General Questions:

Q: How do we have a school added or deleted?
>A: To add or delete a school, email your Regional Program Manager as soon as possible. The Regional Program Manager with work with the developer to update the application.

Q: What is a co-op?
>A: A co-op is a group of smaller districts that have identified one district to serve as the financial manager for all Title funding.

Q: In a co-op, if board members from each town are present at the ESEA meeting, can that single date can be used?
>A: Yes, if a representative from each town is present, then one date can serve as the meeting date on the "Certification of Agency Designated Administrative and Fiscal Agent for this Project" page.

Q: When will final allocations be in the application? Do you have any sense of whether our preliminary allocations amounts will go up or down?
>A: The final allocations will be entered in the ESEA Consolidated Application shortly after the Maine Department of Education receives the individual Grant Award Notification (GAN) from the U.S. Department of Education, which will likely be early July. There is a possibility that the preliminary allocations will go up or down, but we are unable to confirm amounts until the GAN is received at the Department.

Q: Is there a way to bring forward all the Comprehensive Needs Assessment (CNA) information from previous years on the District Profile?
>A: The information from previous year cannot be brought forward in the system as we want to be sure the district/school is participating in reviewing the CNA annually. Goals can be similar but should be reviewed and updated accordingly.

Q: Can we create a goal on equity and inclusion based on survey data?
>A: Yes, the third goal can be related to equity and inclusion if a specific need has been identified. The district profile page requires the district to submit one math goal, one literacy goal, and one non-academic goal, which could be related to equity, trauma, inclusion, or absenteeism, for example. Please remember it should be specific, measurable, attainable, reasonable and timely.

Q: If a goal is to provide professional development, can we use attendance at training as an indicator?
>A: You'll want to set goals around things other than attendance at the training. It would be helpful to understand what the desired outcome is. For example, what's the "needle" you're hoping to move by providing staff training around trauma? Is it related to improving student behavior or attendance? If so, that would be the target to use in goal setting.

Q: The schoolwide page is still confusing. What information should I include?

A: An example of a completed schoolwide page can be found at
https://www.maine.gov/doe/sites/maine.gov.doe/files/inline-
files/TITLE%20I%20SWP.docx The funding that is leveraged in the schoolwide page
should align with what was submitted in your approved school-level CNA plan with the
Department. On the schoolwide page, the district will also indicate the projected local
funding for the upcoming academic year.

Q: Does the school-level CNA plan need to be submitted annually?
A: No, the school-level CNA must be updated annually but submitted only when requested by
the DOE. School-level CNA plans are not currently being requested to be resubmitted.

Q: Can you clarify what "Alt Use" is?
A: SRSA-eligible LEAs also qualify for Alternative Fund Use Authority [Section 522 (a)
& (c)], which provides additional flexibility in how they can expend federal education
funds. A district would use the Alt Use provision to maintain funds in the Title
(allocated) but "take-on" the allowable uses of another Title.

**Q: Is it mandatory to have a project for each school if your district project(s) covers all
students?**
A: No. School-level projects are required for schools receiving Title I, but if a district is
not focusing other funds at the school level, there is no requirement to have a school-level
project for each school.

**Q: Do all district goals need to be pertinent to all schools (i.e. different assessments in
different grade levels)?**
A: In an ideal world, each of your district goals would (at least in part) be supported by
the work being done in each of your school buildings.

**Q: What is the difference between the ESEA consolidated application and budget versus
what goes in the Maine's Model of School Support (Tier III) application?**
A: The ESEA Consolidated Application includes the projects that will be funded with
Titles I through V (if applicable). These projects vary in content, focus, and goals but are
aligned to the district-level CNA (and school-level CNA if applicable). School
improvement funding through Maine's Model of School Support is additional funding
provided to schools that have been identified to receive Tier III support. School
improvement (Tier III) funds will be allocated to schools through a formula, and grant
award notifications (GANs) will be sent in July. These school improvement funds are
traditionally used for school leadership team activities and other approved professional
development. The GAN will also clarify the use of school improvement funds.

Title Specific Questions:

Q: What is poverty level required to be eligible for Title I?
A: If the district has less than 1000 students, all schools are eligible. If the district has
more than 1000 students but only one building at each grade level, all schools are
eligible. If the district has more than 1000 students and more than one building at a level,

schools with 35% poverty or above are eligible. If a district has more than 1000 students and more than one building at a level, schools above the district's average poverty rate are eligible. More information about Rank and Distribution can be found on the ESEA resource page (https://www.maine.gov/doe/learning/esea/resources#) and click on Funding Application Webinars. Video transcripts are available too.

Q: What date do you want us to use for the percentage of low income students?
A: You can choose the date you use, provided that you use the same date for all schools.

Q: What does CEP stand for in the drop down for low income data?
A: Community Eligibility Provision, it's a nutrition program.

Q: What is Title I neutral?
A: Under ESSA Title I, Part A, the local educational agency (LEA) must describe and be able to demonstrate a Supplement/Not Supplant budget methodology that is used to allocate State and Local funds to schools and ensures equitable funding for all schools. A district would check exemption if the LEA is a one school district. A district would check Title I Neutral if a) There is only one building at each grade level or b) All buildings at a grade level are Title I served and remaining grade levels are not Title I served. The LEA is exempt from describing methodology. [Ex. 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 not Title I schools.]

