

## IN-KIND TRAINING GUIDE

### In-Kind = Non-Federal Share

**Definition:** In-Kind contributions can be the value of real property/equipment, goods/services, and/or a volunteer's time. Any of these donations would qualify as long as they were a benefit to the grant program and specifically identifiable to it. In-Kind can also be in the form of a cash donation. In-Kind is counted at the time that the services were provided or at the time the donated goods were received and used. Cash is counted as In-Kind when it is expended, not when the donation was received.

**Consequences:** If a program does not provide the required In-Kind match of 20%, there will be a disallowance of federal expenditures in proportion to the shortage of matching funds expended. i.e. The agency will not be allowed to spend any government funds that we do not have a match for. This means that we would have to return money to the federal government and agency services would stop because there would not be grant funds to support services for the remainder of the program year.

**Allowable Cost:** For a donation to be counted as In-kind for the program, the donation must be something that the agency would have expended funds for. The cost must comply with the cost principles the agency must follow and be reasonable, allocable, and necessary to the program under the terms of the grant received. Questions concerning if an In-kind donation would be an allowable cost should be directed to the agency's Director.

**Volunteer:** An individual providing a service that is necessary to the operation of the program at no cost to the agency; an example would be a parent donating their time in the classroom.

**Valuing Volunteer Time:** The services provided by the volunteer would have to be an allowable cost under the grant's cost principles, the value must be measurable and material, and the value must be based upon the service provided by the individual. For example, a dentist's donated exam would be valued at the regular rate he would have charged. However, if that dentist volunteers to assist teachers in the classroom for an hour, his time would be valued at the rate of a teacher aide's pay, plus fringe benefits.

Time spent in a Board Meeting or a Policy Council meeting would be In-Kind because both are functioning in a decision-making capacity for the agency. A reasonable valuation has to be developed by the agency and applied based upon documentation from the meeting minutes and sign-in sheets.

If goods are donated, the staff member receiving the items should document on the yellow In-Kind sheet if the items are new or used, find out how much was paid for the items, and what condition the items are in. The PACT employee will then need to determine what amount the donation would be after the above information is obtained.

**Documentation:** Written proof verifying the In-Kind donation was received. Having this documentation is a requirement of the program as it proves that PACT recognizes this donation as being a benefit to the program and is allowable under the cost principles. Cash donations have to be expended prior to the donation being counted as In-Kind. When the donation is received in the Central Office it is forwarded to the CFO who will notify the Manager

who is responsible for purchasing items that a donation has been received. The CFO will keep a file of all cash donations. At the end of the quarter the CFO will review what cash donations were expended and attach backup paperwork to submit to the Office Manager for entry into the In-Kind system.

## **In-Kind Examples**

Following are examples of In-Kind donations that are and are not allowable. These lists are not all inclusive and there may be other examples that staff may encounter. If in doubt, please contact the Central Office for clarification.

### **Allowable**

#### **Time:**

-Classroom volunteers (time spent by Parents or other community partners as a classroom aide).

-Parent time at home spent working with their child on activities that are based on individual assessments and that are part of the written curriculum.

-Time donated by Professionals who are facilitating a field trip; for example the librarian who conducts a tour and then spends time reading to the children, the fire fighter who conducts a tour and then spends time educating the children on stop-drop-roll and what to do in case of a fire.

-Time that Parents and community partners spend at PACT committee meetings, Policy Council and Board meetings, assisting with self assessment, volunteering as a clerical aide or assisting the staff making displays, games for classroom/home visit use, assembling materials, etc.

-Time that Parents, Board and Policy Council members spend reading materials to prepare for a meeting or attending training that enhances/increases their skills as a Board/Policy Council/Advisory Committee member.

-Time that Parents spend in activities with their children at home based socializations.

-Time that Western IL University personnel spend on facility issues.

#### **Mileage:**

-Mileage that Parents, community partners, contractors donate to attend committee and advisory meetings, conduct training, and to perform agency services PACT otherwise would have paid for.

