

# Federal Teams Office Hours

Topic: ESSA Consolidated Programmatic Monitoring  
November 5, 2025



This presentation will be on the Federal teams website  
and this session will be repeated on December 3, 2025.

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# Introductions

# Welcome & Introductions

<b>--ESSA Consolidated Applications --</b>			
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11	Tate Toedman	<a href="mailto:Tate.Toedman@nebraska.gov">Tate.Toedman@nebraska.gov</a>	402-405-6456
13	Julie Otero	<a href="mailto:Julie.Otero@nebraska.gov">Julie.Otero@nebraska.gov</a>	402-405-5212
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17	Anne Hubbell	<a href="mailto:Anne.Hubbell@nebraska.gov">Anne.Hubbell@nebraska.gov</a>	402-405-7017
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# Agenda

- Introductions
- What is the Monitoring Process & Why Do We Do It
- Scheduling of the Meetings
- What to do before the meeting
- Reading The Checklist
  - All Districts
  - Title I-A
  - Title II
  - Title IV
  - Title III
- Questions & Breakout Rooms





## What is Monitoring and Why Are We On the List?

- It is a Federal Requirement and it is your turn.



- Federal Programs Home
- Federal Programs A - Z
- Staff Contact List
- Consultants by ESU 202
- Forms
- Program Pages
  - Title I-A
  - Title I-A School Impro
  - Title I-C Migrant
  - Title I-D Neglect/Delin
  - Title II Supporting Eff
  - Instruction
  - Title III English Learn
  - Title IV-A (SSAE)
  - Title V REAP/SRSA
  - Title VII-B Homeless
  - Title IV-B 21st Centur

Allocations 2025-26

**Monitoring Schedules/Checklists/Forms Section**

[2025-2026 ESSA MONITORING GUIDE CHECKLIST DOCX](#)

[JANUARY 15TH - CONSOLIDATED MONITORING POWERPOINT](#)

[2025-2026 ESSA MONITORING GUIDE CHECKLIST PDF](#)

[JANUARY 15TH - CONSOLIDATED MONITORING PRESENTATION](#)

[ESSA FIVE YEAR MONITORING SCHEDULE 2025-2030](#)

[Grants Management \(GMS\) and Finance](#)

[Committee of Practitioner's Meeting Information](#)

[Federal Programs Presentations and Resources](#)

[Nebraska Educator Equity Plan](#)

Initiatives

School

Support

Opportunities

Engagement

In Program

Office

Hours

# Monitoring Schedule

- Have moved to a 5 year schedule
- However, some districts have to be monitored this year to meet the five year span.
- This is the last year of an “off” year.
- Everyone will be on a true 5 year schedule next year.

# Scheduling of the Meetings

Due to financial reasons Federal Programs Team Staff Members will be scheduling the majority of the Reviews two way:

1. Desk Review-Districts submit information. Reviewer reviews and let's district know what is still needed.
2. Zoom Review-Districts submit information. Reviewer reviews and schedules a time to conduct the meeting via Zoom.

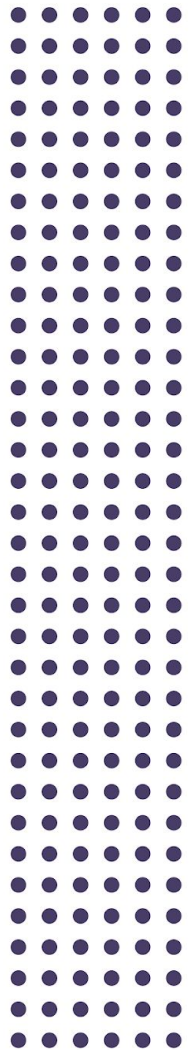
# What to do BEFORE the meeting

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- Your NDE reviewer will schedule a time for your monitoring review.
- You will get an official monitoring letter from NDE confirming the Zoom date/time of the visit along with programs being monitored.

## Monitoring Visit via Zoom:

- Plan on 1-3 hours depending on the programs the district has for the Zoom Meeting.
- Make sure the time scheduled works for your ENTIRE team (*superintendent, principal, curriculum director, Title teacher, bookkeeper*)



# What to do BEFORE the meeting

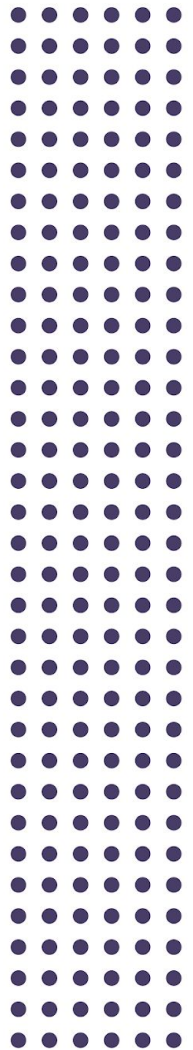
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**Send necessary documentation to your reviewer 2 weeks before the meeting**

Make a comment in each section of the checklist that applies to your programs

- You may link documentation (ensure permission to view), upload to a Google Folder, or email to your NDE reviewer.
  - *Please label each document if sending in email or uploading in folder so we know what each document is.*

**IT IS NOT THE TITLE TEACHERS RESPONSIBILITY TO COMPLETE THE ENTIRE CHECKLIST**



# Reading the Monitoring Guide Checklist

- Don't be scared; it looks worse than it is!
- You only need to complete the parts that pertain to your district.
- If you are Title I only, there are only 2 sections to complete.



## 2025 - 2026 Monitoring Guide Checklist Elementary and Secondary Education Act (ESEA) Every Student Succeeds Act (ESSA)

District/ESU Name: \_\_\_\_\_ County/District #: \_\_\_\_\_

District Staff Completing Checklist: \_\_\_\_\_

NDE Reviewer(s): \_\_\_\_\_ Date of Visit: \_\_\_\_\_

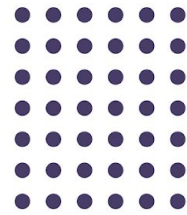
### Applicable Programs/Grants

Please check the box for each program for which the District / ESU receives a grant and has a program.  
(Double clicking on the box will allow you to "check" the box.)

- |  |   |
|--|---|
| <input type="checkbox"/> Title I, Part A – Improving Academic Achievement of the Disadvantaged   | <input type="checkbox"/> Title II, Part A – Supporting Effective Instruction                                  |
| <input type="checkbox"/> Title I, Part A – Neglected   | <input type="checkbox"/> Title III, Part A – Language Instruction for English Learners and Immigrant Students |
| <input type="checkbox"/> Title I, Part D, Subpart 2 – Local Delinquent Programs                  | <input type="checkbox"/> Title IV, Part A – Student Support and Academic Enrichment                           |
| <input type="checkbox"/> Title I, Part D, Subpart 1 – State Agency Neglected/Delinquent Programs | <input type="checkbox"/> Title V, Part B – Rural Low-Income Schools (RLIS)                                    |
| <input type="checkbox"/> Title VII, Part B – McKinney-Vento Homeless Assistance Act              |   |

