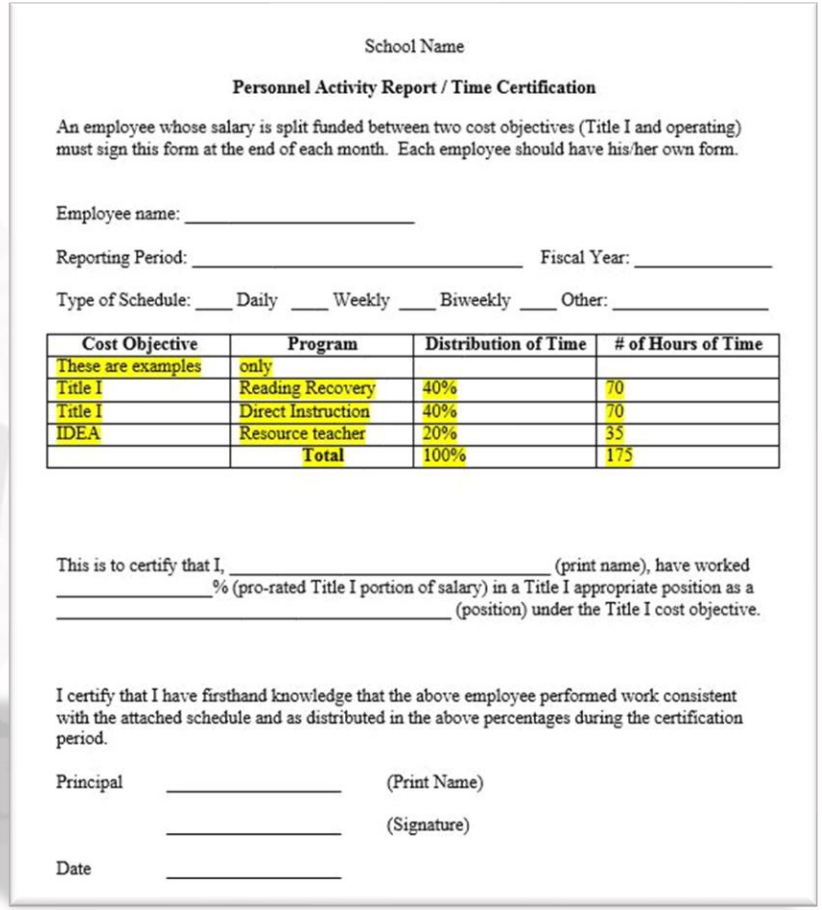
(Date) _____

Note: This form must be completed semi-annually (twice a year) for a positior

Time and Effort

Multiple Cost Objective

- If the employee is paid from two or more funding sources but has a fixed schedule for activities.



School Name

Personnel Activity Report / Time Certification

An employee whose salary is split funded between two cost objectives (Title I and operating) must sign this form at the end of each month. Each employee should have his/her own form.

Employee name: _____

Reporting Period: _____ Fiscal Year: _____

Type of Schedule: ___ Daily ___ Weekly ___ Biweekly ___ Other: _____

Cost Objective	Program	Distribution of Time	# of Hours of Time
These are examples	only		
Title I	Reading Recovery	40%	70
Title I	Direct Instruction	40%	70
IDEA	Resource teacher	20%	35
	Total	100%	175

This is to certify that I, _____ (print name), have worked _____% (pro-rated Title I portion of salary) in a Title I appropriate position as a _____ (position) under the Title I cost objective.

I certify that I have firsthand knowledge that the above employee performed work consistent with the attached schedule and as distributed in the above percentages during the certification period.

