

# Spring 2019 ESEA Training



May 15 in Presque Isle

May 16 in Brewer

May 17 in Augusta

May 20 in Portland

# Program Contacts by Need

**ESEA Programs & School  
Turnaround**

Chelsey  
Fortin-Trimble

(207) 624-6815

[chelsey.a.fortin@maine.gov](mailto:chelsey.a.fortin@maine.gov)

**ESEA Program Finances**

Cristy Osier

(207) 624-6705

[cristy.osier@maine.gov](mailto:cristy.osier@maine.gov)

**McKinney-Vento  
Homeless Assistance**

Gayle Erdheim

(207) 624-6637

[gayle.erdheim@maine.gov](mailto:gayle.erdheim@maine.gov)

**Maine Migrant Education  
Program**

Amelia Lyons

(207) 624-6722

[amelia.lyons@maine.gov](mailto:amelia.lyons@maine.gov)

# Program Contacts by Region

**Region #1:**  
**Aroostook**

Monique Sullivan

(207) 624-6723

[monique.sullivan@maine.gov](mailto:monique.sullivan@maine.gov)

**Region #2:**  
**Penquis**

Travis Doughty

(207) 624-6709

[travis.w.doughty@maine.gov](mailto:travis.w.doughty@maine.gov)

**Region #3:**  
**Washington**

Monique Sullivan

(207) 624-6723

[monique.sullivan@maine.gov](mailto:monique.sullivan@maine.gov)

# Program Contacts by Region

**Region #4:**  
**Hancock**

Shelly  
Chasse-Johndro

(207) 624-6822

[shelly.chassejohndro@maine.gov](mailto:shelly.chassejohndro@maine.gov)

**Region #5:**  
**Midcoast**

Daniel Weeks

(207) 624-6749

[daniel.r.weeks@maine.gov](mailto:daniel.r.weeks@maine.gov)

**Region #6:**  
**Western**

Daniel Weeks &  
Jackie Godbout

(207) 624-6749

(207) 624-6712

[daniel.r.weeks@maine.gov](mailto:daniel.r.weeks@maine.gov)  
[jackie.godbout@maine.gov](mailto:jackie.godbout@maine.gov)

# Program Contacts by Region

**Region #7:**  
**Cumberland**

April  
Perkins

(207) 624-6627

[april.perkins@maine.gov](mailto:april.perkins@maine.gov)

**Region #8:**  
**Kennebec**

Jackie  
Godbout

(207) 624-6712

[jackie.godbout@maine.gov](mailto:jackie.godbout@maine.gov)

**Region #9:**  
**York**

Shelly  
Chasse-Johndro

(207) 624-6822

[shelly.chassejohndro@maine.gov](mailto:shelly.chassejohndro@maine.gov)

# Agenda

- ESEA Federal Programs Updates
- Fiscal Compliance Updates
- Q & A
- Lunch
- Breakout Groups
- Share Out/General Q&A
- Closing Remarks
- General Support (optional)

# ESSA in Maine

As of today, the Maine DOE does not know when the pause on Maine's Model of Support will be lifted or how USDE's requested changes will result in a modification of the schools that the Maine DOE is able to support.

If you are interested in joining the ESSA Advisory work group, please email [jaci.holmes@maine.gov](mailto:jaci.holmes@maine.gov).

# Substantial and Final Approval for FY20 Application

**Substantial Approval:** The initial review of the application to confirm that basic requirements are met and projects and budgets are reasonable and allowable for all applicable ESEA funding streams. Once granted, this level of approval will allow you to begin obligating funds.

**Final Approval:** A comprehensive review of the application to confirm that all requirements are met and projects and budgets are well defined, reasonable, and allowable for all applicable ESEA funding streams. Once granted, this level of approval will allow you to begin submitting reimbursement requests via GEM.

# FY20 Application Approval Timeline

**April:** Release of ESEA preliminary allocations

**May:** Training and support will be provided to ESEA Coordinators

**June:** ESEA application and performance report portal will open

**June - July:** School and district leaders will finalize updates to the district Comprehensive Needs Assessment (CNA)

**July 1:** ESEA final allocations will be released

**August 1:** ESEA Application deadline

# FY20 Application Approval Timeline

**July - September:** ESEA Regional Program Managers will complete the initial review to provide feedback on project plans and budgets, with the intent of providing substantial approval. This review will be completed within two weeks of the district submission, according to the submission date.

**August - October:** ESEA Coordinators will make requested revisions to project plans and budgets within four weeks of receiving feedback from Maine DOE.

**September - November:** ESEA Regional Program Managers review all re-submitted applications and provide final approval, when the re-submission meets all ESEA requirements for final approval.

# FY19 Performance Report Acceptance Timeline

**August 15:** ESEA Regional Program Managers will provide written communication to all districts above 30% carryover as of June 30.

**September 1:** ESEA Performance Report due (July 1 to June 30 expenses paid during the previous school year, not including expenses paid with carryover funds)

**September- December:** ESEA Regional Program Managers will complete the review to provide feedback on goals and expenses, with the intent of accepting the performance report. This review will be completed within four weeks of the district submission, according to the submission date.

# Comprehensive Needs Assessment (CNA) Guidance

## District Level CNA:

- School approval (via Chapter 125) still requires an assurance that a CNA has been completed by the district
- Districts that are planning to apply for ESEA Federal funding should review and update CNA annually, which will be reviewed during ESEA monitoring visits

# Comprehensive Needs Assessment Guidance

## School Level CNA for Title I Schoolwide Authority:

- Title I schools interested in applying for Title I Schoolwide authority are required to complete the school-level CNA template provided by the Department by July 1. The Maine DOE's Title I Office will review submitted school level CNAs using the Title I Schoolwide rubric
- Update requirements – Title I Schoolwide schools are required to update their school-level CNA annually, which will be reviewed during ESEA monitoring visits

# Title I Schoolwide Waiver

*Section 1114(a)*

An LEA may consolidate and use funds under this part, together with other Federal, State, and local funds, in order to upgrade the entire educational program of a school that serves an eligible school attendance area in which not less than 40 percent of the children are from low-income families, or not less than 40 percent of the children enrolled in the school are from such families. (Remains unchanged)

EXCEPTION - Schools that do not meet the criteria may operate a schoolwide program if the school receives a waiver from the Maine DOE

[https://www.maine.gov/doe/sites/maine.gov.doe/files/inline-files/Schoolwide\\_waiver\\_2018.doc](https://www.maine.gov/doe/sites/maine.gov.doe/files/inline-files/Schoolwide_waiver_2018.doc)

# Schoolwide FY20 Application Changes

Key changes include:

- Chart to describe how the intent and purpose of each included Title will be met regardless of funding
- The school's state/local Educational Budget amount for specific function categories
- Allows for specific school level activities when Title funds have not been included in the approved Schoolwide CNA plan

# SEA Teacher & Paraprofessional Requirements

*Section 1111(g)(2)(J)(M)*

- The SEA will ensure:
  - (J) teachers and paraprofessionals working in a program supported with Title I funds meet applicable State certification standards and licensure requirements
  - (M) professional standards for paraprofessionals working in a Title I program

# Certification Requirements

- **Professional** teacher certificate is **the standard certificate** for a teacher in Maine and shall be issued with one or more endorsements that specify the subject area and the grade level for which the teacher is deemed **qualified**
- **Conditional** certificate is a certificate for a teacher, educational specialist, or administrator who has **not met all the** requirements for a professional certificate, but can reasonably **be expected to meet all requirements** of a certificate within **3 years**
- **Waiver:** The Commissioner may grant a waiver of certification when: (A) The position is **essential to implementation** of Maine's system of Learning Results; or (B) The **inability** of the school unit to obtain a properly certified individual for the position was unforeseeable; or (C) In order to be in compliance with state or federal laws

# LEA Teacher and Paraprofessional Requirements

*Section 1112(c)(6)*

The LEA ensures that teachers and paraprofessionals working in a Title I program meet state certification and licensing requirements for assigned areas.

## **Targeted Assistance**

- All Title I paid staff

## **Schoolwide Program**

- All instructional staff in the school regardless of funding

# Parent Notifications and Staff Qualification

*Section 1112(e)(1)(A)&(B)*

## Parents Right-To-Know

- All parents in Title I schools must be provided a notice informing them of their right to request the professional qualifications of their child's teacher. Info provided--
  - Meets state requirements
  - Teaches under emergency or other conditional status
  - Teaches in field of discipline
  - Receives services by a paraprofessional

## Staff not meeting State Certification and Licensing Requirements

- If a child is taught for 4 or more weeks by a teacher who does not meet State certification or licensure requirements, the district must provide notice to each child's parent in a Title I school.

