EASTPOINTE
COMMUNITY SCHOOLS

Department of Instruction and Grants Processes and Procedures Manual

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Grant-Funded Purchases Process and Procedure

SUPPLIES/PURCHASED SERVICES

1. Verify the items to be purchased are in an approved budget. *(See email with attachment)*
2. Title I Buildings: refer to your building's *Title Budgets Register**
    a. Title II: contact Grants Specialist
    b. Other Grants: contact Grants Specialist
3. Determine disbursement type:
    a. Purchase Order: enter in AS400
    b. Check Request: complete check request form (in the P Drive under Fiscal Services)
    c. Reimbursement: complete green expense form (in the P Drive under Fiscal Services)
4. Complete google form **ECS Grant-Funded Purchase Approval Form**: https://goo.gl/forms/ZsnQ8m7G9m8vgo5T2
5. Send Check Request and Reimbursement to the Grants Specialist. **Be sure to include all required documentation.** (invoice, itemized original receipts, etc.)

ADDITIONAL HOURS/TIMESHEETS

1. Staff must sign in on the ***Grant Funded Activity Sign In Sheet***. https://goo.gl/cGUkPM The sheet must include the specific activity, date, and amount of hours as well as the ASN.
2. Verify the hours to be paid are in an approved budget. *(See email with attachment)*
    a. Title I Buildings: refer to your building's *Title Budgets Register**
    b. Title II: contact Grants Specialist
    c. Other Grants: contact Grants Specialist
3. Complete Additional Hours sheet (https://goo.gl/VyT7Ee) and submit to the Grants Specialist. **Must be submitted within published payroll/pay period deadlines.**
4. Complete google form **ECS Grant-Funded Purchase Approval Form**: https://goo.gl/forms/ZsnQ8m7G9m8vgo5T2
5. Please print your form responses and attach them to your additional hours and sign in sheets, list of students, and agenda if it is a PD. Your form responses will be automatically sent to your email once you submit.
6. Grants Specialist will track hours on the budget ledgers. (eg: Extended Day Tutoring)

NOTE: If there is a need to make any changes to requested purchases after submission, please notify the Grants Specialist immediately *via email*.

**Title Budgets Register: This document contains the Title budget information as approved by MDE in MEGS+. The Grants Specialist will enter purchases on the appropriate lines as they are approved. Principals have view only permission to the document to monitor their building's Title I expenditures.*

Procedure to Ensure Eligibility for Categorically Funded Programs

Assistant Superintendent and Grants Coordinator annually review program requirements for eligibility to ensure all program participants are eligible for services under that program's guidelines as follows:

- Assistant Superintendent and Grants Coordinator review funding source's guidelines for eligibility
- Assistant Superintendent and Grants Coordinator ensure staff is aware of eligibility requirements
- Program staff ensure students currently receiving services are still eligible
- Program staff work throughout the funding year to ensure all new participants are eligible for services using the appropriate form, where required by the funding source, for their programs
- Forms are signed by the staff member determining the need for services and kept on file for at least 5 years, regardless of eligibility status

Time and Effort Reporting Procedures

Personnel Activity Reports (PAR):
PARs are no longer a form of required documentation for split funded employees. However, it is necessary that split funded employees maintain documentation of their daily schedules. Documentation must be available upon request.

Payroll Certifications:
District staff who are fully funded (100%) from a Federal grant source must complete payroll certification forms semi-annually (after each semester) to document their awareness of the funding source from which they receive their compensation. Additionally, summer school staff are required to report as well. District staff who are paid additional hours from a Federal funding source other than the funding sources they are typically compensated from will also complete a staff certification form indicating their knowledge of how they were compensated for 100% of their time for this activity (workshops, conferences, tutoring, extended day school, etc.).

- Payroll/Fiscal Services work in conjunction with the Curriculum and Grants Specialist to ensure accuracy of staffing assignments/ASNs.
- The Curriculum and Grants Specialist generates the actual Payroll Certification forms and sends them to the building principal to secure staff signatures.
- Principal copies for building documentation and returns original forms to Curriculum and Grants Specialist.
- The Curriculum and Grants Specialist and Grants Coordinator review Payroll Certifications to ensure they are compliant then file them where they are maintained and accessible for five (5) years.