Section 1. All ESEA/ESSA Programs.....	1
Section 2. Title I, Part A – Improving the Academic Achievement of the Disadvantaged – ALL Schools.....	8
Section 2a. Title I, Part A – Targeted Assistance Schools (TAS).....	17
Section 2b. Title I, Part A – Schoolwide Programs (SWP).....	21
Section 2c(i). Title I, Part A – Targeted Assistance and Schoolwide Preschool Programs.....	22
Section 2c(ii). Title I, Part A – Targeted Assistance Preschool Programs (Includes District-wide and Building-level Targeted Assistance Programs).....	23
Section 2d. Title I, Part A – Nonpublic Schools.....	24
Section 2e. Title I, Part A – Neglected.....	25
Section 2f. Title I, Part D, Subpart 2 – Local Delinquent Programs (County Detention Centers and Staff Secure Centers).....	26
Section 3. Title I, Part D, Subpart 1 – STATE AGENCY Neglected/Delinquent Programs.....	29
Section 4. Title VII, Part B – McKinney-Vento Homeless Assistance Act.....	32
Section 5. Title II, Part A – Supporting Effective Instruction.....	33
Section 6. Title III, Part A – Language Instruction for English Learners and Immigrant Students.....	34
Section 6a. Title III, English Learners (EL).....	35
Section 6b. Title III Immigrant Education Programs.....	38
Section 7. Title IV-A – Student Support and Academic Enrichment (SSAE).....	40

# Reading the Monitoring Guide Checklist



## Title I Only

- **Section 1** (all districts) should be completed by a district administrator (policy focused).
- **Section 2 a or b** can be completed by the Title I team.
  - 2a is for TAS
  - 2b is for SWP

District/ESU Name: \_\_\_\_\_ County/District #: \_\_\_\_\_

District Staff Completing Checklist: \_\_\_\_\_

NDE Reviewer(s): \_\_\_\_\_ Date of Visit: \_\_\_\_\_

**Applicable Programs/Grants**  
Please check the box for each program for which the District / ESU receives a grant and has a program.  
(Double clicking on the box will allow you to "check" the box.)

<input type="checkbox"/> Title I, Part A – Improving Academic Achievement of the Disadvantaged	<input type="checkbox"/> Title II, Part A – Supporting Effective Instruction
<input type="checkbox"/> Title I, Part A – Neglected	<input type="checkbox"/> Title III, Part A – Language Instruction for English Learners and Immigrant Students
<input type="checkbox"/> Title I, Part D, Subpart 2 – Local Delinquent Programs	<input type="checkbox"/> Title IV, Part A – Student Support and Academic Enrichment
<input type="checkbox"/> Title I, Part D, Subpart 1 – State Agency Neglected/Delinquent Programs	<input type="checkbox"/> Title V, Part B – Rural Low-Income Schools (RLIS)
<input type="checkbox"/> Title VII, Part B – McKinney-Vento Homeless Assistance Act	

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**Section 1. All ESEA/ESSA Programs..... 1**

**Section 2. Title I, Part A – Improving the Academic Achievement of the Disadvantaged – ALL Schools..... 8**

**Section 2a. Title I, Part A – Targeted Assistance Schools (TAS)..... 17**

**Section 2b. Title I, Part A – Schoolwide Programs (SWP)..... 21**

**Section 2c(i). Title I, Part A – Targeted Assistance and Schoolwide Preschool Programs..... 22**

**Section 2c(ii). Title I, Part A – Targeted Assistance Preschool Programs (Includes District-wide and Building-level Targeted Assistance Programs)..... 23**

**Section 2d. Title I, Part A – Nonpublic Schools..... 24**

Section 2e. Title I, Part A – Neglected..... 25

Section 2f. Title I, Part D, Subpart 2 – Local Delinquent Programs (County Detention Centers and Staff Secure Centers)..... 26

Section 3. Title I, Part D, Subpart 1 – STATE AGENCY Neglected/Delinquent Programs..... 29

Section 4. Title VII, Part B – McKinney-Vento Homeless Assistance Act..... 32

Section 5. Title II, Part A – Supporting Effective Instruction..... 33

Section 6. Title III, Part A – Language Instruction for English Learners and Immigrant Students..... 34

Section 6a. Title III, English Learners (EL)..... 35

Section 6b. Title III Immigrant Education Programs..... 38

Section 7. Title IV-A – Student Support and Academic Enrichment (SSAE)..... 40

Section 8 Title V-B – Rural Low-Income Schools (RLIS)..... 42





# Section 1 - All ESSA Programs

Criteria	Options for Documentation ITEMS IN BOLD ARE REQUIRED	District / ESU Response			NDE Response
		Yes	No	NA	Comments

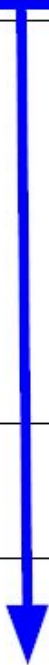
**Section 1. All ESEA/ESSA Programs**

**District Notes**

**NDE Notes**

**--ESEA/ESSA Consolidated Application--**

1.	<p>Continuous Improvement Plan provides a guide that directs how Federal funds are used in the school district. Teachers, principals, parents, and other staff examined various types of information, including student achievement data, to determine the goals and objectives of that improvement plan.</p> <p>§1112(a)(1)(A)</p>	<p>✓ Relevant Sections of Continuous Improvement Plan (i.e. Cognia or Nebraska Framework), which includes the following:</p> <ul style="list-style-type: none"> <li>✓ Goals and Objectives</li> <li>✓ Action Plans</li> <li>✓ Summary paragraph of data analysis including the data used that informed the CIP</li> <li>✓ Evidence of stakeholder (family/community) involvement</li> <li>✓ Meeting notes</li> <li>✓ List of Continuous Improvement Committee Members</li> </ul>					
2.	<p>ESEA/ESSA funds are used to support Evidence-based activities to improve student achievement on challenging state academic standards.</p> <p><i>Application Guidance</i></p>	<p>✓ ESEA/ESSA Consolidated Application</p> <p>✓ Continuous Improvement Plan</p>					
3.	<p>Students from low-income families and students of color are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.</p> <p><i>(NOTE: This is an assurance included on the ESEA/ESSA Consolidated Application.)</i></p> <p>§1112(b)(1)(D)</p>	<p>✓ District policies and/or procedures for all three groups of teachers must be explained</p>					