# Equitable Services: Non-Public Schools

*Section 1117(a)(4)(A)(ii) and 34 CFR 76.658*

- ESEA requires an LEA to
  - provide **equitable services based on the needs of students** attending non-public elementary schools and secondary schools
  - to determine **the proportional share** of Title I funds available for providing equitable services prior to any expenditures or transfers of funds
- Title IIA Class Size Reduction and Title IA set asides no longer reduce the amounts on which the equitable share is calculated

# Equitable Services: Consultation

Section 1117(b) and 8501(c)

- Consultation is key for private and public school officials and should be:
  - Timely and meaningful
  - Provide a genuine opportunity to express views
  - Establish a positive and productive working relationship
- LEA initiates – Annual contact – *even if declined past year*
- Private Officials - Provide: Addresses and grades; Names of educationally disadvantaged; and Express needs

# Equitable Services: Consultation Topics

*Section 1117(b)*

- Children's needs
- Services
- How, where, by whom
- Size and scope
- Data to ID students
- How and when LEA makes decisions
- Transferability

# Equitable Services: Consultation Documentation

*Section 1117(b)*

- **Written Affirmation:** affirm in writing that consultation has occurred
- **Results of Agreement:** if consultation resulted in agreement between LEA and private school officials
- **Reason for Disagreement (if applicable):** disagrees with views
- **Other (Good Practice):**
  - maintain a record of notes about issues addressed and decisions taken during consultation meetings

# Equitable Services: Ombudsman Role

The ombudsman will:

- help to ensure such equity;
- serve as the SEA's primary point of contact for addressing questions and concerns from private school officials and LEAs regarding the provision of equitable services under Titles I and VIII; and
- monitor and enforce the equitable services.

**Ombudsman: Shelly Chasse-Johndro, [shelly.chassejohndro@maine.gov](mailto:shelly.chassejohndro@maine.gov)**

# Program Updates



By Title

Gayle Erdheim

# TITLE IX, PART A

# TITLE I, PART C

# Title IX-A: McKinney-Vento Homeless Education

## Program Updates:

- Data trends – in 2017-18, Maine’s total homeless count stopped its rapid climb of the prior 3 years and is holding at 2,400-2,500
- Chronic absenteeism, graduation rate, and academic proficiency gaps for homeless students continue to require attention. Be aware that this data is disaggregated in public reporting
- No major changes in program structure or reporting requirements

# Other highly mobile students: Migratory (Title I-C) and Foster Care (Title I-A)

- MDOE's Office of School and Student Supports is developing a comprehensive initiative to support the success of highly mobile students
- Migratory Education and Foster Care programs will be under a single roof within that office, which also houses Homeless Education
- No major changes in MEP (it is state-administered, districts do not receive separate funding for the migrant program)
- Request that students identified as migratory be evaluated for McKinney-Vento eligibility
- Presently working with DHHS to clarify the definition of "youth awaiting foster care", establish a clear process for collaborating around best placement decisions for students in foster care, and clarify arrangements for transportation cost sharing

# Homeless Education: Funding

- Mandated Title I set-aside is for providing comparable services to homeless students and for additional services needed to overcome barriers to participation in educational programs
- Title I set-aside can also provide services for homeless students that are not usually provided to Title I students and may include costs for a homeless liaison and excess transportation costs to/from school of origin for homeless students and educational stability for foster care students
- Link to Title I Homeless Brief: <https://nche.ed.gov/title-1-part-a>

# Changes to FY20 Application

## New Homeless/Foster Care Project Page:

- All funding for homeless activities has been combined into one page
- Title I Comparable services must be described and budgeted
- Funding for homeless/foster care liaison and transportation may be budgeted

# Homeless/Foster Care Project Page

**All LEAs must respond to and budget for comparable Title I services:** Describe services to be provided to homeless students that are comparable to those provided to Title I students as well as other non-instructional education-related services needed for homeless students to support their academic success.

If Title I funds will be used to pay for any of the following activities, check the box and ensure appropriate funding.

- Homeless Liaison
- Foster Care Liaison
- Homeless/Foster Care Liaison
- Defray excess transportation costs of Homeless or Foster Care students to ensure educational stability.

Daniel Weeks

# TITLE V

# Title V, Part A: Transferability of Funds

*section 5103*

- Up to 100% of funds can be transferred **from** Title IIA to:
  - Title IA
  - Title III
  - Title IVA
  - Title VB
- Up to 100% of funds can be transferred **from** Title IVA to:
  - Title IA
  - Title IIA
  - Title III
  - Title VB

\*Funds can only be transferred to a title with an existing allocation\*

# Title V, Part A: Transferability of Funds

## *section 5103*

- You may have one transfer of each type in a FY (ex: Title II to Title I)
- School district's must not “daisy chain” transfers of Title II, Part A or Title IV, Part A funds. As stated above, single transfers are to be made and only from one program to another.
- All transfers of Title II, Part A and Title IV, Part A funds will need to be completed solely within the Consolidated ESEA application. Transfer funds within the ESEA Performance Report will no longer be approved. This change is due to additional transfers overwriting previous balances in the Federal Grant Reimbursement System, resulting in inaccurate information and challenges with processing reimbursement payments to school districts.
- Before any transfers of Title II, Part A or Title IV, Part A funds can take place, public school district are reminded of their legal obligation to consult with local non-public schools (as applicable) regarding the needs of their students and how those needs can be met through federal programs.

# Title V, Part B: Rural Education Achievement Program (REAP)

- Small Rural Schools Achievement (SRSA) Update
- Rural Low-Income Schools (RLIS) Update

# Small Rural Schools Achievement (SRSA)

- FY20 will be the first year (in a while) that the SRSA formula will be subtracting out Title IV, Part A funds
- This will roughly equate to a **\$9,855.61 decrease** compared to the FY19 SRSA awards

# Rural Low-Income Schools (RLIS)

- Due to the “loss” of funding in SRSA awards, the State RLIS award has seen almost a 100% increase in number of districts applying.
- The separate portal in GEM for Title V will be going away upon closeout of FY18 funding (yay! 😊)

Travis Doughty

# TITLE IV, PART A

# Purpose

Section 4101

| <b>Well-Rounded Education</b>   | <b>Safe and Healthy Students</b>  | <b>Effective Use of Technology</b>   |
|---|---|--|
| <ul style="list-style-type: none"><li>● STEM</li><li>● Music &amp; Art</li><li>● Foreign Language</li><li>● Accelerated Learning</li><li>● History, Civics, Gov't.</li><li>● College &amp; Career Counseling</li><li>● Volunteerism &amp; Community Involvement</li><li>● Integrating Disciplines</li></ul> | <ul style="list-style-type: none"><li>● PBIS</li><li>● Mentoring &amp; School Counseling</li><li>● Prevention Programming (Dropout, Substance Abuse, Bullying, Harassment, Violence, Suicide, etc.)</li><li>● Physical Health &amp; Nutrition</li><li>● School Attendance</li></ul> | <ul style="list-style-type: none"><li>● Classroom Technology Integration</li><li>● Blended Learning</li><li>● Personalized Learning</li><li>● Technology to Support Instruction</li><li>● Minimal Infrastructure Purchases</li></ul> |

# General Requirements

Sections 4105, 4106, and 4410

| Allocation < \$30,000   | Allocation ≥ \$30,000  | Schoolwide Program   |
|---|--|--|
| <p>LEA may budget and spend funds in <b><u>one or more</u></b> project categories at the minimum level outlined below:</p> <ul style="list-style-type: none"> <li>• 20% for Well-Rounded Education</li> <li>• 20% for Safe and Healthy Students</li> <li>• A portion for Effective Use of Technology</li> </ul> | <p>LEA must budget and spend funds in <b><u>all</u></b> project categories at the minimum level outlined below:</p> <ul style="list-style-type: none"> <li>• 20% for Well-Rounded Education</li> <li>• 20% for Safe and Healthy Students</li> <li>• A portion for Effective Use of Technology</li> </ul> | <p>No minimum funding amounts, but LEA must demonstrate how <b><u>intent and purpose</u></b> of each statutory area is met:</p> <ul style="list-style-type: none"> <li>• Well-Rounded Education</li> <li>• Safe and Healthy Students</li> <li>• Effective Use of Technology</li> </ul> |
| <p><b>* <u>LEAs must prioritize funds to highest-need school(s) within the district</u> *</b></p>   |  |  |