Procedure to Ensure Site-Based Decision Making/Local Control

Activities at the Building Level:

Process: Building Principals work with their staff to develop Building Turnaround Networks (BTN)/School Improvement Teams (SITs) that are representative of all local stakeholders. These teams work to determine a regular meeting schedule. Using teacher collaborative routines, Teams then review building-level data with instructional leadership staff to determine student needs and how to best leverage district systems to meet them. Buildings are provided budget allocations based on student need and enrollment. BTNs make recommendations on how budgets should be allocated and building Principals take these recommendations into account when completing budgets for the upcoming fiscal year. These budgets must align to the Comprehensive Needs Assessment (CNA). (Please see "Procedures for Title I Part A" for more information on how buildings establish their budgets).

Activities at the District-Level:

Process: (Please see the "Procedures for Title I Part A" for information on how building allocations are determined) The Department of Instruction and Grants ensures site-based decision making is in place and respected at various stages of the planning and implementation process. This is first done by notifying buildings of their grant allocations by the Grants Coordinator and/or Curriculum and Grants Specialist. The Assistant Superintendent, Grants Coordinator, and Curriculum and Grants Specialist then review budgets as they are submitted to ensure budgeted items are reasonable and necessary and work with buildings in cases where they may need assistance. The Assistant Superintendent, Grants Coordinator, and Curriculum and Grants Specialist review all School Improvement Plan (SIP) components, including the Program Evaluation Tool (PET), School Systems Review (SSR), and coming school years Professional Development plan. When schools indicate they are having difficulty meeting the stakeholder involvement requirement for their School Improvement Team (SIT), the Assistant Superintendent, Grants Coordinator, and Curriculum and Grants Specialist help them to determine how they can better improve their recruitment and outreach to parents and community members to ensure local control is more complete. The Assistant Superintendent, Grants Coordinator, and Curriculum and Grants Specialist work together to ensure that all items budgeted for are reflective of the school's needs as identified by its Performance Management/Comprehensive Needs Assessment data and School Improvement Plan, and assist buildings in making any revisions that may be necessary based on the Department of Instruction and Grants review of the School Improvement Plan and building budget.

These procedures are in alignment with Eastpointe Community School Board Policy 7910 Site-Based Decision Making Policy (see below)

Site-Based Decision Making

Individuals responsible for the implementation of a program or plan should take an active part, either directly or through appropriate representation, in the planning and decision-making process. Under site-based decision-making, decisions should be made at the level closest to the issue being addressed to the extent feasible.

The Board believes that site-based decision-making shall:

a. Provide teachers, other staff members, students where appropriate, and the community increased opportunity to participate in and contribute to decisions which affect them
b. Recognize the expertise and competence of those who work in individual schools to make decisions to improve learning
c. Improve staff morale
d. Bring the financial and instructional resources in line with the instructional goals implemented in each school
e. Provide better services and programs to students
f. Increase both the quality and quantity of communication within a school and with the community

The Superintendent shall develop for review by the Board a procedure to site-based decision-making. Such procedure shall include a delineation of responsibilities among the central office, Principals and school improvement teams. The procedure also shall include guidelines for monitoring and assessing the effectiveness of site-based decision-making in meeting the District's curriculum, approved student outcomes and instructional goals and improving student learning.

Each school improvement team shall meet the curricular and instructional needs of students by mobilizing resources at the local level to improve learning.

All school improvement teams shall function within the parameters of state and federal laws and regulations, Board policies, goals, budgetary restrictions, negotiated contracts, and ethical standards and practices.

The establishment of school improvement teams is not intended to eliminate existing Board advisory committees. Every effort shall be made to promote cooperative efforts among all school improvement teams in the District.

The District shall provide leadership and training to implement site-based decision-making and the reallocation of necessary resources to meet the additional responsibilities off the school site.

The Board retains the overall responsibility for policy and management of the District.

