

(C-1) Title IIA: Class Size Reduction

As a pass-through entity for Federal education funds, the Maine Department of Education (Maine DOE) has prepared this guidance document to assist Federal program subrecipients in adhering to the statutory requirements for the Title II, Part A program.

The information provided in this document serves as general guidance being provided by the Maine DOE. Subrecipients under the Title II, Part A program should refer to the full text of the regulations which govern the use of these federal funds, which can be found at under the Elementary and Secondary Education Act and within the [Code of Federal Regulations](#).

Subrecipients of Federal funds are solely responsible for meeting all applicable Federal regulations.

Definitions:

Evidence based: According to Sec. 8101 (21) of the Elementary and Secondary Education Act *evidence-based* is defined as “an activity, strategy, or intervention that -

- (i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on—
 - (I) strong evidence from at least 1 well-designed and well-implemented experimental study;
 - (II) moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or
 - (III) promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias; or (ii)(I) demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and
- (ii) includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

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Statutory Requirements:

Elementary and Secondary Education Act: Sec. 2102 (b)(5)

State Guidance:

Each School Administrative Unit (SAU) that receives Title II, Part A funds, and utilizes them for Class Size Reduction (CSR) must demonstrate that there was an evidence base for that decision and provide documentation that the teacher employed in the project was determined to be effective prior to beginning their role.

Relevant Documentation:

To demonstrate having met the statutory requirements outlined above, the SAU may provide the Maine DOE with the following type(s) of documentation:

- A written explanation of the grade level(s) the project was for, and the class size numbers with and without the CSR position.
- If the grade level is above third grade, the SAU will need to provide the evidence base they used to determine this was an effective practice.
- Anonymized evaluation results and teacher effectiveness ratings, interview notes, or any other written documentation used to determine the staff person being employed was effective.

Technical Assistance:

Please feel free to contact your [ESEA Regional Program Manager](#) at the Maine DOE if you have any questions relative to the contents of this document or the requirements for leveraging these Federal funds.