# Title IV Program Updates

- Maine DOE anticipates slight increase in Title IV, Part A funding from USDE
  - FY19 \$5,308,325.00
  - **FY20 \$5,646,128.00**
- Most districts will see the same or similar allocations of Title IV, Part A funds in FY20

# Title IV Program Updates

- Along with our FY20 grant award, USDE issued revised interpretation on the prohibited uses of funds in Section 8526 of ESSA as they pertain to Title IV, Part A funds
- **Supplemental transportation costs are now an allowable expense under Title IV, Part A**
  - *Transportation must be for a Title IV, Part A funded program or activity*
  - *Services must go beyond transporting students to & from the normal school-day program*
- Beginning with Title IV, Part A funds awarded in FY20, districts may begin to use funds to support transportation costs associated with Title IV, Part A programs and activities

# Changes to FY20 Application

## Title IV, Part A School Projects

- Commonly used for the school(s) demonstrating the the greatest need
- Each school participates in activities tailored to meet their own specific needs

**VS**

## Title IV, Part A District Projects

- Only used in those instances where each school in a district has an equally demonstrated need
- Every school in the district must be participating in the exact same activities

# Equitable Services

## Section 8501

- Funds available to support the needs of non-public school students is derived from a “per-pupil” formula, which takes into account the district’s total allocation and the percentage of district enrollment in the non-public school
  - **Example:** \$100,000 allocation x .10 (10% enrollment) = \$10,000
- Total LEA allocation must follow the percentage rules for Title IV, Part A content areas (*i.e. equitable service amounts are counted as part of public LEAs allocation for purposes of meeting Title IV, Part A activity category percentage requirements*)

# FY20 Application Updates

## Title IV-A Use of Funds (FY2018)

### Use of Funds

- Will the district's entire Title IV, Part A allocation be transferred to another title?
  - Yes *(No additional information is required)*
  - No *(Please answer all other questions on this page)*  
*(This information comes from your the Financial Transfer Worksheet)*
- Which of the following describes the district's total allocation of Title IV, Part A funds, including all transfers?
  - \$30,000.00 or more *(Select all options under question 3)*
  - Less than \$30,000.00 *(Select one or more options under question 3)*  
*(This information comes from your the Financial Transfer Worksheet)*
- Under which content area(s) funding will Title IV, Part A funding be used to support allowable activities:
  - At least 20% of funds will be used for activities that support **well-rounded education**
  - At least 20 % of funds will be used for activities that **support safe and healthy students**
  - A portion of funds will be used for activities that support the **effective use of technology\***  
*\*Special Rule: No more than 15% of the funds allocated for technology may be used for infrastructure.*

## Title IV-A Use of Funds (FY2019)

### Use of Funds

- Will the district's entire Title IV, Part A allocation be transferred to another title?
  - Yes *(No additional information is required)*
  - No *(Please answer all other questions on this page)*  
*(This information comes from your the Financial Transfer Worksheet)*
- Which of the following describes the district's total allocation of Title IV, Part A funds, including all transfers?
  - \$30,000.00 or more *(Select all options under question 3)*
  - Less than \$30,000.00 *(Select one or more options under question 3)*  
*(This information comes from your the Financial Transfer Worksheet)*
- Using the table below, specify the amount of Title IV, Part A funds that will be used to support allowable activities under the various project categories:

COMPLETE CHART OF TITLE IV-A FUNDING

| TITLE IV-A   | (1)<br>Well-Rounded<br>Education   | (2)<br>Safe &<br>Healthy<br>Students | (3a)<br>Effective use of<br>Technology | (3b)<br>Technology<br>Infrastructure               | Total      |
|--|------------------------------------|--------------------------------------|--|--|------------|
| (a)<br>Requirements if funds<br>are used for activities<br>in content area | Minimum 20% of<br>total allocation | Minimum 20% of<br>total allocation   | A portion of the<br>total allocation   | Maximum of 15% of<br>amount in column 3a, row<br>b | -          |
| (b.)<br>Funding Amount for<br>each Category                                | \$ 2483.00                         | \$ 2462.00                           | \$ 3950.00                             | \$ 500.00  | \$8,875.00 |
| (c)<br>Percentage of total<br>allocation                                   | 27.75%                             | 27.74%                               | 44.51%                                 | 12.66% *   |            |

April Perkins

# TITLE III, PART A

# Purpose

*Section 3102*

“To help ensure that children who are limited English proficient, including immigrant children and youth, attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging State academic content and student academic achievement standards as all children are expected to meet.”

# General Requirements

*Section 3115*

Title III funds must be spent on all three:

1. improved programs for ELs
2. professional development
3. parent, family, and community engagement

# Title III Program Updates

- Maine DOE anticipates a slight decrease in Title III, Part A funding from USDE.
  - FY19 \$829,501
  - **FY20 \$803,378**
- FY20 allocations will not be affected by the recent change in EL exit criteria.

# EL Program Core Services

Title VI of the Civil Rights Act and the Equal Educational Opportunities Act require LEAs to provide ELs with:

- Meaningful access to the curriculum
- A language acquisition program that is:
  - evidence-based
  - regularly evaluated
  - designed and implemented by an ESL-endorsed teacher
- Equitable access to special programs like GT, AP, and CTE
- Similar facilities and material
- Translation/interpretation for parents/guardians

# Title III, Part A – Supplement, Not Supplant

If a district is legally obligated to provide a service, facility, or material to ELs or their families, Title III funding cannot be used for it.

# Changes to FY20 Application

## Title III Assurances

- *Describe the core EL program paid for through local/state funds only. How does the LEA meet its civil rights obligations to ELs and their families, including staffing, materials, facilities, professional development for mainstream and EL staff, and translation/interpretation for parents? Please do not list any services here that are paid for through federal ESEA funds.*

# Title III Project Page

## Project Title: Title III - ESL/Bilingual Programs

Will this project involve an Alternative Use budget line?  No.  Yes. If yes, chose which Alternate Use Project to link with this project. No Alt Use Projects are available ▼

[You must click "Post Update" before you can enter the Alt Use funds in the budget.](#)

Provide a description of the proposed project elements:

|  |                      |
|--|----------------------|
| Supplementing a Language Instruction Educational Program | <input type="text"/> |
| Professional Development                                 | <input type="text"/> |
| Parent, Family, and Community Engagement                 | <input type="text"/> |