Nebraska ESEA/ESSA and McKinney-Vento Compliance Monitoring Guide Checklist

District Completes

NDE Completes

Criteria	Options for Documentation ITEMS IN BOLD ARE REQUIRED	District / ESU Response			Comments	NDE Response Comments
		Yes	No	NA		
<b>--Homeless Children &amp; Youth--</b>						
1. The school has developed and continues to review and revise policies to remove barriers to the identification, enrollment and retention of homeless children and youths, including barriers due to outstanding fees or fines, or absences. <i>§722(g)(1)(d)</i>	<b>✓ Board approved District Homeless Policy</b>	x			<b>Board Policy # 5007</b>	The district has a board approved policy provided by KSB. Policy was last reviewed in 2023. Policy linked - provided to NDE. Policy found on district website.
2. Presume that keeping the child or youth in the school of origin is in the child's or youth's best interest, except when doing so is contrary to the request of the child's or guardian, or (in the case of unaccompanied youth) the request of the parent or guardian (or in the case of an unaccompanied youth, the liaison), and transportation from the school of origin will be provided. <i>§722(g)(3)(B)(ii); §722(g)(1)(J)(ii); §722(g)(1)(J)(iii)(I)</i>	<b>✓ District Homeless Policy</b> <b>✓ Process for determining transportation needs and timeline</b>	x			<b>Transportation Log kept on file at the district office.</b> <b>Transportation department keeps log along with the district homeless liaison.</b> <b>24-25 Transportation Log</b>	The homeless liaison works closely with the transportation department to ensure students who are experiencing homelessness have transportation.  Transportation log from the 24-25 school year provided to NDE.
3. Lack of school records, immunization and medical records, birth certificate, or other documentation does not delay the enrollment of a homeless child or youth. Guardianship issues, uniform or dress code requirements, and residency requirements are not used as barriers to delay or deny enrollment. <i>§722(g)(3)(C)</i>	<b>✓ District Homeless Policy</b>	x			<b>Our school nurse works with the homeless liaison to ensure students without records/immunizations are enrolled immediately. We then work with the families to get records or line up immunizations.</b>	District policy covers all required components.
4. District Homeless liaison has participated in NDE professional development through online training and completed the assessment and been awarded the completion certificate. <i>§11432(g)(1)(J)(iv)</i>	<b>✓ Certificate of Completion</b>	x			<b>Certificate of Completion</b> <b>Mr. Vento - Superintendent completed the training.</b>	Mr. Vento - superintendent completed the training in March 2025  Certificate provided to NDE.

Every narrative box that applies to the district MUST have a response

SAMPLE

- Sections that are dark gray, are required documentation that must be turned into NDE
- Sections that are not in gray do not require submitted documents, but should be addressed by district in the comments section.

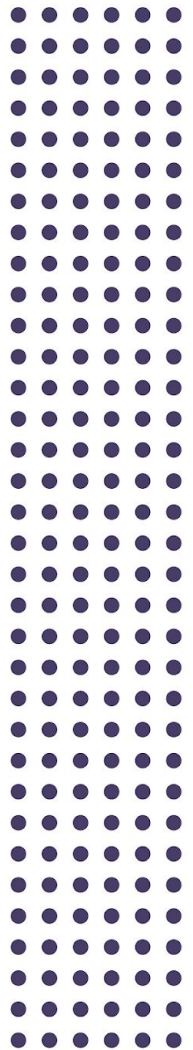
Section 1. All ESEA/ESSA Programs					
<b>--ESEA/ESSA Consolidated Application--</b>					
1.	Continuous Improvement Plan provides a guide that directs how Federal funds are used in the school district. Teachers, principals, parents, and other staff examined various types of information, including student achievement data, to determine the goals and objectives of that improvement plan.  §1112(a)(1)(A)	<ul style="list-style-type: none"> <li>✓ Relevant Sections of Continuous Improvement Plan (i.e. Cognia or Nebraska Framework), which includes the following:               <ul style="list-style-type: none"> <li>✓ Goals and Objectives</li> <li>✓ Action Plans</li> <li>✓ Summary paragraph of data analysis including the data used that informed the CIP</li> <li>✓ Evidence of stakeholder (family/community) involvement</li> <li>✓ Meeting notes</li> <li>✓ List of Continuous Improvement Committee Members</li> </ul> </li> </ul>			
2.	ESEA/ESSA funds are used to support Evidence-based activities to improve student achievement on challenging state academic standards.  <i>Application Guidance</i>	<ul style="list-style-type: none"> <li>✓ ESEA/ESSA Consolidated Application</li> <li>✓ Continuous Improvement Plan</li> </ul>			
3.	Students from low-income families and students of color are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.  <i>(NOTE: This is an assurance included on the ESEA/ESSA Consolidated Application.)</i>  §1112(b)(2)	<ul style="list-style-type: none"> <li>✓ District policies and/or procedures for all three groups of teachers must be explained</li> </ul>			
4.	Schools and LEAs have implemented appropriate policies and procedures for documenting the removal of a student from the regulatory adjusted Graduation Cohort.	<ul style="list-style-type: none"> <li>✓ School or LEA must confirm, in writing, that the student transferred out, emigrated to another country, transferred to</li> </ul>			

Must provide documentation/  
evidence

Documentation not required.  
Section needs comments to  
support area

ESEA/ESSA and McKinney-Vento Compliance Monitoring Guide Checklist Page 1 August 1, 2024  
 NDE is requiring some pieces of evidence/documentation to be submitted prior to or during the monitoring visit. These items are indicated on the checklist with grayed boxes.

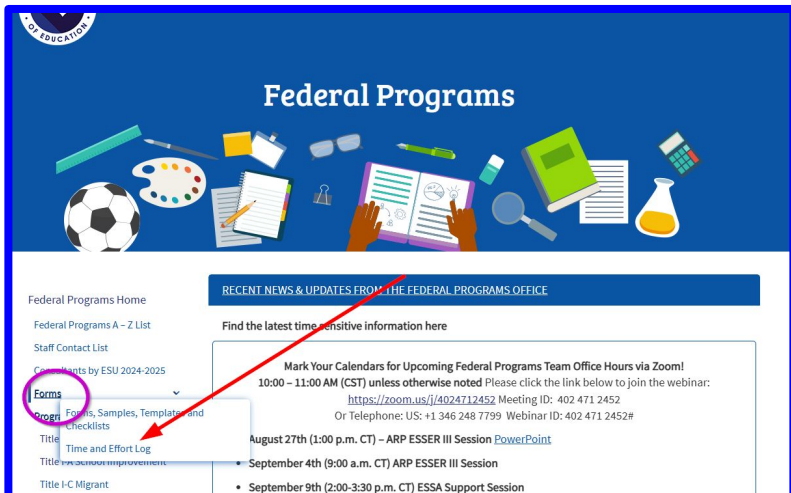
# Here is an example of how the checklist should be filled out for the first 3 sections of the checklist.



Criteria	Options for Documentation ITEMS IN BOLD ARE REQUIRED	District / ESU Response			NDE Response
		Yes	No	NA	Comments
<b>Section 1. All ESEA/ESSA Programs</b>					
<b>--ESEA/ESSA Consolidated Application--</b>					
1. Continuous Improvement Plan provides a guide that directs how Federal funds are used in the school district. Teachers, principals, parents, and other staff examined various types of information, including student achievement data, to determine the goals and objectives of that improvement plan.  §1112(a)(1)(A)	<ul style="list-style-type: none"> <li>✓ Relevant Sections of Continuous Improvement Plan (i.e. Cognia or Nebraska Framework), which includes the following:               <ul style="list-style-type: none"> <li>✓ Goals and Objectives</li> <li>✓ Action Plans</li> <li>✓ Summary paragraph of data analysis including the data used that informed the CIP</li> </ul> </li> <li>✓ Evidence of stakeholder (family/community) involvement</li> <li>✓ Meeting notes</li> <li>✓ List of Continuous Improvement Committee Members</li> </ul>	x			<p>We are in year 2 of our continuous improvement plan. Our team determined our goals should focus on improving reading score and decreasing our chronic absenteeism.</p> <p><a href="#">Link to CIP</a></p> <p><a href="#">Link to Action Plan</a></p> <p><a href="#">Link to Goals and Objectives</a></p> <p><a href="#">Link to summary of data analysis.</a></p>
2. ESEA/ESSA funds are used to support Evidence-based activities to improve student achievement on challenging state academic standards.  <i>Application Guidance</i>	<ul style="list-style-type: none"> <li>✓ ESEA/ESSA Consolidated Application</li> <li>✓ Continuous Improvement Plan</li> </ul>	x			Mr. Consolidated submitted the ESSA Grant in September 2024
3. Students from low-income families and students of color are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.  (NOTE: This is an assurance included on the ESEA/ESSA Consolidated Application.)  §1112(b)(2)	<ul style="list-style-type: none"> <li>✓ District policies and/or procedures for all three groups of teachers must be explained</li> </ul>	x			Policy XXXX ensures that all students are taught by qualified teachers.