Principal _____ (Print Name)

_____ (Signature)

Date _____

Time and Effort

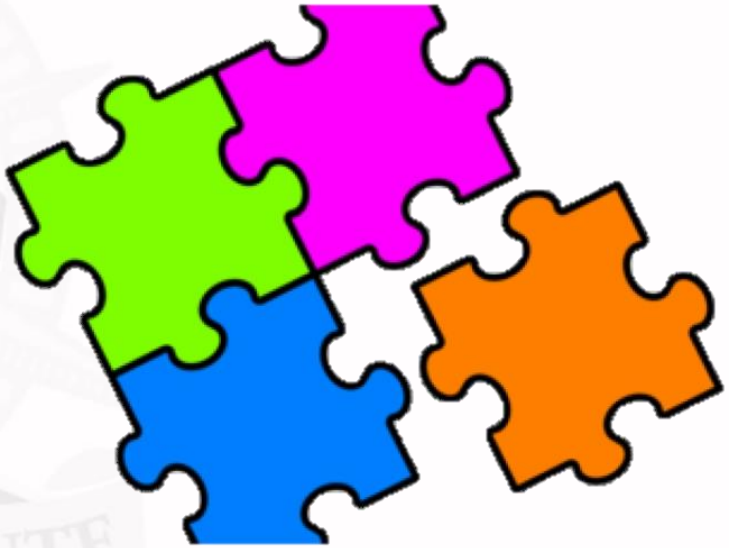
Daily Personnel Activity Report (PARS)

- Staff paid with federal funds on an irregular schedule must keep a time and effort log and time sheet which must be signed every month.
- Daily percentages of time must reflect the percentage of salary paid by the federal fund

Federal Fund Employees – Keep in mind...

- School Website
- Power School
- PCS
- Job Description
- Contract/Agreement

All should match!



McKinney-Vento Reminders

Haley Perez
Executive Director of Federal Programs

McKinney-Vento Definition of Homeless

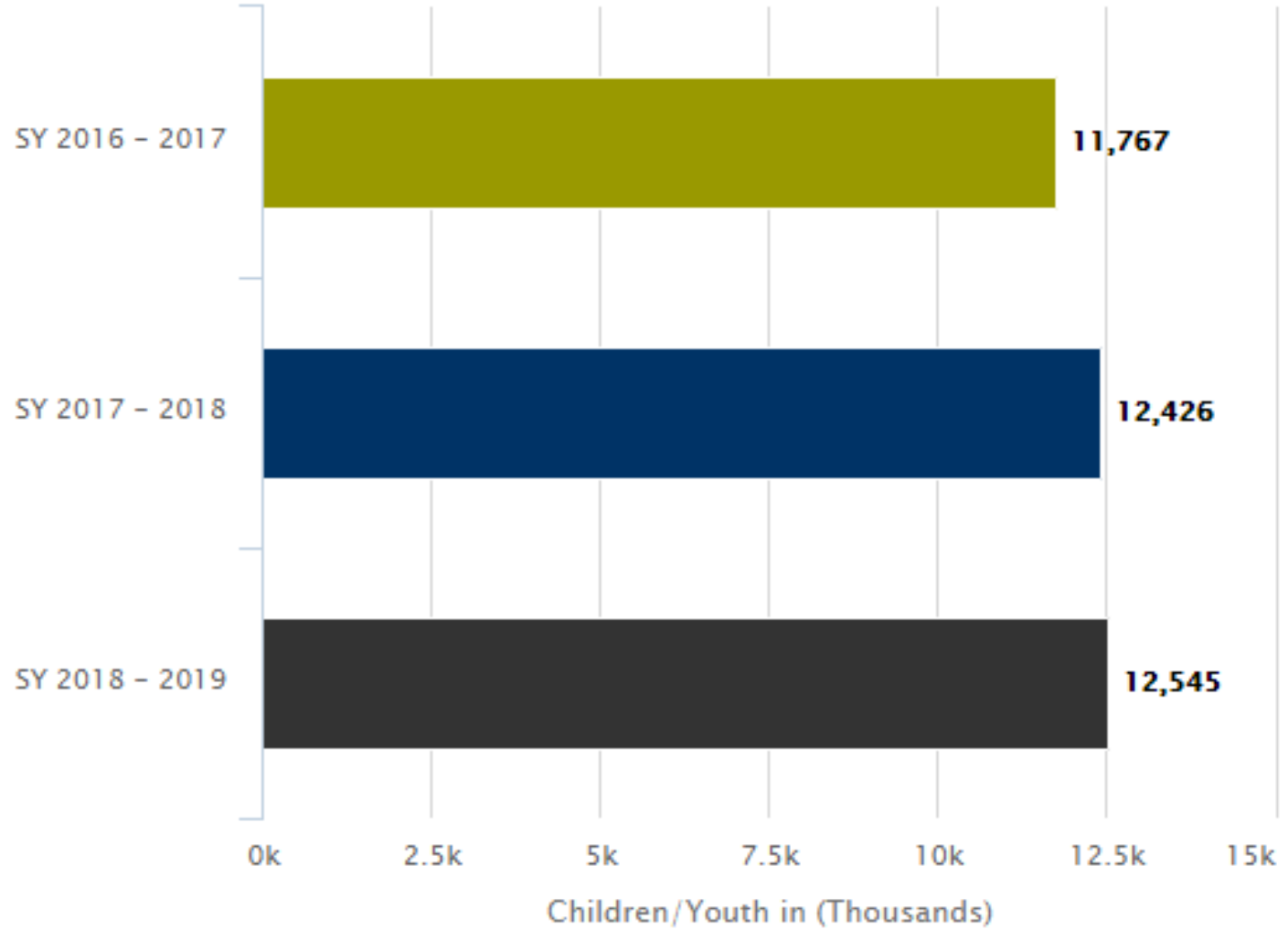
- Those who lack a fixed, regular and adequate nighttime residence, including students:
  - Sharing housing due to loss of housing, economic hardship, or a similar reason
  - Living in motels, hotels, trailer parks, camping grounds due to a lack of alternative, adequate accommodation
  - Living in emergency & transitional shelters
  - Abandoned in hospitals
  - Living in public or private places not designed for or ordinarily used as regular sleeping accommodations for human beings
  - Living in cars, parks, public spaces, abandoned buildings, bus or train stations or similar situations
  - Migratory children living in the above situations