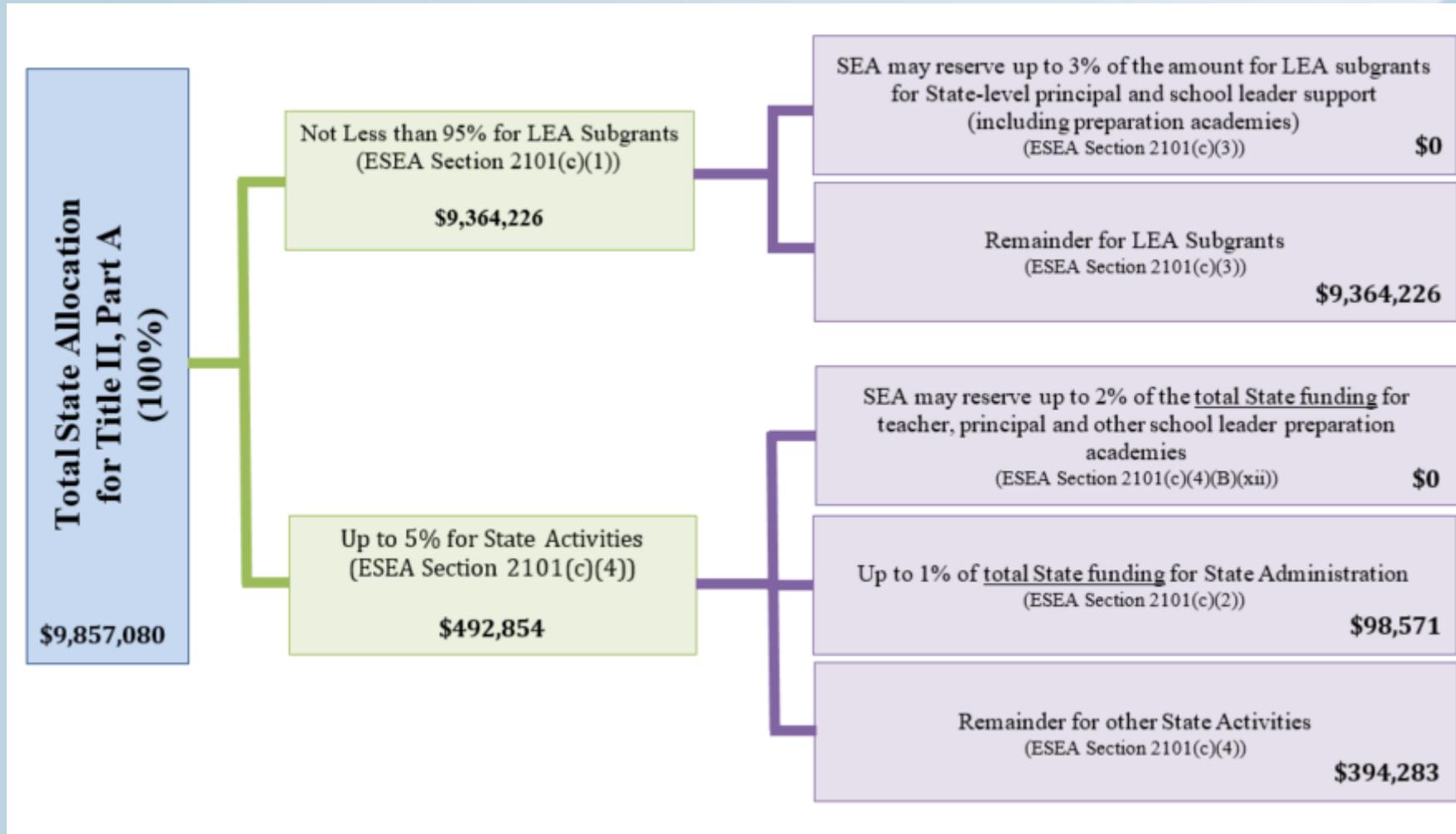
# Equitable Services

- Consultation: LEAs and non-publics come to an agreement as to how the ELs in the non-public school will be identified.
- Eligibility: Only ELs in nonprofit private schools may benefit from Title III equitable services. Citizenship, immigration status, and residency have no effect on eligibility.
- Funding: The amount of Title III funding a non-public school may benefit from through equitable services depends on its EL enrollment count and that of the LEA.

Shelly Chasse-Johndro

# TITLE II, PART A

# Title II, Part A Funding for Fiscal Year 2020



Note that Title II, Part A also reserves 0.5% for schools operated or funded by the Bureau of Indian Education and 0.5% for Outlying Areas from the total authorization of Title II, Part A appropriations, which are not displayed here.

# Purpose

*Section 2101*

- Increase student academic achievement through strategies such as **improving teacher and principal quality** and **increasing the number of highly qualified teachers** in the classroom and **highly qualified principals and assistant principals** in schools; and
- Hold local educational agencies and schools accountable for **improvements in student academic achievement.**

# Professional Development

Section 8101

- (A) Activities that are an integral part of school and LEA strategies for providing educators (including teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, and ECE) with the knowledge and skills necessary to enable students to succeed in a well-rounded education and to meet challenging State academic standards.
- (B) Are sustained (not stand-alone, one-day, or short term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused and are aligned to broad school and LEA plans.

# Multiple Pathways to Teaching and Learning

*Section 2101 (c)(4)(B)*

Title II, Part A funds may be used to support:

- **traditional and non-traditional pathways** through the development of new teacher, principal, or other school leader preparation academies, teacher and principal residencies, and other alternative routes
- the effective **recruitment, selection, and hiring** of the most promising educators
- **reform efforts** with the entities that oversee preparation standards and approval, certification, licensure, and tenure.

# Induction and Mentorship

*Section 2101(c)(4)(B)(vii)(III)*

Title II, Part A funds may be used to:

- establish and support high quality **educator induction and mentorship programs** that where possible are evidence-based and are designed to improve classroom instruction and student learning and achievement and increase the retention of effective teachers, principals, or other school leaders

**Please Note: Mentorship that is required for all first year teachers can no longer be supported with Title II, Part A funding as this would be supplanting what is now required of districts.**

# Meaningful Evaluation and Support

*Section 2101 (c)(4)(B)(ii)*

Title II, Part A funds may be used to:

- **develop, implement, and improve** rigorous, transparent, and fair evaluation and support systems that are based in part on evidence of student achievement and growth

Well designed and implemented evaluation and support systems will:

- Continually improve instruction
- Be valid, reliable, and fair
- Help ensure educational equity
- Meaningfully involve educators and other stakeholders
- Be transparent
- Include multiple measures

# Strong Teacher Leadership

*Section 2101 (c)(4)(B)*

Title II, Part A funds may be used to support:

- substitutes to cover classes or stipends for teacher **collaborative planning, collaborative curriculum, peer observations, and/or leading trainings**
- teacher compensation for **increased leadership roles and responsibilities**
- **career opportunities and advancement initiatives** for effective teachers that promote professional growth and emphasize multiple career paths (hybrid roles, leadership models)

Monique Sullivan and Jackie Godbout

# TITLE I, PART A

# Title I Program

## Purpose Statement:

Title I provides supplemental federal funds to ensure all students have fair, equal, and significant opportunities to obtain a high-quality education and reach at minimum proficiency on state academic achievement standards and assessments

Title I has a focus on improving academic achievement of low-achieving students in schools with a high concentration of children from low-income families

# TITLE I FISCAL REQUIREMENTS

There are three major fiscal requirements that must be met to ensure that Title I funds are used to support students at-risk of failing:

- Maintenance of Effort [Sec. 1118(a)]
- Comparability [Sec. 1118(c)]
- Supplement, Not Supplant [Section 1118(b)]

# PAST SUPPLEMENT, NOT SUPPLANT

- Three “Tests” for Supplanting
- 1) Is the activity/expense required by state/local law or other federal programs? If Yes, supplement. If No, supplanting.
- 2) Was the activity funded by state/local funds in the past? If Yes, supplement. If No, supplanting.
- 3) Did the LEA use federal funds to provide services to children participating in a federal program? If Yes, supplement. If No, the LEA provided with non-Federal funds. If Yes, children not participating in a federal program. If Yes, supplanting.

# Title IA Supplement, Not Supplant

*Section 1118(b)(2)*

LEAs are required to identify the methodology used to allocate state and local funds to Title I schools and demonstrate that these schools receive all the state and local funds they would be entitled to, even if they were not Title I schools.

The methodology is a local decision.

# Title IA Supplement, Not Supplant

Methodology for school funding could vary based on:

- Grade span
- Per pupil amounts based on student needs such as (ELs, newly arrived ELs, spec ed, low-income)
- Personnel/Non-Personnel factors
- Other factors providing that those factors are not based on a school's Title I status
- A budget methodology description must include how these factors are used.

# Title IA Supplement, Not Supplant

What is Title I Neutral?

- There is only one building at each grade level.
- All buildings at a grade level are Title I served and remaining grade levels are not Title I served.
- [Example: PK-2 school, 3-5 school, and K-5 school are grouped as one grade span and are all Title I schools, along with 6-8 and 9-12 schools that are non-Title I schools.]

## Title IA Supplement, Not Supplant

- Exemption for one school districts
- Exemption for Title I Neutral districts
- Approx. 18 Maine districts will be required to complete the budget methodology description on this page of the application

# Equitable Services for Private Schools

## Section 1117

- The SEA has surveyed non-public schools to identify poverty students and SAUs where they reside.
- Poverty students generate equitable shares if they would have attended a Title I public school.
- Equitable shares are determined by the SEA using this data and the Oct. 2018 ED534 School Nutrition data for Title I schools.
- **If funds are transferred to Title I, the LEA will need to increase the equitable share amount that was determined by the SEA.**

# Title I Equitable Services

For students to be eligible for Title I equitable share services, the student must:

- Meet the academic achievement levels determined at consultation

AND

- Must reside in a Title I attendance area or would have attended a Title I public school in their resident area

# FY20 Application Update

- The private school project page should contain all private school Title I components—parent involvement, academic services, professional development for teachers of Title I students.