# Time & Efforts

Please make sure you are using the newest version of Time and Effort Forms.



- Federal Programs Home
- Federal Programs A - Z List
- Staff Contact List
- Consultants by ESU 2025-2026
- Forms**
  - Forms, Samples, Templates and Checklists
  - Time and Effort Log**
- Program Pages

## Time and Effort Reporting

### Sample Documents:

- **Template - Time & Effort- Calculator**
- [Time and Effort PAR Certification Template](#)
- [Semi Annual Certification Time and Effort Template](#)
- [Time and Effort PAR Tracking Template](#)
- [See our NDE State and Federal Grant Management Guidance \(Outside Link\)](#)

# Time & Effort Calculator Template

### PURPOSE

Utilize this template as a tool to assist in the planning and calculating of salary and benefits for Time & Effort reporting. It is recommended to review applicable federal regulation guidance located at 2 CFR 200.430 (Compensation-personal services) and 2 CFR 200.431 (Compensation-fringe benefits).

### NOTE

1. Charges to Federal awards for salaries and wages must be based on records that accurately reflect the work performed.
2. Reflect the total activity for which the employee is compensated by the award recipient, not to exceed 100 percent of the compensated activities.
3. Budget estimates are estimates determined before the services are performed and alone do not qualify as support for charges to Federal awards. Estimates may be used for interim accounting purposes.

### CALCULATOR

Fields highlighted are for data entry.

Salary & Benefits	
Annual Salary (100's)	
Annual Benefits (200's)	
<b>Total Wages</b>	\$0.00
Salary (100's) + Benefits (200's)	

Enter annual salary for this staff member from all funding sources

Enter annual benefits for this staff member from all funding sources

Time & Effort Calculation	
Grant Award	
Effort Percentage	#DIV/0!
Grant Award divided by Total Wages	

Enter the total amount funded from the grant award for this staff member

# New Calculator

1. Enter the annual base salary for teacher
2. Enter benefits
3. Enter the grant amount.

## CALCULATOR

Fields highlighted are for data entry.

Salary & Benefits	
Annual Salary (100's)	1
Annual Benefits (200's)	2

Enter annual salary for this staff member from all funding sources

Enter annual benefits for this staff member from all funding sources

**Total Wages** \$0.00  
Salary (100's) + Benefits (200's)

Time & Effort Calculation	
Grant Award	3
<b>Effort Percentage</b> Grant Award divided by Total Wages	#DIV/0!
<b>Eligible Salary</b> Salary (100's) X Effort Percentage	#DIV/0!
<b>Eligible Benefits</b> Benefits (200's) X Effort Percentage	#DIV/0!

Enter the total amount funded from the grant award for this staff member

**Total Eligible Salary/Benefits** #DIV/0!  
Eligible to be charged to grant  
Eligible Salary + Eligible Benefits

## CALCULATOR

Fields highlighted are for data entry.

# Example:

1. Enter the annual base salary for teacher
2. Enter benefits
3. Enter the grant amount.

Salary & Benefits	
Annual Salary (100's)	\$58,235.00
Annual Benefits (200's)	\$24,189.00
<b>Total Wages</b> Salary (100's) + Benefits (200's)	\$82,424.00

Enter annual salary for this staff member from all funding sources

Enter annual benefits for this staff member from all funding sources

Time & Effort Calculation	
Grant Award	75,000.00
Effort Percentage Grant Award divided by Total Wages	91.0%
Eligible Salary Salary (100's) X Effort Percentage	\$52,989.72
Eligible Benefits Benefits (200's) X Effort Percentage	\$22,010.28
<b>Total Eligible Salary/Benefits</b> Eligible to be charged to grant Eligible Salary + Eligible Benefits	\$75,000.00

Enter the total amount funded from the grant award for this staff member

# Time & Efforts

Please make sure you are using the newest version of Time and Effort Forms.

**Federal Programs**

RECENT NEWS & UPDATES FROM THE FEDERAL PROGRAMS OFFICE

Find the latest time sensitive information here

Mark Your Calendars for Upcoming Federal Programs Team Office Hours via Zoom!  
 10:00 – 11:00 AM (CST) unless otherwise noted Please click the link below to join the webinar:  
<https://zoom.us/j/4024712452> Meeting ID: 402 471 2452  
 Or Telephone: US: +1 346 248 7799 Webinar ID: 402 471 2452#

August 27th (1:00 p.m. CT) – ARP ESSER III Session [PowerPoint](#)

- September 4th (9:00 a.m. CT) ARP ESSER III Session
- September 9th (2:00-3:30 p.m. CT) ESSA Support Session

Federal Programs Home

Federal Programs A – Z List

Staff Contact List

Consultants by ESU 2024-2025

**Forms**

Forms, Samples, Templates and Checklists

**Time and Effort Log**

## Time and Effort Reporting

### Sample Documents:

- [Time and Effort PAR Certification Template](#)
- [Semi Annual Certification Time and Effort Template](#)
- [Time and Effort PAR Tracking Template](#)
- [See our NDE State and Federal Grant Management Guidance \(Outside](#)

## Time & Effort: Semi-Annual Certification Form

Activity Report for Employees Coded to a Federal Grant

School Name:	
School Year:	
Semester:	

### Federal Program

Name of Program	Distribution of Time (%)
TOTAL:	100%

(Include all funding sources if applicable- must equal 100%)

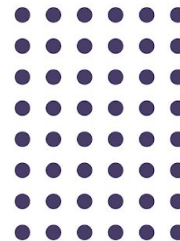
I certify that the employee listed below worked 100% of their time on a single federal award or cost objective.

Employee Name:	
Employee Title:	

Employee Signature:	Date:
Supervisory Signature:	Date:

**Note:** This form must be completed at least semi-annually (minimum of twice per year) **AFTER** the work has been completed.