- The term *unaccompanied youth* includes a homeless child or youth not in the physical custody of a parent or guardian.

Homelessness Creates Barriers

- Students experiencing homelessness may:
  - Be unable to meet standard school enrollment requirements.
  - Move around and change schools a lot.
  - Be hungry, tired, and stressed.
  - Not have school supplies or a quiet place to study.
  - Not have access to reliable transportation.
  - Not have a parent or guardian to help them (unaccompanied youth).

Number of Homeless Children/Youth Enrolled in Public School by Year



http://profiles.nche.seiservices.com/StateProfile.aspx?StateID=48

McKinney-Vento Determinations

- To determine a student's McKinney-Vento eligibility, the school district must determine whether the student's living arrangement meets the McKinney-Vento Act's definition of homeless. In the process of determining eligibility, school districts may encounter instances where they feel the need to confirm information provided about a child's or youth's living arrangement.
  - Use a housing questionnaire that incorporates informative, yet non-invasive, questions about a student's living arrangement as part of your district's enrollment paperwork.
  - As required by the McKinney-Vento Act, enroll students seeking McKinney-Vento eligibility immediately, even if they are unable to provide paperwork normally required for enrollment [42 U.S.C. § 11432(g)(3)(C)(i)(I)].

- Determining Eligibility for McKinney-Vento Rights and Services
- Confirming Eligibility for McKinney-Vento Rights and Services

Title I Reservation of Funds

- Funds may be used for homeless children and youth attending any school.
- Services must be reasonable and necessary to enable homeless students to take advantage of educational opportunities.
- Funds must be used as a last resort when services are not reasonably available from another public or private source.
- This can include, but is not limited to, services such as-
  - Items of clothing, especially those necessary to meet a school's dress code
  - Clothing and shoes necessary for participation in physical education classes
  - Personal school supplies such as backpacks and notebooks

CHARTER INSTITUTE at ERSKINE

ESSER II

Haley Perez
Executive Director of Federal Programs

What is ESSER II?