Cristy Osier

# FISCAL IMPLICATIONS & INFORMATION

# EDGAR – EDUCATION DEPARTMENT GENERAL ADMINISTRATIVE REGULATIONS

Date of Obligations (34 CFR, 76.707)

Carryover (34 CFR, 76.710)

Pre-Award Costs (2 CFR, 200.458)

Time and Effort (2 CFR, Part 200.)

# Allowable Costs

- Necessary
- Reasonable
- Allocable
- Conform to EDGAR
- Follow the Terms and Conditions of the Grant Award that align with your projects
- Consistent with State/Local Policies
- Adequately Documented
- Supplemental

# Allowable Costs- Lightning Round



# Supplement vs Supplant

## Three “Tests” for Supplanting

- 1) Is the activity/expense required by state/local law or other federal programs. If Yes, supplanting.
- 2) Was the activity/expense paid by local funds in the past? If Yes, supplanting.
- 3) Did the LEA use federal funds to provide services to children participating in a federal program that the LEA provided with non-Federal funds to children not participating in a federal program. If Yes, supplanting.



**GRANT AWARD NOTIFICATION**

Maine Department of Education  
 23 State House Station  
 Augusta, ME 04333-0023

| <b>STUDENT SUPPORT AND ACADEMIC ENRICHMENT</b><br><b>Title IV Part A Grants to Local Educational Agencies</b><br><b>(ELEMENTARY AND SECONDARY EDUCATION ACT, as amended, TITLE IV, PART A FUNDS)</b> |  |
|--|--|
| Superintendent of Schools  | Jane Doe   |
| Sub-Recipient Name   | Pine RSU   |
| MEDMS Code   | 992529   |
| Federal Award Identification Number  | S4240A170020   |
| Sub-award Period of Performance  | July 1, 2017 - September 30, 2019  |
| Federal Award Amount   | \$9,855.61   |
| Federal Award Project Description  | Student Support and Academic Enrichment Grants   |
| Federal Awarding Agency  | US Department of Education – Office of Safe and Healthy Students   |
| Pass Through Entity  | Maine Department of Education  |
| Program Director   | Travis Doughty, State Coordinator, Title IV<br>Maine Department of Education<br>(207) 624-6709 or travis.w.doughty@maine.gov   |
| CFDA Number and Name   | 84.424A  |
| Research and Development (Y/N)   | No   |
| Approved Indirect Cost Rate  | To Be Determined, if applicable  |
| Pre-Award Risk Rating  | High Risk  |
| <b>Based on risk level above the following conditions apply during the award period.</b>   | <b>Forced documentation request for every invoice</b><br><b>Quarterly check-in calls with Title IVA Program Manager</b><br><b>Grant Reimbursement cannot exceed a three month Billing Period</b> |



# Invoicing

Prior to submitting an invoice, please review and confirm the following:

- expenses are linked to a project in the application
- expenses are allowable
- expenses are in the category for which they apply
- billing period reflects when the expenses were paid
- amount does not exceed the balance of the grant
- compliance documentation is attached, when requested
- **billing period does not exceed 3-months**
- includes the appropriate funding codes

FEDERAL GRANT REIMBURSEMENT INVOICE

|                  |                   |                         |  |
|------------------|-------------------|-------------------------|--|
| Name of Agency   | Pine RSU          | Name of Project         | TITLE II, PART A, TEACHER AND PRINCIPAL TRAINING AND RECRUITING FUND |
| Address          | US Route 1A       | Billing Date            | 05/13/2019   |
| City, State, Zip | PValley, ME 12345 | Billing Period          | From 10 / 01 / 2018 To 03 / 01 / 2019                                |
| Phone Number     | 207-555-5556      | AdvantageMe (VC) Number | PRSU1111007  |

|                               |                                |                                   |
|-------------------------------|--------------------------------|-----------------------------------|
| Project Sponsor               | Invoice/Statement Number:      | 2 Tracking ID: 3248               |
| Maine Department of Education | Advantage ME GASA#             | Test Title IIA FY2019             |
| ATTN: Cristy Osier            | Agreement/Encumbrance Number:  | Test Title IIA FY2019             |
| Augusta, Maine 04333-0023     | Accounting Number:             | 13-05A-3042-11-6306-3042ITG-F2019 |
|                               | CFDA#:                         | 84.367A                           |
|                               | Agreement Start Date: 07/01/18 | End Date: 09/30/2019              |

allocation is 9850

|   |  |                             |
|---|--|-----------------------------|
| Select type of funds requested  | <input checked="" type="radio"/> Reimbursement | <input type="radio"/> Other |
| Enter amount requested below. (Note - No dollar signs "\$" no commas ",") |  |                             |
| FY19 Award  |  | \$35,000.00                 |
| Amount transferred from Title IIA   |  | \$25,150.00                 |
| Total of FY19 Award less Transfers  |  | \$9,850.00                  |

|                         | 1000, 2000 Salaries & Benefits | 3000 Purchased Services | 5000 Travel | 6000 Instructional Supplies | 7000 Equipment | 7300 Capital Equipment | 8000 Other | Schoolwide Funding | Total    |
|-------------------------|--------------------------------|-------------------------|-------------|-----------------------------|----------------|------------------------|------------|--------------------|----------|
| Application Budget      | 2,872.00                       | 5,814.00                | 1.00        | 1,099.00                    | 3.00           | 5.00                   | 6.00       | 100.00             | 9,850.00 |
| Previous Invoice Totals | 300.00                         | 500.00                  | 0.00        | 0.00                        | 0.00           | 0.00                   | 0.00       | 0.00               | 800.00   |
| Available Funds         | 2,572.00                       | 5,114.00                | 1.00        | 1,099.00                    | 3.00           | 5.00                   | 6.00       | 100.00             | 9,050.00 |
| Funds Invoiced          | 2510.00                        | 3520.00                 | 1500.00     | 511.00                      | 0.00           | 0.00                   | 0.00       | 0                  | 8041.00  |
| Remaining Balance       | 62.00                          | 1,594.00                | -1,499.00   | 588.00                      | 3.00           | 5.00                   | 6.00       | 100.00             | 1,009.00 |

Post Update

# Closeout 6/30

- How do I report my summer accruals?
- How do I cover my summer costs?
- How do I cover expenses between 7/1 and substantial approval if I have a contract that begins on 7/1?

# Carryover Funds or Pre-award Costs

## Carryover Funds

- Performance Report
- Used to cover costs from July 1<sup>st</sup> – June 30<sup>th</sup> (13th – 24th month)
- May require a new project

## Pre-award Costs

- Application
- Summary of Project Totals by Title page
- Application must be submitted in a timely manner (August 1<sup>st</sup>)

# Pre-Award Costs

## Section 200.458

- Costs incurred prior to the effective date of the Federal Award
- No earlier than July 1<sup>st</sup>
- Necessary for efficient and timely performance of the scope of work
- Costs are allowable if they would have been allowable if incurred after the date of the Federal award
- Costs must be apart of projects within the new application (you cannot carry costs from previous projects)
- With the **written approval** of the Federal awarding agency

PRE-AWARD COST PROVISION: Used only for extenuating circumstances.

Has the school administrative unit (SAU) obligated\*\* any of these new year funds according to EDGAR 76.707 after July 1 and prior to the date that this application is certified with the Superintendent's electronic signature?

Yes  No

If yes, explain what the obligation or pre-award cost is, and why it was necessary to obligate funds prior to submission of the application and receipt of substantially approvable.

We need pre-ward funds to support two full time Behavior Interventionists to support elementary schools with Tier 1 behavior interventions and trauma-based management strategies in the regular education setting and provide training in each of these areas to SEL Facilitators and RTI staff at all schools. We want to ensure our new hires can be compensated and begin at the beginning of the school year. District Goal: Decrease the number of Tier 2 and Tier 3 student behavior referrals through the RTI process by 10% through building district capacity to support the development and delivery of Tier 1 student behavior interventions in the general education setting

We also need pre-award for:

Contract with MMSA STEM Specialist to provide training and curriculum development support, July 2018

Salary+fringe for summer STEM curriculum work, July 2018

Identify/purchase standards-aligned curriculum Materials (Engineering is Elementary, STEMscopes or other STEM curriculum kits), August 2018

If accepted, your approval letter will contain allowance for pre-award costs. If denied, any obligations incurred prior to receiving substantially approvable notice will not be allowable costs under the appropriate Title program(s).