#### **Goods:**

-Donations of consumable supplies/toys/diapers, etc. used in the classrooms or in home based services.

-Donations of clothing that is used in the program. For example, coats and mittens kept in the classroom for outdoor play, clothing donated for use when children have accidents and need clothing changes during program activities, items for dramatic/dress-up play areas.

#### **Space:**

-Donated space for program activities, such as meeting rooms for training activities, space for home based offices and socializations, classroom space.

-Difference between the established fair rental rate and what PACT actually paid for rental cost of program space.

-Cost of utilities if PACT is not charged.

**Miscellaneous:**

-Value of discounts on goods/materials if discount is given specifically to HS/EHS and the discount is not a normal business practice for the vendor.

-The state funded portion of the Child Care Assistance Program funding for children in HS/EHS that are accessing wrap around care.

**Not Allowable**

**Time/Space:**

-General parenting duties performed by HS/EHS parents.

-Time Parents spend transporting or walking children to the center.

-Time Parents spend driving their child to get required medical/dental exams & screenings.

-Parents time during home visits (because regulations require parents to be present).

-Parents time during home visits from Family Advocates and CB Teachers.

-Parent involvement activities that primarily benefit the Parent and child, such as Parent/Teacher conferences, IFSP and/or IEP meetings.

-Space for home visits and recruitment.

**Mileage:**

-Mileage for Parents transporting children to center classes.

-Mileage for Parents to obtain required medical/dental exams and screenings.

-Any mileage reimbursed by the agency.

**Goods:**

-Items donated to PACT who then in turn give the donated items to Parents for their personal use.

**Parent Time Donated As Inkind**

In-Kind first and foremost should be seen as a way to help Parents realize their importance in the educational development of their child. It is important for Parents to understand how daily routines and the home environment affects their child's learning. The following are benefits to the family which tracking inkind can help to promote:

For Parents:

- responsibility
- individualization
- intentional teaching and increased knowledge of child development

- accountability and a feeling of confidence and competence as Teachers of their child
- new ideas for Parent/child interactions
- understanding of what their child needs to learn and how to teach it
- sense of community and being an important part of the PACT program

For the child it provides

- one on one time with Parents or close family members
- learning opportunities
- sense of pride and accomplishment in being able to demonstrate abilities for Parent
- reinforcement for activities and objectives presented by the Teacher

In-Kind should be seen as a training tool for the Parents. It should help them see what skills their child should be working towards. It should help them understand how they can use the home as a learning environment. It should provide opportunities for them to use their talents and time to help others.

In-Kind is beneficial to the program in the following ways:

- provides for the 20% of matching funds (In-Kind documented on the In-Kind Record Report accounts for about 75-80% of our total In-Kind)
- shows one way PACT individualizes for the family/child
- provides ways to help parents learn about child development which is a Federal Standard Head Start is expected to meet
- supports classroom learning and raises outcome results
- shows that parents and community partners have a vested interest in the program

### **TYPES OF IN-KIND**

PACT Head Start and Early Head Start encourages parents to be full partners in their child's education. To document and support the many ways parents are involved as volunteers PACT uses the following In-Kind forms:

#### **Non-Federal Share (yellow ½ sheet)**

Person responsible for this form is the person who can verify the donation. For example; when going on a field trip the Teacher would be responsible for completing Inkind with the field trip guide, or if the Site Supervisor calls the local school to get students to help move items, the Site Supervisor would get them to complete the yellow In-Kind form.