- On December 27, 2020, the Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA) was signed into law.
- The US Department of Education is providing an additional $54.3 billion for the Elementary and Secondary School Emergency Relief Fund (ESSER II Fund).
- The South Carolina Department of Education was appropriated approximately $940 million in ESSER II funds, of which approximately $846 million is required to flow through to LEAs as subgrants.

CHARTER INSTITUTE at ERSKINE

Is ESSER II different than ESSER I?

- Yes, ESSER II is a separate grant/allocation.
- ESSER I is completely independent and separate from ESSER II and must be tracked separately.
- ESSER I and ESSER II will be handled separately and will consist of separate budgets.
  - These allocations **will not** be combined into one budget.

What is the intent of ESSER II funds?

- These funds have been allocated for the purpose of providing local educational agencies (LEAs) with emergency relief funds to **address the impact that COVID-19** has had, and continues to have, on elementary and secondary schools.
- At this time, the Institute has received its allocation from the South Carolina Department of Education.

- ESSER I Allocation: $1,730,637.00
- ESSER II Allocation: $12,025,257.00

What is allowable in ESSER II?

- Initial 12 categories from the ESSER I grant are still allowable, plus three new categories.
- All ESSER-funded activities must be necessary to prevent, prepare for, or respond to COVID-19.

1. Activities authorized by the ESEA of 1965, as reauthorized by the ESSA
    - *a.Individuals with Disabilities Education Act (IDEA)*
    - *b.Adult Education and Family Literacy Act*
    - *c.Carl D. Perkins Career and Technical Education Act (The Perkins Act)*
    - *d.McKinney-Vento Homeless Assistance Act (subtitle B of title VII)*
2. Coordination of Preparedness and Response Efforts
3. Provisions for Principals and other School Leaders
4. Activities to Address the Unique Needs of Students
5. Development and Implementation of Procedures
6. Training and Professional Development
7. Sanitation Services and Supplies
8. Planning and Coordination during Long-term Closures
9. Purchase of Educational Technology
10. Provision of Mental Health Services and Supports
11. Summer Learning and Supplemental Afterschool Programs
12. Other Activities for Operation and Continuity of Services

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What are the 3 new categories?

- ESSER II has three new categories that were not in ESSER I.

- New Category 1:
  - Addressing learning loss among students
- New Category 2:
  - Facility **repairs and improvements** to reduce the risk of virus transmission and exposure
- New Category 3:
  - **Improvement** of in-door air quality in school facilities

New Category – Learning Loss

- **<u>New Category 1</u> – Addressing learning loss among students**

- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by—
  - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction.
  - Implementing evidence-based activities to meet the comprehensive needs of students.
  - Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment.
  - Tracking student attendance and improving student engagement in distance education

New Category – Facilities

- **<u>New Category 2</u> - Facility repairs and improvements to reduce the risk of virus transmission and exposure**

- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

- **<u>New Category 3</u> - Improvement of in-door air quality in school facilities**

- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

New Category – Facilities

- Under ESSER II, there is a new allowable use of funds that permits facility repairs. Specifically, the allowable category states that funds from ESSER II may be used for:
  - *School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.*
- It is important to note that this category discusses facility repairs and improvements, which is indicative of a repair or an improvement to an existing system or structure. It does not allow for new construction.
- Schools should be able to document that the repairs or improvements will permit operation of schools to reduce the risk of virus transmission. As such, general, planned, or routine repairs would not be allowable.
- Schools must follow their procurement processes in any repairs or improvements.