**[\\*\\* Click HERE to connect to the definition of an obligation per EDGAR 76.707](#)**

Pre-Award Costs--  Accepted  Denied Date Processed: 08/14/2018

Post/Update

# Performance Report vs. Reimbursement

**NCLB Summary of Project Totals By Title - School Year 2015-2016**

Unit **Lewiston School Department** Contact Person: Heather Blanchard Phone 795-4103

Email \_\_\_\_\_

Actual expenditures can be rounded to nearest dollar. An "R" in Row (d) after an amount indicates the funds were used under the REAP-FLEX option.

| Title   | IA FY16 Disadvantaged   | IIA Teacher Quality FY16  | III Limited English Proficient | Totals      |
|---|---|---|--------------------------------|-------------|
| (a) Original Allocation   | \$2,447,752   | \$335,444   | \$146,531                      | \$2,929,727 |
| (b) Funds Transferred<br>Use (+) or (-) between Titles<br>(NO REAP-FLEX)  | \$0   | \$0   |                                | \$0         |
| (c) Allocation<br>--- Or ---Adjusted Totals Row<br>(a) plus or minus Row (b)                                      | \$2,447,752   | \$335,444   | \$146,531                      | \$2,929,727 |
| (d) Individual Project Expenditures<br>These amounts match the<br>Project Total from each Performance Report Page | \$283,524 (SW)<br>\$273,222 (SW)<br>\$457,782 (SW)<br>\$197,050 (SW)<br>\$140,300 (SW)<br>\$142,271 (SW)<br>\$10,715<br>\$306,533 (SW)<br>\$918 | \$66,579<br>\$50,580<br>\$40,865<br>\$53,331<br>\$6,775<br>\$40,069 | \$138,107<br>\$8,424           | \$2,217,045 |
| (e) Expenditure Totals<br>Sum of Project expenditures<br>listed in Row (d)  | \$1,812,315   | \$258,199   | \$146,531                      | \$2,217,045 |
| (f) FY16 CARRYOVER Row  | \$635,437<br>Exceeds 15%  | \$77,245<br>Exceeds 15%   | \$0                            | \$712,682   |
| (c) Allocation minus Row (e) Expenditure Totals(f) = (c) - (e)  |   |   |                                |             |

The Title IA carryover amount in Row f exceeds 15%

Lewiston School Department - Award is \$2,447,752 - 970

| Invoice # & ID | Date       | Billing Period           | Submitted | Approved DOE | Processed DAFS | Amount       | Balance        | Action |
|----------------|------------|--------------------------|-----------|--------------|----------------|--------------|----------------|--------|
| 1<br>ID: 869   | 03/02/2016 | 10/01/2015 to 10/31/2015 | ●         | ●            | ●              | \$78,761.45  | \$2,368,990.55 | Open   |
| 2<br>ID: 1986  | 03/09/2016 | 11/01/2015 to 11/30/2015 | ●         | ●            | ●              | \$164,064.47 | \$2,204,926.08 | Open   |
| 3<br>ID: 2074  | 03/15/2016 | 12/01/2015 to 12/31/2015 | ●         | ●            | ●              | \$198,881.60 | \$2,006,044.48 | Open   |
| 4<br>ID: 2185  | 03/23/2016 | 01/01/2016 to 01/31/2016 | ●         | ●            | ●              | \$163,962.10 | \$1,842,082.38 | Open   |
| 5<br>ID: 2756  | 04/28/2016 | 02/01/2016 to 02/29/2016 | ●         | ●            | ●              | \$163,996.98 | \$1,678,085.40 | Open   |
| 6<br>ID: 2974  | 05/09/2016 | 03/01/2016 to 03/30/2016 | ●         | ●            | ●              | \$232,457.26 | \$1,445,628.14 | Open   |
| 7<br>ID: 3520  | 06/08/2016 | 04/01/2016 to 04/30/2016 | ●         | ●            | ●              | \$190,413.39 | \$1,255,214.75 | Open   |
| 8<br>ID: 4212  | 07/13/2016 | 05/01/2016 to 05/31/2016 | ●         | ●            | ●              | \$184,047.64 | \$1,071,167.11 | Open   |
| 9<br>ID: 4734  | 09/15/2016 | 06/01/2016 to 06/30/2016 | ●         | ●            | ●              | \$435,696.66 | \$635,467.75   | Open   |
| 10<br>ID: 5134 | 09/28/2016 | 07/01/2016 to 07/31/2016 | ●         | ●            | ●              | \$30.75      | \$0.00         | Open   |
| 11<br>ID: 5138 | 09/28/2016 | 07/01/2016 to 07/31/2016 | ●         | ●            | ●              | \$84,012.72  | \$551,424.28   | Open   |
| 12<br>ID: 5306 | 10/07/2016 | 08/01/2016 to 08/31/2016 | ●         | ●            | ●              | \$104,535.72 | \$446,888.56   | Open   |
| 13<br>ID: 5691 | 11/08/2016 | 09/01/2016 to 09/30/2016 | ●         | ●            | ●              | \$187,774.38 | \$259,114.18   | Open   |
| 14<br>ID: 6168 | 01/05/2017 | 10/01/2016 to 10/31/2016 | ●         | ●            | ●              | \$153,459.62 | \$105,654.56   | Open   |
| 15<br>ID: 6313 | 01/20/2017 | 11/01/2016 to 11/30/2016 | ●         | ●            | ●              | \$66,235.47  | \$39,419.09    | Open   |
| 16<br>ID: 6473 | 02/14/2017 | 12/01/2016 to 12/31/2016 | ●         | ●            | ●              | \$18,011.42  | \$21,407.67    | Open   |
| 17<br>ID: 6516 | 02/23/2017 | 01/01/2017 to 01/31/2017 | ●         | ●            | ●              | \$1,520.06   | \$19,887.61    | Open   |
| 18<br>ID: 6742 | 04/10/2017 | 02/01/2017 to 02/28/2017 | ●         | ●            | ●              | \$587.89     | \$19,299.72    | Open   |
| 19<br>ID: 6814 | 04/25/2017 | 03/01/2017 to 03/31/2017 | ●         | ●            | ●              | \$5,703.72   | \$13,596.00    | Open   |

Lewiston School Department - Award is \$2,447,752 - 970

# Title I Carryover Percentage Certification

If your carryover that you report out on the performance report September 1<sup>st</sup> is in excess of 15%, then you must complete this page in the performance report and submit for review by **October 15<sup>th</sup>**.

| Title IA Carryover Percentage Certification - School Year 2015-2016   |  |                                    |
|---|--|------------------------------------|
| Unit <b>Pine RSU</b>  | Contact Person: <b>Jim Wilson Jr</b>   | Phone <b>555-5656</b>              |
| Email   |  |                                    |
| Since Pine RSU's Title IA carryover exceeds 15% at this time, the Pine RSU needs to complete this Title IA Carryover Percentage Certification Report on or before October 15 to certify the actual carryover percentage as of September 30. |  |                                    |
| Row a)  | Carryover from Closeout on Summary of Expenditures by Title page   | \$37,485                           |
| Row b)  | Expenditures made by the LEA and not previously reported since closeout to September 30  | -\$ <input type="text" value="0"/> |
| Row c)  | Obligations** made by LEA since closeout but NOT paid by September 30  | -\$ <input type="text" value="0"/> |
| Row d)  | Certified Carryover as of September 30   | \$37,485                           |
| Row e)  | Certified Carryover Percentage as of September 30  | 37.3%                              |
|   | If Ending Balance is Greater than 15% of the allocation including transfer, note: Carryover Exceeds Allowable 15%.                   |                                    |
| Row f)  | Amount in Excess of allowable carryover  | \$22,410                           |
|   | NOTE: All expenditures from closeout until December 31 will still need to be reported in the End of Year Carryover Narrative Report. |                                    |

Original Allocation + Transfer In = New allocation \*15% = Allowable Carryover  
 $\$100,000 + \$500 = \$100,500 * 15\% = \$15,075$

**The Title IA carryover amount in Row f exceeds 15%**  
 Pine RSU waiver history for the past 3 years:  
 FY2014: Y  
 FY2015: Y  
 FY2016: Y

Do you want a waiver?  YES  NO  NOT ELIGIBLE  
 If yes, provide reasons for excess carryover

The LEA is allowed by statute an excess carryover waiver once in a three year period unless the SEA has obtained authority to allow a waiver more often.