# Grant must match NSSRS, which must match the time and efforts AND match **bookkeeping!**



Guidance	Program Information	Targeting	Staff	Equipment/Capital Assets	Budget																				
	Instructional Staff			Noninstructional Staff																					
<b>Title I-A Instructional Staff</b>																									
<p>All instructional staff funded under Title I that are certificated, on salary, and working with students need to be listed on this page. Do not include contracted staff belong under Object Code 300). Information on Noninstructional Staff, such as paraprofessionals, are entered on a separate page.</p> <p>FTE (Full Time Equivalency) indicates the percentage of the staff member's time/salary that is allocated to the Title I-A assignment. NOTE: The FTE listed on this page must match funding indicated on NSSRS - Staff Position Assignment Code.</p> <p>(Ex: Title I-A teacher all day in TAS program and is 75% funded w/ Title I-A and 25% funded w/ District funds would be listed as .75 on the Staff page. On NSSRS the staff member coded as 2-1180 .75 and 0-1180 .25)</p> <p>This page is for the identification of Instructional Staff for Targeted Assistance Schools and Nonpublic Schools. In addition instructional staff paid with set-aside Neglected, Summer, Preschool must also be listed because all set-aside funds are considered targeted funds.</p> <p><b>LISTING STAFF IN AN APPROVED SCHOOLWIDE PROGRAM IS NOT REQUIRED.</b></p> <p><b>TITLE I-A FUNDS CANNOT BE USED FOR ANY PART OF A SUPERINTENDENT'S SALARY.</b></p> <p>Notes: This page is not linked to the Budget Summary, therefore, the Calculated Amount Paid must be entered on the Budget Detail page in the 100 column under the correct activity public instruction, nonpublic instruction, summer, neglected, etc. The total of all staff pages should equal the total of the 100's column on the budget. If stipends are to be paid, list Stipends under the Staff Paid column and 0 (zero) for FTE.</p> <p>Reminder: If the District is budgeting funds for salaries, funds must also be budgeted on the BUDGET Page for employee benefits at a comparable rate.</p> <p>The additional entries button can be used for another set of 10 entries for a maximum of 20 individuals. Districts must upload a file if more than 20 individuals and can for fewer than that if that is the preference.</p>																									
<table border="1"> <thead> <tr> <th>List Name(s) of Instructional Staff Paid with Title I-A Funds</th> <th>Name of Assigned Building</th> <th>Total Contracted Salary without benefits and/or extra curricular</th> <th>FTE of Title I-A Time</th> <th>Amount of Salary Paid with Title I-A without benefits and/or extra curricular</th> </tr> </thead> <tbody> <tr> <td>Teacher A</td> <td>Nebraska Elementary School</td> <td>74,100</td> <td>1.0</td> <td>74,100</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>						List Name(s) of Instructional Staff Paid with Title I-A Funds	Name of Assigned Building	Total Contracted Salary without benefits and/or extra curricular	FTE of Title I-A Time	Amount of Salary Paid with Title I-A without benefits and/or extra curricular	Teacher A	Nebraska Elementary School	74,100	1.0	74,100										
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Teacher A	Nebraska Elementary School	74,100	1.0	74,100																					

### Time & Effort: Semi-Annual Certification Form

Activity Report for Employees Coded to a Federal Grant

School Name:	Nebraska Elementary School
School Year:	2024-2025
Semester:	1st

#### Federal Program

Name of Program	Distribution of Time (%)
Title I - A	100
TOTAL:	100%

(Include all funding sources if applicable- must equal 100%)

I certify that the employee listed below worked 100% of their time on a single federal award or cost objective.

Employee Name:	Teacher A
Employee Title:	Title I-A Teacher
Employee Signature:	Date:

ELEMENTARY SCHOOL (002)				ELEMENTARY (PK-06)						
Last Name, First Name MI	NDE Staff ID	Gend	Eth	Contract Y/N	Basic Salary	Add Comp	Benefits	Ed Att	District	Experience
	Assignment Date			Date Complete	SPI	Code	FTE%	Subject		
	7033638925	F	WH	Y	185	74,100	3,584	38,487	50	16
	2024-08-01			2025-05-16	F	1160	100	18		

Here is an example of an employee that is partially funded by the Title I grant. Grant must match NSSRS, which must match the time and efforts AND match bookkeeping!

Guidance	Program Information	Targeting	Staff	Equipment/Capital Assets	Bud															
	Instructional Staff				Noninstructional Staff															
<b>Title I-A Instructional Staff</b>																				
<p>All instructional staff funded under Title I that are certificated, on salary, and working with students need to be listed on this page. Do not include under Object Code 300. Information on Noninstructional Staff, such as paraprofessionals, are entered on a separate page.</p> <p>FTE (Full Time Equivalency) indicates the percentage of the staff member's time/salary that is allocated to the Title I-A assignment. NOTE: The FTE listed on this page is based on the NSSRS - Staff Position Assignment Code.</p> <p>(Ex: Title I-A teacher all day in TAS program and is 75% funded w/ Title I-A and 25% funded w/ District funds would be listed as .75 on the Staff page. On NSSRS as 2-1180 .75 and 0-1180 .25)</p> <p>This page is for the identification of Instructional Staff for Targeted Assistance Schools and Nonpublic Schools. In addition instructional staff paid Neglected, Summer, Preschool must also be listed because all set-aside funds are considered targeted funds.</p> <p><b>LISTING STAFF IN AN APPROVED SCHOOLWIDE PROGRAM IS NOT REQUIRED.</b></p> <p><b>TITLE I-A FUNDS CANNOT BE USED FOR ANY PART OF A SUPERINTENDENT'S SALARY.</b></p> <p>Note: This page is not linked to the Budget Summary, therefore, the Calculated Amount Paid must be entered on the Budget Detail page in the 100 column under instruction, nonpublic instruction, summer, neglected, etc. The total of all staff pages should equal the total of the 100's column on the budget. If stipends are to be listed, the Staff Paid column and 0 (zero) for FTE.</p> <p>Reminder: If the District is budgeting funds for salaries, funds must also be budgeted on the BUDGET Page for employee benefits at a comparable rate.</p> <p>The additional entries button can be used for another set of 10 entries for a maximum of 20 individuals. Districts must upload a file if more than 10 entries are entered. Districts must upload a file if more than 10 entries are entered. Districts must upload a file if more than 10 entries are entered.</p>																				
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List Name(s) of Instructional Staff Paid with Title I-A Funds	Name of Assigned Building	Total Contracted Salary without benefits and/or extra curricular	FTE of Title I-A Time	Additional Title I-A without																
Partially Funded	Nebraska Elementary School	59,043	0.16																	

### Time & Effort: Semi-Annual Certification Form

Activity Report for Employees Coded to a Federal Grant

School Name:	Nebraska Elementary School
School Year:	2024-2025
Semester:	1st

#### Federal Program

Name of Program	Distribution of Time (%)
Title I A - 6200	16%
District Funded/ Elem Counselor	84%
<b>TOTAL:</b>	<b>100%</b>

(include all funding sources if applicable- must equal 100%)

I certify that the employee listed below worked 100% of their time on a single federal award or cost objective.

Employee Name:	Partially Funded
Employee Title:	Elementary Counselor/ Title Teacher
Employee Signature:	Date:

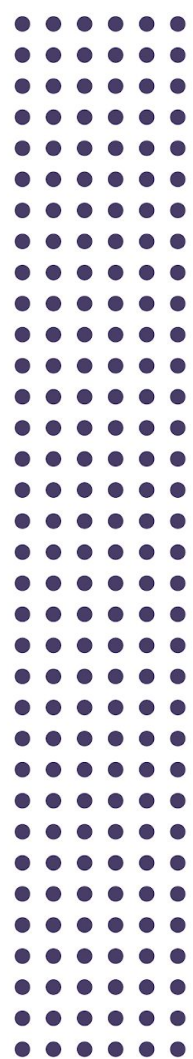
LOCATION: ██████████ ELEMENTARY SCHOOL (002)      ELEMENTARY (K-04)

Employee Name, First Name MI	NDE Staff ID	Gen	Eth	Y/N	Contract Days	Basic Salary	Add Comp	Benefits	Ed Att
					Assignment Date	Date Complete	SPI	Code	FTE%
██████████	██████████	F	WH	Y	185	59,043	3,192	37,259	45
					2024-08-07	2025-05-16	0	2121	84
					2024-08-07	2025-05-16	F	1180	16

# Time & Efforts

A sample of T&Es are required for anyone who has been paid with the ESSA Grant (Titles I, II, III & IV).