Q: If all of your Title IV funds are transferred then you would not need to certify all 3 areas for Title IV.
A: Yes, that is correct.

Q: Is there a reason to fund professional development for high quality virtual learning through Title IV vs Title II?
A: For FY21, it could make sense to spend some Title IV funds for virtual learning professional development in the event that you'd also like to use some Title IV funds for purchasing general use technology items (laptops, tablets, etc.)

Q: Can you elaborate on the "Federal Title V" vs. Title V?
A: Title V, Part B of the Every Student Succeeds Act of 2015 (ESSA) is intended to address the unique needs of rural school districts. Rural Education and Achievement Program (REAP) is comprised of two formula grant programs:
- The Rural, Low-Income School (RLIS) program [ESSA, Title V, Part B, Subpart 2]. The RLIS program targets rural LEAs that serve large numbers of low-income students and the Maine Department of Education uses a formula to create sub-grants to eligible LEAs. RLIS might also be referred to as "State Title V".
- The Small, Rural School Achievement (SRSA) Program [ESSA, Title V, Part B, Subpart 1]. The SRSA program provides funds to very small, rural LEAs. The U.S. Department of Education awards these grants directly to eligible LEAs. SRSA might also be referred to as "Federal Title V".

Equitable Shares and Consultation Questions:

Q: Does the email get sent to Non-Publics the same day you click the send email link?
    A: The email should be sent immediately if the email has been verified and inputted accurately on the site set up page.

Q: Can you send the auto email to more than one individual at the non-public school using comma in between?
    A: Yes, the comma function can be used to send this email to more than one person.

Q: Could you please clarify non-public and LEA relationship? What is the LEA's responsibility? Is it their responsibility to reach out to the non-public or does the non-public need to reach out to DOE to show interest?
    A: An LEA must consult with appropriate non-public school officials during the design and development of the LEA's ESEA program. The goal of consultation is agreement between the LEA and appropriate non-public school officials on how to provide equitable and effective programs for eligible non-public school children. (ESEA section 1117(b)(1)). Consultation is key for non-public and public school officials and should be: timely and meaningful, provide a genuine opportunity to express views and establish a positive and productive working relationship. LEA initiates the annually consultation even if the non-public has declined in past years. The ESEA requires an LEA to consult with non-public school officials on the following issues: How the children's needs will be identified; What services will be offered; How, where, and by whom the services will be provided; How the services will be academically assessed and how the results of that assessment will be used to improve those services; and The size and scope of the equitable service.

Q: If a non-public school has not previously participated in Title I and wants to now, what do they have to do to become a title one high school for example.
    A: The "Approved Non-public School Economically Disadvantage Student Count for Title IA Program" forms collect information that will be used to determine the amount of funding available for use by the non-public schools for Title IA equitable support services to non-public school children. It is the non-public school administrator's responsibility to report the addresses of students currently enrolled from low-income families and the method used to determine low-income eligibility.   This form, usually due in late May, must be returned in order for the non-public school to participate in Title I services during the following school year.

Q: How are equitable shares calculated for Title II and IV participation?
    A: Equitable services for Title II and Title IV are derived from a "per-pupil" formula. The formula takes into account the district's total allocation and the percentage of district enrollment in the non-public school.

Q: Do non-public school goals still need to aligned with district CNA goals or no?

A: Districts that have non-publics within the boundary lines should discuss and develop a goal specific to the non-public and the equitable shares during consultation.

Q: Will a profile/project show up under Non-Public School Projects, once our non-public person goes in and does their piece?

A: A non-pubic project will need to be created by clicking on create a district and school project. Under create district project, click on other specify, name/title the project, then click create project.

Q: If the district doesn't want to use 15% for technology devices, etc. and the non-public school does, is it 15% of non-public school funds that can be used?

A: Under Title IV requirements, the maximum of 15% for technology infrastructure. That maximum of 15% is of the portion of the total allocation for the effective use of technology.

Q: Am I required to leave Title IV funds for non-public schools even though I want to transfer it all to another Title?

A: During the consultation process, the LEA and non-public will determine how to meet the needs of all students.

Q: In the FY 20 application, can a Non-Public ask that their project be changed so that they can use their Title IV to purchase devices to better support remote learning?

A: Yes your non-public school can amend their FY20 project to repurpose funds for devices. You are also able to use Title IV, Part A funds to support after school programming, whether 21st CCLC funded or not.

Budgeting and Financial Questions:

Q: When drawing down funds through our Business Managers, will we now need to code for Title Ia transferred to Title II Funds, etc.?

A: We have been encouraging the ESEA Coordinator to share all of the projects and budgets with the Business Manager to have the information needed to align projects with Title invoices. You now have to link transfer funds to a specific project budget and invoice specifically for that project expense from that invoice line.

Q: If I have a cost that goes over the allotted transfer funds, I'll have to pay attention to how much of that cost comes from Title II transfer versus Title Ia funds and share that with the Business Manager, right?

A: Funds need to be kept separately because the resulting expenses (standard allocation vs. transferred fund allocation) are paid for from different federal funding accounts on our end, meaning it's not possible to "comingle" the funds for the purposes of submitting requests. Our finance office must know what expenses to charge to each individual grant program.