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Considerations for Determining Allowable Uses of Funds

- Will the proposed use of funds “prevent, prepare for, and respond to coronavirus”?
- Is it an allowable use of funds under CRRSA?
- Is it reasonable and necessary?
- Does it support returning students to the classroom?

Bonuses with ESSER Funds

According to federal ESSER requirements, “funds generally will **not** be used for bonuses, merit pay, or similar expenditures, unless related to disruptions or closures resulting from COVID-19.”

- The important requirement within this provision is a school’s ability to document that the bonus or merit pay is related to disruptions or closures resulting from COVID-19. Therefore, blanket, across-the-board bonuses are not allowable.
- Determinations for bonuses should be made on an individual basis, with documentation that the employee has undertaken hazardous work or has gone above and beyond their duties compared to their peers within the district.

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Award Amounts

How was the Institute's allocation amount determined?

- SCDE allocated award amounts based on FY 21 (Summer 2020) Title I allocations
- South Carolina will receive $940,420,782 in ESSER II funds from the Act of which 90 percent ($846,378,704) will flow through to school districts with amounts determined in proportion to the amount of Title I, Part A funds received in Summer 2020 from funds under the Every Student Succeeds Act (ESSA)

How will school allocation amounts be determined?

- The Institute has received its allocation from the South Carolina Department of Education.
- School allocations have been determined based on the 45th day ADM and calculated at a per-pupil amount.

Award Amounts

- Schools must spend ESSER I funds **first** before spending ESSER II funds.
- ESSER I funds may be expended through June 30, 2022.
  - Please keep in mind these are emergency funds intended to address current needs directly related to the impact of COVID-19 on your school.
- ESSER II funds may be expended **through June 30, 2023.**

Helpful Information

- ESSER II funds are **federal** funds and will follow all federal guidelines and requirements.
- This includes all required financial documentation in order to receive reimbursement.
- The ESSER II funds will adhere to the Institute's requirement of quarterly reimbursement submissions for items that have been expended.

Helpful Information

Please review the ESSER FAQ as well for helpful information.

- Period of Allowability – July 1, 2020 – June 30, 2023
- Subfund and Revenue Code - Please track these funds under Revenue Code 4977 and Subfund 225.
- Overview of Allowable Categories - https://ed.sc.gov/policy/federal-education-programs/esser-funding-information/esser-2-funding-information/esser-ii-spending-categories/
- Plan Submission – Submit via Formstack and load PDF in LWS.

Next Steps

1. Continue work with your planning team to identify needs to prevent, prepare for, or respond to COVID-19.
2. Prepare proposed activities based on your school's allocation.
3. Submit school plan for ESSER II funds.
4. Institute will review, provide feedback, and submit to SCDE for approval.
5. Upon approval, Institute will send school notification of approval via Approval Memo and Smart Fusion budget.
6. Reimbursement can be sought via Smart Fusion for approved activities.

*If you need additional time to plan and prepare your school's ESSER II budget, please let me know.

Upcoming Due Dates

- Quarterly Reimbursements
  - Required Quarterly Deadlines

Approved Federal Expense Occurrence	Quarterly SmartFusion Submission Due Date
July 1, 2020 – September 30, 2020	October 9, 2020
October 1, 2020 – December 31, 2020	January 8, 2021
January 1, 2021 – March 31, 2021	April 12, 2021
April 1, 2021 – June 30, 2021	July 9, 2021

- Final Amendment for 2020-2021 – April 15
  - This is the final amendment deadline for FY21 Title I, FY21 Title II, FY21 IDEA, FY19 CSI, FY20 CSI, FY19 ATSI, FY20 ATSI, FY21 CRF, FY21 CTE Perkins, FY19 CTE State, FY20 CTE State
  - For funds carrying forward into next year (FY20 ESSER I, FY21 ESSER II, FY21 CTE State), April 15 is the final deadline for expenses prior to June 30, 2021

We're Here to Support You!

Please reach out to the Office of Federal Programs with any questions or concerns.

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