Nebraska ESEA/ESSA and McKinney-Vento Compliance Monitoring Guide Checklist					
Criteria	Options for Documentation ITEMS IN BOLD ARE REQUIRED	District / ESU Response			NDE Response
		Yes	No	NA	Comments
<p>5 All personnel paid from one or more than one federal fund must maintain a time certification.</p> <p>2 CFR 200.430(8)(vii) states "These records must: (vii) Support the distribution of the employee's salary or wages among specific activities or cost objectives if the employee works on more than one Federal award; a Federal award and non-Federal award; an indirect cost activity and a direct cost activity; two or more indirect activities which are allocated using different allocation bases; or an unallowable activity and a direct or indirect cost activity."</p> <p>NDE recommends that subrecipients continue using the prior time and effort guidance from OMB circular A-87 to ensure adequate support of the distribution of their employee's salary and wages.</p> <p>(a) PAR (Personal Action Report): Monthly verifications required if paid from multiple cost objectives. An employee is considered to work on multiple cost objectives if they work</p>	<p>✓ <b>A Sampling of Time Certification for each Federal program paying salaries</b></p> <p>✓ Time and effort logs <b>MUST</b> be completed by <b>anyone</b> paid with federal funds.</p> <p>✓ Staff in Title I schoolwide programs paid with federal funds <b>MUST</b> complete Time and Effort logs.</p> <p>✓ Must be signed <b>after</b> the hours have been worked.</p> <p><b>NOTE: ESUs must provide a sampling from each District participating in the consortium in addition to ESU staff.</b></p> <p>Types of Time and Effort:</p> <ul style="list-style-type: none"> <li>✓ PAR</li> <li>✓ Semi-Annual</li> <li>✓ Substitute Reporting System                             <ul style="list-style-type: none"> <li>o Semi-Annual</li> <li>o Schedule</li> </ul> </li> </ul>	X			<p>We have 2 teachers paid with the grant. We are able to pay 100% of Teacher A and 16% of Teacher B. Teacher B is also our elementary counselor who does Title interventions with our 3rd graders once a week.</p> <p><a href="#">Teacher A - time and effort</a></p> <p><a href="#">Teacher B - time and effort</a></p>





Questions?



“

It Depends...

”



All districts must be able to provide documentation of the following...

- Homeless Policy
- Homeless Certificate for district liaison
- District Title I Parent and Family Engagement Policy
- Title I/Foster student transportation policy

# Parent and Family Engagement Policy (procedure)

Every district should have a policy from a law office

If a district has more than one elementary/SWP an additional **building** parent and family engagement policy might be needed.

**Examples of how this is being met is required.**

		§1115(b)(2)(D)				
--Parent and Family Engagement Policy--						
1.	<p><b>District Policy</b></p> <p>The written District Parent and Family Engagement Policy has been developed jointly with, updated periodically, and distributed to parents and family members of participating children and the local community in an understandable and uniform format.</p> <p>This policy agreed on by such parents describes the means for carrying out the requirements listed below:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Parents and family members of all students are welcomed and encouraged to become involved with their child's school and education; this includes parents and family members that have limited English proficiency,</li> </ul>	<ul style="list-style-type: none"> <li>✓ <b>Written Title I District Parent and Family Engagement Policy</b>, (Board approval of policy is not required)</li> <li>✓ <b>If implementing a combined DISTRICT AND SCHOOL POLICY, ALL elements listed in the left-hand column are REQUIRED to be included</b></li> <li>✓ <b>Examples of how this is being met are included in the plan or attached</b></li> <li>✓ Copy of the annual evaluation of Parent and Family Engagement Policy</li> </ul>				

# Need to update?

## You can find examples and fillable pdfs for School and District Parent and Family Engagement Policies.

**Sample School**  
**Title I Parent and Family Engagement Policy**

\_\_\_\_\_(School Name)\_\_\_\_ intends to follow the Title I Parent and Family Engagement Policy guidelines in accordance with federal law, *Section 1116(a-f) ESSA, (Every Student Succeeds Act) of 2015.*

**In General**  
Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements. Parents shall be notified of the policy in an understandable and uniform format and, to the extent, practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated to meet the changing needs of parents and the school.

Schools shall provide opportunities for the participation of parents and family members including those with migratory children, limited English proficiency, or have disabilities. Parent shall be notified of the Parent and Family Engagement Policy, information related to school and parent programs, meetings, and other activities in an understandable and uniform format and to the extent practicable provided in a language the parents can understand.

Describe how LEA will meet this requirement and provide examples.

(Examples)

<ul style="list-style-type: none"><li>▪ Back to School Night</li><li>▪ School Open House</li><li>▪ Annual Parent Meeting</li><li>▪ Curriculum Night</li><li>▪ Parent-Teacher Conferences</li></ul>	<ul style="list-style-type: none"><li>▪ Reading Night</li><li>▪ Math Night</li><li>▪ Family Game Night</li><li>▪ PTA – meetings &amp; activities</li></ul>
--	--

Convene an annual parent meeting scheduled at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved.

Describe how LEA will meet this requirement and provide examples.

...is with high numbers of high  
...ng state academic standards. Federal  
...sed primarily on census poverty

...LE POLICY

...LE POLICY

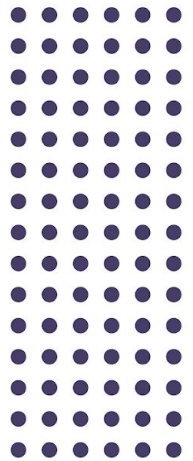
...MENT SAMPLE POLICY

...ORY GUIDANCE

...D INFORMATION

• • • • •

# Student Transportation Policy/Procedure



- Most schools now have a district policy from their law firm that covers this.
- It can be a procedure that does not need board approval.

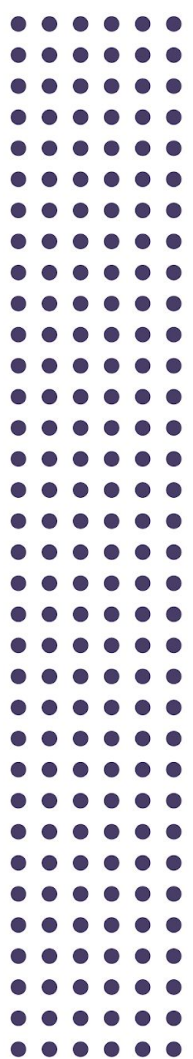
-- Educational Stability for Students in Foster Care--						
1.	<p>ESEA section 1112(c)(5)(B) requires each LEA receiving Title I, Part A subgrant to provide an assurance that it will, in collaboration with the relevant local child welfare agency, develop and implement written transportation procedures.</p> <p style="text-align: right;">§1112(c)(5)(B)</p>	<p>✓ Procedures/Policy to govern how transportation for students in foster care will be provided, arranged, and funded.</p> <p>✓ Best Interest Determination (BID) information</p> <p>✓ Immediate enrollment verification</p>				