Items to be counted on this form:

#### Donated time

- time spent attending Board & Policy Council meetings & reading materials pertaining to meetings
- time spent attending Health Advisory, Education Advisory or other committee meetings
- time spent driving to and from Board, Policy Council and committee meetings
- time spent preparing materials to be used on home visits or in the classrooms

#### Donated mileage (if not reimbursed for)

- mileage costs to attend Policy Council or other Head Start committee meetings

#### Other

- supplies for program which PACT would or could normally purchase with federal funds

(if materials are donated the person donating and/or the person verifying the donation need to estimate the worth of the items donated in dollars)

- time for any services rendered by professionals or community partners (if the person has a title, please have them include this with their signature, ex: Dr., Manager, Mayor)
- donated space for meetings
- donated space for offices
- use of donated equipment

### **Volunteer Sign-In Sheet**

Include:

- time in the classroom volunteering or observing their child
- time aiding on a field trip
- time aiding at a Socialization
- time on PACT bus as a monitor

### **In-Kind Record Report**

Include:

- time spent working on Weekly Goal Chart
- time spent reviewing things child learned on past Weekly Goal Charts
- time spent on Lending Library activities
- reading books to child and promoting literacy and language skills
- Fun and Learning Activity Handbook
- Linking Home and School (HS CB only)

### **Support Grids**

In-Kind Tracking Grids are used by Family Advocates and EHS Center Based Teachers to help track completed and missing In-Kind.

#### In-Kind Tracking Grid for In-Kind Record Reports

This is a tracking tool that is to be completed weekly and turned into the Central Office quarterly. In CB Head Start, the Family Advocate will enter every family name they are responsible for on the grid. In CB Early Head Start the Teacher will enter the families' names on the grid. As the In-Kind Record Reports are returned, the staff member responsible will check the form, total the times if needed and check the appropriate week's box on the In-kind Tracking Grid. At the end of each quarter, copy the In-Kind Tracking Grid and mail the original to Central Office to the attention of the CFO. If families do not return In-Kind weekly, the person responsible for gridding the In-Kind is the person responsible for following up with the family. Document all follow up efforts and reasons why there is missing In-Kind on the back of the In-Kind Tracking Grid.

### **Recruitment In-Kind:**

No In-Kind can be counted while obtaining an application from the family.

### **Why we encourage parental involvement**

It is important to remember to have the best interest of the child always in mind. It is PACT's belief, and has been substantiated by research, that parent involvement is essential and directly correlates to how well a child does in their educational growth.

The parent is the child's first and most important teacher. They can help their child develop more fully by paying close attention to signs of development and responding in a way that will support

and challenge their child.

Completing In-Kind and working on the individualized objectives should give the parents a feeling of competence as a teacher for their child. It should also help increase the parents' knowledge of child development; as well as providing opportunities in observing their child and applying the knowledge.

### **Training parents on completing In-Kind Record Reports and Weekly Goal Charts**

Every Family Advocate and Home Based Teacher will view the In-kind Training DVD with parents at their intake visit.

This form along with instructions for completion is presented on the intake visit. Extra time taken to teach parents the correct way to complete the form will be beneficial throughout the program year. Remember to stress parents can count only adult-child interaction time, including verbal exchanges and physical modeling. Just supervising an activity is not "teaching time." The parent needs to be told to record the time for each activity. The parent should also be responsible for adding the times for a weekly total and signing the form. Form needs to be completed in ink.

### **Center Base Head Start**

The In-Kind Record Report is introduced by the Family Advocate on the intake visit. The Family Advocate will explain In-Kind using a DVD and provide samples to families. The Teacher will follow-up on their first education visit. The Teacher explains and demonstrates how to complete the In-Kind Record Report. The Teacher is responsible for helping parents understand how to document In-Kind (parent time).

Every week the Teacher will backpack a new Weekly Goal Chart & In-Kind Record Report form home to the parent. The Teacher will check backpacks for completed In-Kind sheets. Questionable or low In-Kind time should be addressed with the family by the Teacher if possible. The Teacher may ask for assistance from the Family Advocate in retraining the parent if necessary using the In-Kind Training DVD. Questionable In-Kind can be amounts over 15-20 hours per week or sheets that look exactly the same week to week. If the time is verified by staff, the staff member will make adjustments as needed or write a statement such as, "This In-Kind is realistic for this family." The staff member will initial any changes.