Approved: February 21, 2008 LEGALREF: MCL380.1277

Non-Public Schools – Title Guidelines to Offer Participation of Programs

All steps below are the responsibility of the Grants Coordinator and Curriculum and Grants Specialist. Refer to additional documentation from MAS/FPS

1) February/March: Send Private/Non-Public (PNP) schools (within 20 mile radius of ECS borders) letter of invite and form to participate in programs for the next school year. Must receive response within 2.5 weeks
   a) Non-Public OUTSIDE ECS BOUNDARIES (Title I only)
   b) Non-Public INSIDE ECS BOUNDARIES (Title I A, Title II A, Title III, Title IV and any other Federal grants district is receiving at the time of invitation)
2) When letters are returned, schedule a consultation with the schools that want to participate.
3) Update "Non-Public Schools Participating Responses" Report
4) Set up a meeting (April) with schools to go over estimated budget allocations, rules and regulations, documentations and required forms to complete. Documentation to be provided at the meeting:
   a) PNP Meeting sign-in Sheet/Agenda
   b) Student Qualification Form; PNPs must return within two weeks of meeting
   c) Building Budget for each PNP with estimated allocations; PNPs must return within two weeks of meeting
   d) Federal Rules and Regulations for each grant offered
5) To collect Free and Reduced information for PNP schools, an email is sent to each PNP containing a memo requesting a list of all enrolled students (prefer an Excel file) which includes:
   a) Student name (if provided)
   b) Complete address
   c) Grade level (K-12)
   d) Student eligible for free/reduced lunch (Yes or No)
6) PNP schools' completed lists are saved by the Grants Coordinator, along with other PNP documents to be used in the planning of the Consolidated Application.
7) Student list information received from PNPs is used to determine which students reside in the ECS attendance area. PNP schools within the ECS attendance area receive all eligible funds (see 1b for specifics). PNP schools outside the ECS attendance area receive only Title I A funds.
8) All lists are reviewed for determination of residency within the ECS attendance area and free/reduced lunch eligibility. These counts are entered into the Title I School Selection (TISS) in MEGS+.
9) Use the worksheet provided on the MDE OES website (Participating Private Schools' Equitable Service Calculation Worksheet) to determine the allocations for all applicable

funds. These figures are entered into the TISS. The Grants Coordinator will save this worksheet for uploading into MEGS+.

The Grants Coordinator also collaborates with PNPs on resource options to help serve below grade level students, if requested.

The Grants Coordinator creates a contract service agreement if PNPs request a third party for tutoring of students. All invoices from third parties must first be reviewed and contain principal approval signature to pay from the PNPs before payment is made. If PNP teachers are tutoring, they are paid as third party, must complete a W-9 form.

The Curriculum and Grants Specialist sends PNPs updated budget balance several times a year.

Building monitoring by the Grants Coordinator occurs at least annually to verify: proper use of funds, inventory technology (where applicable), Title I Part A classroom observation, Title I Part A Parent meeting has occurred (review sign-in sheet, agenda, etc.).

Procedures for Title I Part A

Activities for Allowed or Unallowed Activities/Expenses:

Process: The Assistant Superintendent and Executive Director of Fiscal Services establish the budget for the program based on the district's academic needs and set aside/distribution regulations. The Office of Fiscal Services, Grants Coordinator, and Curriculum and Grants Specialist monitor actual expenditures closely on a monthly basis and ensure that they are properly recorded and are approved by the state. The respective building principals, Grants Coordinator, and Curriculum and Grants Specialist ensure that all employees that are charged to the grant have the necessary documentation to support the allocation.

Control: The buildings/departments are given a per-pupil allocation per completion of the Title I School Selection (TISS) and then establish a budget along with narratives that reflect the needs of their Performance Management progress. The Building Turnaround Network (BTN) (School Improvement Team) composed of the representative stakeholders has the authority for the design, implementation, and evaluation of the Title I programs in their plans and budgets. The Assistant Superintendent, Grants Coordinator, and Grants Specialist review the budget/narratives to ensure that they meet the allowable use of funds criteria and ensure that they are coded to the correct account number. The Grants Coordinator, Curriculum and Grants Specialist and building principals closely monitor the activities applied to the grant to ensure all the goals and program requirements are being met. The Grants Coordinator, Curriculum and Grants Specialist and Office of Fiscal Services monitor the expenditures applied to the grant to ensure they are within the approved budget allocation. The district accountant also reviews the general ledger detail when making the requests for program funds to ensure they are within the grant period and are allowable.