# Required Annual Parent Meeting Documentation

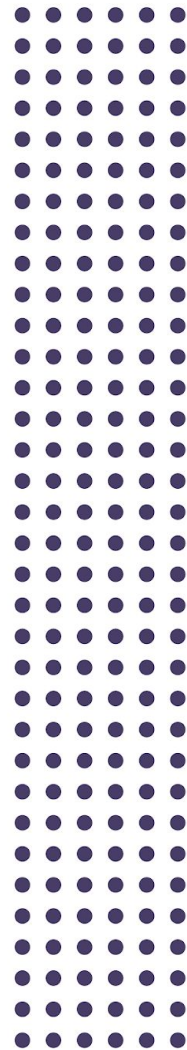
Ask your Title Teacher for the following documentation

- Evidence of Annual Parent Meeting
- Annual Parent meeting Agenda/Presentation or minutes
- Sign in sheet from the meeting
- Title I Compacts
- SWP Self Review or TAS Self Review
  - Don't forget if you have a non-public you should have a TAS Self Review for them

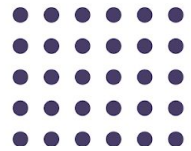


# Annual Parent Meeting & Compacts

3.	<p>The school holds an annual Title I parent meeting at a convenient time, to which all parents of participating students shall be invited and encouraged to attend. Purpose of the meeting is to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> inform parents of their school's participation in a Title I program;</li> <li><input type="checkbox"/> explain the program requirements; and</li> <li><input type="checkbox"/> explain the right of the parents to be involved.</li> </ul> <p style="text-align: right;"><i>§1116(c)(1)</i></p>	<ul style="list-style-type: none"> <li>✓ <b>Meeting agenda or minutes from Title I annual meeting</b></li> <li>✓ <b>Sign-in sheets</b></li> <li>✓ Minutes from additional meetings</li> <li>✓ NOTE: Parent-Teacher Conferences do not meet this requirement.</li> <li>✓ REMINDER: Parent meetings should include parents of participating nonpublic students</li> </ul>					
4.	<p>Parent-School Compacts have been jointly developed with parents and must describe:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> the school's responsibility to provide high-quality curriculum &amp; instruction in a supportive and effective learning environment, to enable children to meet challenging state academic standards;</li> <li><input type="checkbox"/> ways in which parents will be responsible for supporting their children's learning; and</li> <li><input type="checkbox"/> the importance of communication between schools/teachers and parents on an ongoing basis.</li> </ul> <p style="text-align: right;"><i>§1116(d)</i></p>	<ul style="list-style-type: none"> <li>✓ <b>Parent-School Compact</b> (may be included in the Student Handbook)</li> <li>✓ <b>ALL elements listed in the left-hand column are REQUIRED to be included in the Compact(s)</b></li> <li>✓ <b>Evidence of how/when the compact is developed/reviewed, and shared with parents</b></li> <li>✓ Parent Signatures on Compact are encouraged</li> </ul>					



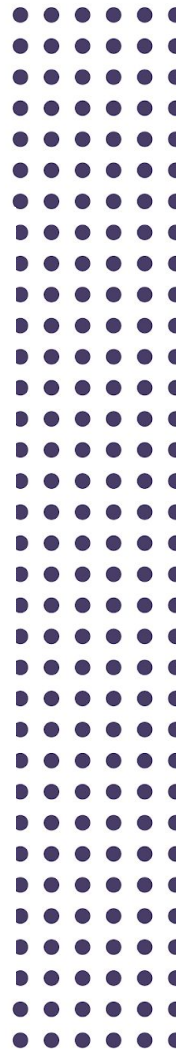
# Section 2a - TAS - NonPublics MUST do every year


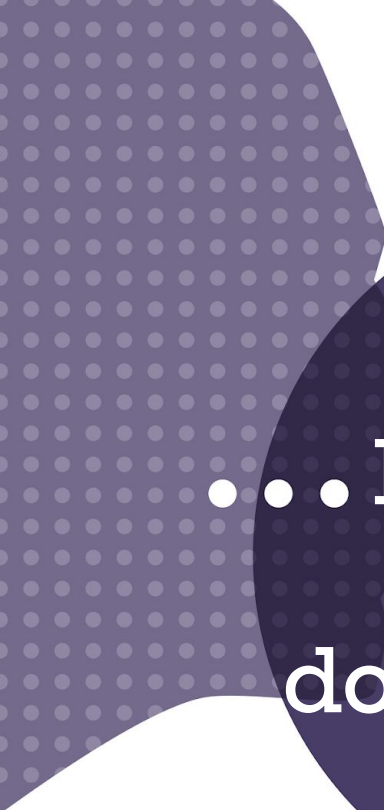


--Services--						
1.	<p>Resources such as staff, materials and equipment funded by Title I-A, are used only for services for eligible children to provide a well-rounded education.</p> <p style="text-align: right;">§1115(a)(1)(A)</p>	<ul style="list-style-type: none"> <li>✓ Inventory and labels</li> <li>✓ Student roster</li> </ul>				
2.	<p>Title I services are coordinated with and supporting the regular classroom along with other agencies providing services. If appropriate and applicable, coordinating and integrating Federal, State, and local services and programs.</p> <p style="text-align: right;">§1115(b)(2)(C) §1115(b)(2)(F)</p>	<ul style="list-style-type: none"> <li>✓ District practices and procedures</li> <li>✓ Sample communications</li> </ul>				
3.	<p>The district annually evaluates the effectiveness of the Title I program for improving student achievement. <i>(This includes nonpublic programs, Targeted Assistance preschool programs, and Title I-A Neglected programs.)</i></p> <p style="text-align: right;">§ 1115(b)(2)</p>	<ul style="list-style-type: none"> <li>✓ TAS Self-Review Document</li> <li>✓ Date of review</li> <li>✓ List of participants</li> <li>✓ Meeting minutes</li> <li>✓ Discussion of Process</li> </ul> <p>TAS Self-Review Document available at  <a href="https://www.education.ne.gov/federalprograms/title-i-a-educationally-disadvantaged/#Targeted-Assistance-Self-Review">https://www.education.ne.gov/federalprograms/title-i-a-educationally-disadvantaged/#Targeted-Assistance-Self-Review</a></p>				


# Section 2b - SWP

Section 2b. Title I, Part A – Schoolwide Programs (SWP)						
1.	An annual comprehensive needs assessment of the entire school based on student performance has been conducted.  <i>§1114(b)(6)</i>	<ul style="list-style-type: none"> <li>✓ Description of process for conducting needs assessment</li> <li>✓ Needs assessment results or school profile</li> </ul>				
2.	The program provides for the meaningful involvement of parents and local community in planning and implementation.  <i>§1114(b)(2)</i>	<ul style="list-style-type: none"> <li>✓ Evidence of parent and community involvement</li> </ul>				
3.	Additional assistance is provided to students who are experiencing difficulty mastering the challenging State academic standards.  <i>§1114(b)(7)(A)(i-iii)</i>	<ul style="list-style-type: none"> <li>✓ Building practices and procedures (i.e. MTSS, RTI, SAT, etc.)</li> </ul>				
4.	Resources from various sources are used to support the schoolwide plan. Option to consolidate and use Title I funds together with other Federal, State and Local funds.  <i>§1114(b)(5)</i> <i>§1114(e)</i>	<ul style="list-style-type: none"> <li>✓ Schoolwide plan (Must Review and Discuss)</li> <li>✓ Accounting/budget records</li> <li>✓ Partnerships</li> </ul>				
5.	The Schoolwide Plan is made available to the District, parents and the public in a language parents can understand.  <i>§1114(b)(4)</i>	<ul style="list-style-type: none"> <li>✓ Evidence of posting and/or distribution of the plan (include URL)</li> <li>✓ Screenshot w/ Schoolwide Plan &amp; URL</li> </ul>				





End of  
••• **REQUIRED**  
checklist  
documentation



———— “ ————

Please remember that every section of the checklist needs comments from the district even though documents are not required.