The Family Advocate checks the form for signatures, appropriate amounts of time and correct addition of time. The Family Advocate signs the form, puts a check mark by the appropriate date on the In-Kind Tracking Grid, and mails original form to the Central Office to the attention of the CFO.

### **Center Base Early Head Start**

The Teacher is responsible for collecting, checking, and gridding the In-Kind Record Report form. Questionable or low In-Kind time should be addressed with the family by the Teacher if possible. The Teacher may ask for assistance from the Family Advocate in retraining the parent if necessary. The Teacher sends the original In-Kind Record Report to Central Office after logging times on monthly In-Kind grid.

Remember that in HS and EHS Center Base, getting weekly In-Kind should be a joint effort

between the Teacher and Family Advocate. Communication is necessary in order to determine who will see the family or who has the best relationship established to support the family in completing the In-Kind. Remember to be positive and expect the best. Give feedback to parents often.

### **Home Base Early Head Start**

The Teacher will present and explain the In-Kind Record Report form on the intake visit and show and discuss the In-Kind Training DVD. The In-Kind form needs to be reviewed with the parent weekly line by line. Make adjustments as needed and give additional instructions and feedback. Be positive and expect the best.

Check the In-Kind Record Report for completeness including your signature, in ink, at the bottom of the page. Attach the In-Kind Record Report to the HVR and send to the Central Office.

### **Checklist for Quality Improvement in Activity Chart/In-Kind Report**

- √ Your signature makes you accountable for the In-Kind.
- √ Make sure parents know that they do not produce In-Kind simply to meet a program requirement, but that it is a way for them to learn how to observe and assess their child's progress.
- √ Give examples of acceptable/unacceptable activities. Is parent in control of activity?
- √ Stress the need for consistent high volume In-Kind (average of an hour a day is desired).
- √ Stress that In-Kind should reflect the weekly objective that was worked on often.
- √ Stress that In-Kind should be completed weekly. One week per sheet.
- √ Get proper signatures from all adults who worked with the child. (Anyone listed as working with the child must also sign the form, can not be signed Grandpa or Dad, etc, must be legal first and last name signatures).

Parents should be given extra In-Kind forms to have on hand in the event of missed visits. If a Home Base Teacher is going to be absent for several visits, make sure parents have an adequate supply of forms and explain to parents they should still be completing school readiness activities with their children daily and documenting this on their In-Kind forms.

### **Those responsible for obtaining In-Kind for Rent, Utilities, and Partnership Agreements:**

#### Chief Financial Officer:

This person is responsible for obtaining In-Kind from Western Illinois University for utilities since PACT does not pay for any utilities for this location; will need to e-mail PACT's WIU Contact person for this information. This person is also responsible for obtaining In-Kind from the landlords that PACT rents space from. The In-Kind that is donated is based upon the difference of the fair market rental value and what PACT actually pays each month for the space. These rental figures are determined by a certified appraiser which will reevaluate every three to five years. This person is also responsible for obtaining DHS In-Kind for those children that are in head start/early head start and have utilized wrap around services and qualify for DHS payments. 50% of the DHS payments received is state funding and may be counted as In-Kind. This In-Kind will be obtained by the Chief Financial Officer working with the Site Supervisors at each site. All of this In-Kind documentation should be obtained by the end of March of each year.

#### Home Base Coordinator

This person is responsible for obtaining In-Kind for space where PACT does not pay rent. The socialization dates need to be written on the In-Kind form and this In-Kind should be obtained by

end of March of each year.

Director

This person is responsible for getting the In-Kind, which is salary and fringe benefits of the ROE Teacher, which is from our partnership with the ROE office that works in our 3 to 5 head start classroom in Macomb. This In-Kind should be obtained by the end of Mach of each year.

Site Supervisor at Macomb Center

This person is responsible for obtaining the In-Kind from WIU personnel that come into the building for maintenance work, since PACT does not pay for this service. The In-Kind should consist of material and labor costs and be put on a yellow In-Kind form. This In-kind should be obtained each time they come in for maintenance work.