Approve Waiver:  YES  NOT ELIGIBLE

# End of Year Carryover Narrative Report

Education Act (ESEA)  
Application Website  
For Funds FY 2018  
School Year 2017-20

SUBMISSION PERFORMANCE REPORT PREVIOUS APPS HELP REQUEST

You are logged in as  
Welcome to the application website. If you are not a user, please click on the link below to be added to the system. If you are a user, please click on the link below to be amended.

School Year 2016-2017  
School Year 2015-2016  
School Year 2014-2015  
School Year 2013-2014

Act App  
entary &  
Jim Wilson Jr, Pine RSU

Performance Report under  
port is due August 1, 2018  
be as of a June 30 closeout which should be submitted to the  
Reimbursement System and the distribution of funds.

DATA ENTRY MENU FOR SCHOOL YEAR 2017-2018

[Instructions for Completing the Performance Report](#)  
[Site Setup](#)  
[NCLB Project Performance Reports](#)  
[NCLB Financial Worksheets](#)  
[Project Continuation Request Using Carryover Funds](#)  
[Summary of Carryover Project Totals By Title \(You\)](#)  
[New Projects For Carryover Funds](#)  
[REAP-Flex](#)  
[Title IA Carryover Project Sheets](#)  
[Title I, Part D, Subpart 1 Carryover Project Sheets](#)  
[Summary of Projects Carried Forward and New](#)  
[Supplemental Report Menu](#) *(Click here to complete)*  
[Print Formatted Progress Report](#)  
[Process Tracking History](#)  
[Title IA Carryover Percentage Certificate](#)  
[End of Year Carryover Narrative Report](#)  
[End of Year Summary of Expenditures](#)  
[Extension Carryover Report](#) *(Complete and submit by 1/15/18)*  
[Final Expenditure Summary](#) *(Submit no later than 1/15/18)*

Expenses between July 1<sup>st</sup> and December 31<sup>st</sup> are reported here by **January 15th**.

# End of Year Summary of Expenditures

Education Act (ESEA)  
Application Website  
For Funds FY 2018  
School Year 2017-20

SUBMISSION PERFORMANCE REPORT PREVIOUS APPS HELP REQUEST

You are logged in as [Name]

Welcome to the website. This site is used in requesting and amending.

School Year 2016-2017  
School Year 2015-2016  
School Year 2014-2015  
School Year 2013-2014

Act App...  
m Wilson Jr, Pine RSU  
Performance Report under  
rt is due August 1, 2018  
closeout which should be  
Reimbursement System and the distribution of funds.  
DATA ENTRY MENU FOR SCHOOL YEAR 2017-2018

[Instructions for Completing the Performance Site Setup](#)  
[NCLB Project Performance Reports](#)  
[NCLB Financial Worksheets](#)  
[Project Continuance Request Using Carryover Funds](#)  
[Summary of Carryover Project Totals By Title \(You\)](#)  
**New Projects For Carryover Funds**  
[REAP-Flex](#)  
[Title IA Carryover Project Sheets](#)  
[Title I, Part D, Subpart 1 Carryover Project Sheets](#)  
[Summary of Projects Carried Forward and New](#)  
**Supplemental Report Menu** [\(Click here to continue\)](#)  
[Print Formatted Progress Report](#)  
[Process Tracking History](#)  
[Title IA Carryover Percentage Certification](#)  
**End of Year Carryover Narrative Report**  
**End of Year Summary of Expenditures**  
[Extension Carryover Report](#) [\(Complete and Submit\)](#)  
[Final Expenditure Summary](#) [\(Submit no later than 10/31/18\)](#)

If money remains select yes for an extension to utilize the funds between January 1<sup>st</sup> – June 30<sup>th</sup> by **January 15<sup>th</sup>**.

# Time and Effort

- Must be maintained for **all** employees whose salaries are:
  - Paid in whole or in part with federal funds
  - Used to meet a match/cost share requirement
  - Stipends for additional duties, professional development, etc.

# Time and Effort Determination

- Semi-annual certification (SAC)
  - One cost objective
  - Schoolwide Program
- Semi-annual certification with a consistent schedule
  - Multiple cost objectives
  - Works a consistent schedule
- Personal Activity Report (PAR)
  - Multiple cost objectives
- Stipend time and effort
  - Professional development
  - Additional work outside of contracted hours

[www.maine.gov/doe/learning/esea/resources](http://www.maine.gov/doe/learning/esea/resources)

# Table for Time and Effort Determination

|                                | 1 Cost Objective<br>1 Federal Source   | 1 Cost Objective<br>1 Federal & 1 Local | 1 Cost Objective<br>2 or more Federal | 2 or more Cost<br>Objectives<br>Local & Federal<br>Federal & Federal<br>with consistent<br>schedule | 2 or more Cost<br>Objectives<br>Local & Federal<br>Federal & Federal<br>With a variable<br>schedule |
|--------------------------------|--|---|---------------------------------------|---|---|
| <b>Minimum Reporting</b>       | <b>Semi Annual Certification (SAC)</b> | <b>SAC</b>                              | <b>SAC</b>                            | <b>SAC</b>  | <b>Personal Activity Report (PAR)</b>   |
| <b>Who signs</b>               | Employee or supervisor                 | Employee or supervisor                  | Employee or supervisor                | Employee or Supervisor  | Employee  |
| <b>Salary Employee Methods</b> | SAC                                    | SAC                                     | SAC                                   | SAC with work schedule  | Monthly PAR   |
| <b>Hourly Employee Methods</b> | SAC<br>or (PAR) or (ALT)               | SAC<br>or (PAR) or (ALT)                | SAC<br>or (PAR) or (ALT)              | SAC with work schedule<br>Or (PAR) or(ALT)  | Monthly PAR<br>or ALT   |

**SAC** – Semi-Annual Certification completed twice a year.

**PAR** – Monthly Personnel Activity Report that must be prepared at least monthly and coincide with one or more pay periods.

**ALT** – Alternative method can be used such as a timesheet or consistent schedule accompanied by a SAC if it contains all the required components. Timesheets must be signed by the employee.

# Cost Objectives

## Examples:

- One Cost Objective would be working in Title IA for all your time.
- Two Cost Objectives would be splitting your time between Special Education and Title IA or Curriculum Coordinator and NCLB Administrator.

# Time and Effort Reporting

- Identify the school name and/or district
- Identify the employee
- Include the cost objective by identifying position and/or grant
- Include a period of time (not to exceed 6 months)
- Include an affirmation statement (certification statement) that accounts for 100% of the employee's time and effort (activity)
- Be signed and dated after the fact (after the end date of the reporting period)

# Pick One



# Single Cost Objectives – Semi-Annual Certification

If an employee works on a single cost objective:

Semi-Annual Certification

Signed by employee **or** supervisor (with first-hand knowledge)

Every six months (at least twice a year)

Signed and dated after the fact

Account for 100% of their time

Example: “I, Cristy Osier, hereby certify that for the period of January 1 through June 30, 2018, one-hundred percent (100%) of my time and effort was spent on Title I Schoolwide Program.”

---

Signature

---

Date

# Semi-Annual Certification Consistent Schedule

- Works on more than one cost objective
  - Half-time Title I Teacher
  - Half-time Special Ed Teacher
- Works a consistent schedule
  - Monday through Friday maintains the same schedule
  - Could be a day 1 or day 2 schedule
- Two page certification maintained twice a year

# Semi-Annual Certification Statements

**\*\*ALL HIGHLIGHTED AREAS NEED TO BE AMENDED OR DELETED\*\***

**Example 1** – This would be signed by the employee.

I, print name of staff certify that I spent 100% of my time as the ESEA Coordinator for Title I and Title II, from \_\_\_\_\_ to \_\_\_\_\_.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date (after the fact)

**Example 2** – This would be signed by an immediate supervisor.

I, printed name of supervisor certify that to the best of my knowledge (name of staff member printed) spent 100% of his/her time engaged in allowable Title IA activities for the period \_\_\_\_\_ to \_\_\_\_\_.

\_\_\_\_\_  
Supervisor's Signature

\_\_\_\_\_  
Date (after the fact)

# Stipend Time and Effort

This is to certify that, to the best of my knowledge, the above named teachers spent 100% of their stipend time for the period of \_\_\_\_\_ to \_\_\_\_\_ engaged in allowable Title IA activities and were paid with Title IA federal grant funds.