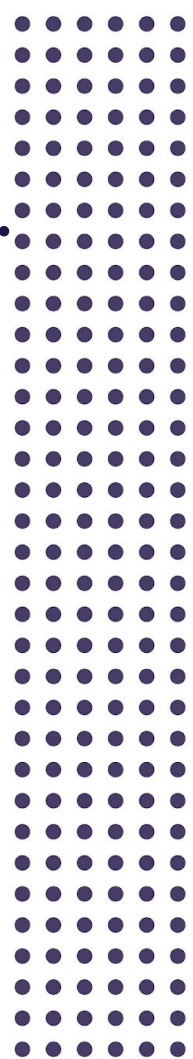
If policies are being discussed, please link the section to the district policy or name the district policy.

———— ” ————

# Here is an example of a completed checklist with NDE comments when no documentation is required.

<b>--Financial Management--</b>					
1.	The district has in place procedures for procurement including contracts purchase/service agreements and purchase orders. Purchase orders and invoices indicate an appropriate record of expenditures.  <i>2 CFR 200.317-326</i>	<ul style="list-style-type: none"> <li>✓ Procedures for contracting, purchasing services, materials, and equipment</li> </ul>	x		<b>Policy 3003.1</b>  Policy on district website, last reviewed July 2023
2.	All equipment ( <i>inventoried and/or depreciated</i> ) purchased with federal funds, including those used in nonpublic and other facilities are appropriately identified, inventoried, and when no longer useful to the program, properly disposed.  <i>2 CFR 200.313</i>	<ul style="list-style-type: none"> <li>✓ District/ESU inventory</li> <li>✓ Procedures for disposal of federally purchased equipment</li> <li>• Be prepared to show an example of inventory of equipment purchased with federal funds</li> </ul>	x		<b>Policy 3019</b>  Policy on district website, last reviewed July 2023
3.	Records of all federal financial and program information are kept for 3 years after the date the sub-grantee submits its last expenditure report. (This is equal to 7 years.)  <i>2 CFR 200.333-337</i>	<ul style="list-style-type: none"> <li>✓ Procedure for record retention (paper and/or electronic documents)</li> </ul>	x		<b>Policy 3004.1</b>  Policy on district website, last reviewed July 2023

<b>--Supplement, Not Supplant--</b>					
1..	Federal funds are used to supplement, not supplant the amount of funds or services available from non-federal sources.  <i>§1118(b)); §1415(b); §2301; §3115(g); §4110</i>	<ul style="list-style-type: none"> <li>✓ District policy or procedures for equitable allocation of resources</li> </ul>			<b>Our 23-24 policy is included.</b>  Policy 5064 - provided by district last reviewed July 2023



# Title II

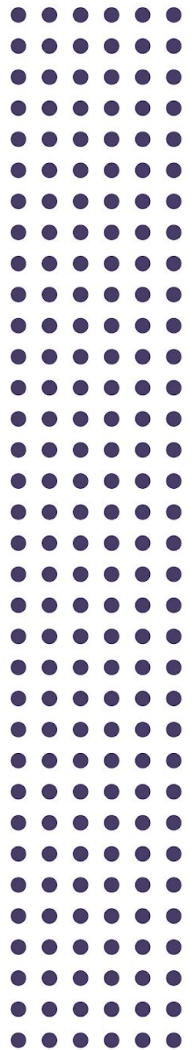
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## Required:

Annual Needs Assessment to support Rationale of funding.

***Reminder: The Title II section of the checklist still needs to be filled out, the above is the only requirement.***

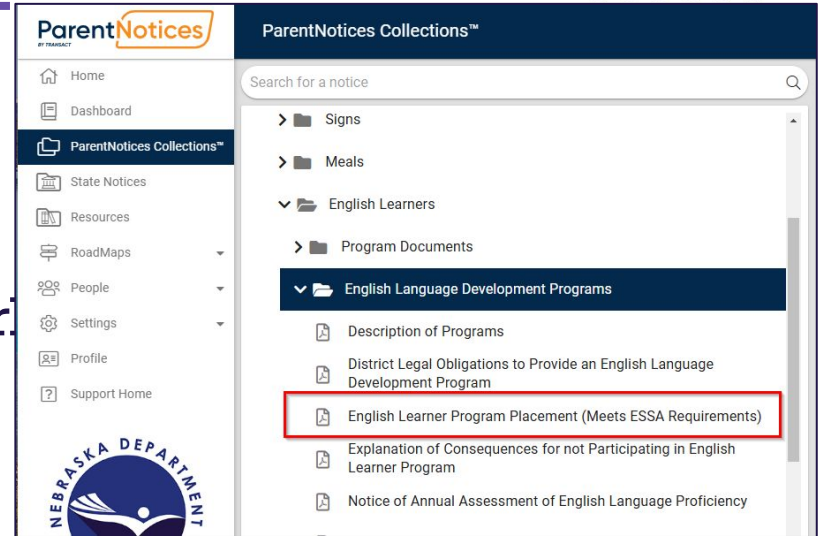
**If you don't use Title II-A Funds put an X in the NA Column.**



# Title III

## Required:

- District Parent Notification Letter (English and other languages)  
PathWiseK12 ParentNotices (former TransACT) meets this requirement.
- NDE Rule 15: Annual Program Review Written Report



***Reminder: The Title III section of the checklist still needs to be filled out, the above is the only requirement.***

***If you don't use Title III-A Funds put an X in the NA Column***

# Title IV

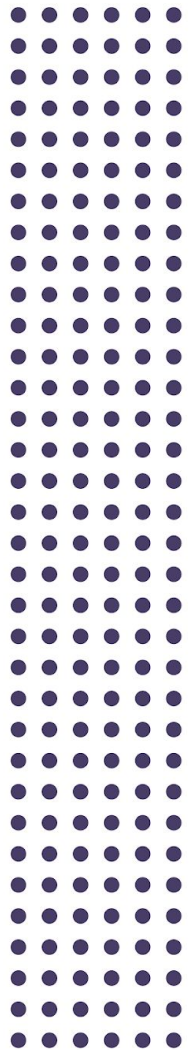
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## Required:

Needs Assessment Tool (over \$30,000) or CIP (under \$30,000) that was used to identify how funds are being distributed.

***Reminder: The Title IV section of the checklist still needs to be filled out, the above is the only requirement.***

**If you don't use Title IV-A Funds put an X in the NA Column.**





Questions?



“  
It still probably  
depends...  
”



Thank You for attending.  
This presentation will be on our website soon.