Allowable Costs/Cost Principles:

Process: The Assistant Superintendent, Grants Coordinator, Curriculum and Grants Specialist, BTN (SIT), and Executive Director of Fiscal Services establish the budget for the program based on the district's academic needs and set aside/distribution regulations. The District Accountant monitors actual expenditures closely on a monthly basis and ensures that they are properly recorded and are approved by the state. Note, the Curriculum and Grants Specialist monitors on a transaction basis. The respective building principals, and compliance staff ensure that all employees that are charged to the grant have the necessary documentation to support the allocation.

Control: The buildings/departments are given a per pupil allocation through Title I School Selection (TISS) process and they then establish a budget along with narratives that reflect the

needs of their Performance Management/CNA data. The Assistant Superintendent, Grants Coordinator, and Curriculum and Grants Specialist review the budget/narratives to ensure that

they meet the allowable use of funds and ensure that they are coded to the correct account number. The Grants Coordinator, and the Curriculum and Grants Specialist closely monitor the activities applied to the grant to ensure all the goals and program requirements are being met. The Office of Fiscal Services and Curriculum and Grants Specialist monitor the expenditures applied to the grant to ensure they are within the approved budget allocation. The District Accountant also reviews the general ledger detail when making requests for program funds to ensure they are within the grant period and are allowable.

Eligibility:

Process: The district offers services to students through school selection under the guidelines of Title I. Students are selected across grade levels and subject areas defined by needs, school improvement, as well as formative and summative assessment data.

Control: The Title I staff fills out the applications and ensures that eligibility reports are properly completed and submitted to the State. Following this will be continuous monitoring by the Grants Coordinator to ensure eligibility requirements are met.

Equipment and Property Management:

Process: All equipment purchases are properly reported/accounted for within the approved budget and tagged. The technology department maintains a log of assets purchased with Title I funds and closely monitors the location of such equipment. The Media Paraprofessionals in the school buildings also maintain a log of equipment purchased with building-level federal funds. Any proceeds received from the disposal of the equipment will be returned to the grantor if applicable.

Control: If applicable, the Coordinator of Technology Services or proper level of management, will maintain a log of the tagged equipment and/or real property records for reporting. They will also ensure that equipment is adequately safeguarded and tracked to ensure proper identification. This is done at the building level by the Media Paraprofessionals. Upon disposal, the Coordinator of Technology Services will notify the Office of Fiscal Services. The district is responsible for returning any proceeds to the grantor if applicable.

Matching, Level of Effort, Earmarking:

Process: Any planned changes from year to year in the utilization of Title I funds are carefully reviewed by the Department of Instruction and Grants and Office of Fiscal Services to ensure that the District is not supplanting general fund expenditures. In addition, the district ensures

that funds that are earmarked for certain programs (e.g. Homeless set-aside, PNP, Parent and Family Engagement) are identified in the budget and accounted for separately.

Control: Significant planned changes in utilization of Title I funds are discussed with the District's MDE Title I Field Services representative prior to implementation.

Period of Availability of Federal Funds:

Process: Once the district submits the application for the Title I funds, they will receive the approval notification from the MDE outlining the period of availability. The Assistant Superintendent, Grants Coordinator, Curriculum and Grants Specialist, and District Accountant closely monitor expenditures to ensure all expenditures are within the grant period. Any expenses applied to the grant that do not fall within the allowable program period will be immediately adjusted for. The review of expenses applied to the program, to ensure they are within the availability of the program, is done during the monthly request for federal funding.

Control: The Assistant Superintendent, Grants Coordinator, Curriculum and Grants Specialist and Office of Fiscal Services review grant expenditures for proper cut-off and document the procedure through the accrual process at year-end, as well as the monthly request of federal funding. This review is documented by the District Accountant as part of the month end close out procedures.

Special Tests and Provisions:

Process: As noted above this requirement varies depending upon program assurances. However, many of the procedures require monitoring and complying with program requirements. For example, private school notices are sent out to notify them that they are eligible to receive funds.

Control: Several stakeholders and departments work together to ensure all requirements and compliance measures are met. For instance, for Title I the principals and human resources review applicants so that all educational employees are highly qualified upon being hired as an employee. The Grants Coordinator monitors if any private schools start up to ensure they are notified about receiving funds.