\_\_\_\_\_

Print

\_\_\_\_\_

Signature and date (after the fact)

Supervisor Name (with first-hand knowledge)

**\*\*Please note the words can be amended to meet the needs of the district. \*\* The statement above is for stipend time but can be changed to just time. Title I activities, Title II activities, School-wide activities, etc. Statements should be on the school's letterhead or a reference to the district/school they work for should be evident. These are three individual examples of affirmation statements; choose the best one to meet your needs. All highlighted areas warrant your attention.**

# Personal Activity Report

## School Identification

### PERSONNEL ACTIVITY REPORT (PAR)

**\*This form should be used for personnel working on multiple cost objectives that do not have a consistent schedule\***

Name: \_\_\_\_\_ Pay Period: \_\_\_\_\_

Position Title: \_\_\_\_\_

| DATE         | FUNDING SOURCE and # of Hrs. OF TIME IN RELATION TO 100% |         |               | DESCRIPTION OF ACTIVITIES  |
|--------------|--|---------|---------------|--|
|              | TITLE IA   | SPEC ED | LOCAL         |  |
| 1/5/11       | 4  |         | 4             | Worked with targeted Title IA students on reading; performed general reading services                                      |
| 1/6/11       | 4  |         | 4             | Worked with targeted Title IA students on reading; performed class modeling of strategies for high level literacy students |
| 1/7/11       | 4  |         | 4             | Worked with targeted Title IA students on reading; performed general reading services                                      |
| 1/8/11       |  |         | 8             | Substitute taught Grade 4  |
| 1/9/11       | 4  |         | 4             | Worked with targeted Title IA students on reading; performed general reading services                                      |
| 1/12/11      | 8  |         |               | Worked with targeted Title IA students and reviewed Title IA student progress data.  |
| 1/13/11      |  |         | 8             | Mentored new class room teacher on Core Reading Curriculum   |
| ETC.         |  |         |               |  |
| <b>TOTAL</b> | <b>24 hrs</b>  |         | <b>32 hrs</b> |  |
|              | <b>43%</b>   |         | <b>57%</b>    |  |

In preparing personnel activity reports, please note the following:

- The reports must be based on an after-the-fact determination of the employee's actual activities (i.e., these cannot be estimated in advance). For example, the distribution of time might be determined based on notes from personal calendars and/or reasonable estimates of time spent on various activities.
- All of the employee's compensated time must be accounted for in these reports. This would include time spent on activities in addition to the Federally-supported project(s), as well as leave (sick/vacation/holiday), administrative duties, etc.
- The reports must be signed by the employee or a responsible supervisory official.

*I have performed the above duties as described.*

Employee Signature \_\_\_\_\_

Date \_\_\_\_\_

**\*\*ALL HIGHLIGHTED AREAS SHOULD BE AMENDED OR DELETED\*\***

Employee: Jane Doe  
 Position: Instructional Assistant  
 School: Lincoln Elementary

Certification Period:  
7/1/2016 to 12/31/2016

Type of Schedule:  
 Daily  
 Weekly  
 Biweekly  
 Other: \_\_\_\_\_

| Program or Cost Objective   | Distribution of Time |
|---|----------------------|
| Title I, Part A – Improving the Academic Achievement of the Disadvantaged | 45%                  |
| State or Local  | 30%                  |
| Gear Up   | 25%                  |
| <b>TOTAL</b>  | <b>100%</b>          |
|   |                      |

I certify that I performed work consistent with the attached schedule and as distributed in the above percentages during the Certification Period.

\_\_\_\_\_  
 Employee Signature

\_\_\_\_\_  
 Date (after the fact)

**Note: This would be page 1 of the two page certification. The second page would be the consistent schedule which should identify the staff member and school in which they work.**

**2012–2013 SCHOOL YEAR SCHEDULE**

Employee: Jane Doe  
 Position: Instructional Assistant  
 School: Lincoln Elementary

| Monday   | Tuesday   | Wednesday  | Thursday  | Friday   |
|--|---|--|---|--|
| 8:00-8:30<br>Consult with staff regarding Title I students/curriculum    | 8:00-8:30<br>Consult with staff regarding Title I students/curriculum | 8:00-8:30<br>Consult with staff regarding Title I students/curriculum    | 8:00-8:30<br>Consult with staff regarding Title I students/curriculum | 8:00-8:30<br>Consult with staff regarding Title I students/curriculum    |
| 8:30-8:45<br>Break   | 8:30-8:45<br>Break  | 8:30-8:45<br>Break   | 8:30-8:45<br>Break  | 8:30-8:45<br>Break   |
| 8:45-9:15<br>Special ed. support   | 8:45-9:15<br>Special ed. support                                      | 8:45-9:15<br>Special ed. support   | 8:45-9:15<br>Special ed. support                                      | 8:45-9:15<br>Special ed. support   |
| 9:15-10:00<br>Small group reading  | 9:15-10:00<br>Small group reading                                     | 9:15-10:00<br>Small group reading  | 9:15-10:00<br>Small group reading                                     | 9:15-10:00<br>Small group reading  |
| 10:00-10:30<br>Small group math  | 10:00-11:00<br>2 <sup>nd</sup> grade Title I reading/math             | 10:00-10:30<br>Small group math  | 10:00-11:00<br>2 <sup>nd</sup> grade Title I reading/math             | 10:00-10:30<br>Small group math  |
| 10:30-11:00<br>2 <sup>nd</sup> grade Title I reading/math                |   | 10:30-11:00<br>2 <sup>nd</sup> grade Title I reading/math                |   | 10:30-11:00<br>2 <sup>nd</sup> grade Title I reading/math                |
| 11:00-11:30<br>Lunch Break   | 11:00-11:30<br>Lunch Break  | 11:00-11:30<br>Lunch Break   | 11:00-11:30<br>Lunch Break  | 11:00-11:30<br>Lunch Break   |
| 11:30-11:45<br>Individual special ed. student catch-up                   | 11:30-11:45<br>Individual special ed. student catch-up                | 11:30-11:45<br>Individual special ed. student catch-up                   | 11:30-11:45<br>Individual special ed. student catch-up                | 11:30-11:45<br>Individual special ed. student catch-up                   |
| 11:45-12:35<br>Small group math  | 11:45-12:35<br>Small group math                                       | 11:45-12:35<br>Small group math  | 11:45-12:35<br>Small group math                                       | 11:45-12:35<br>Small group math  |
| 12:35-1:05<br>Small group writing  | 12:35-1:05<br>Small group writing                                     | 12:35-1:05<br>Small group writing  | 12:35-1:05<br>Small group writing                                     | 12:35-1:05<br>Small group writing  |
| 1:05-1:20<br>Break   | 1:05-1:20<br>Break  | 1:05-1:20<br>Break   | 1:05-1:20<br>Break  | 1:05-1:20<br>Break   |
| 1:20-1:40<br>Title I prep  | 1:20-1:40<br>Title I prep   | 1:20-1:40<br>Title I prep  | 1:20-1:40<br>Title I prep   | 1:20-1:40<br>Title I prep  |
| 1:40-2:30<br>First grade Title I reading/math                            | 1:40-2:30<br>First grade Title I reading/math                         | 1:40-2:30<br>First grade Title I reading/math                            | 1:40-2:30<br>First grade Title I reading/math                         | 1:40-2:30<br>First grade Title I reading/math                            |
| 2:30-3:30<br>Title I lesson planning and student learning plan follow-up | 2:30-3:00<br>Title I lesson planning<br>3:00-3:30<br>Bus duty         | 2:30-3:30<br>Title I lesson planning and student learning plan follow-up | 2:30-3:00<br>Title I lesson planning<br>3:00-3:30<br>Bus duty         | 2:30-3:30<br>Title I lesson planning and student learning plan follow-up |

# Asking for your help

Please take a few minutes to complete the

Identification of Professional Learning Needs for Districts

([https://mainedoe.co1.qualtrics.com/jfe/form/SV\\_3gShkoZ5xkhL4k5](https://mainedoe.co1.qualtrics.com/jfe/form/SV_3gShkoZ5xkhL4k5))

# Family Engagement Framework

Vision:

All schools will welcome every student, family, and community members, actively engaging them in the student learning and school improvement.

Empowering Educators