



Maine Department of Education
FY2020 ESEA Application

GRANT REQUEST COVER PAGE

Name of Grantee Eustis Public Schools
Grantee Address 65 School Street
Stratton, ME 04982
Grantee Address 246-2283
Fax # 246-6598
Program Year 2020-2021
State Fiscal Year 2021

Name of contact Person	Barry London
Grantee Office	Stratton School
Address	65 School Street Stratton, ME 04982
Telephone #	246-2283
Fax #	246-6598
Email	blondon@strattonschool.org

GENERAL ASSURANCE

I hereby certify that, to the best of my knowledge:

the grant funds will be expended as stated in the goals and activities of this grant request and no changes to the goals, activities or budget set forth in this grant document will be made until MDOE approval is granted;

the Grantee has complied with certification or sub-grantee debarment, suspension and other responsible matters. (Forms available on State of Maine Consolidated Grant Request website, www.4pcamaine.org); **and**

the Grantee will comply with all assurances and certifications listed in this Grant Request, Grant Request Guidance sections and applicable state and federal laws including all applicable Education Department General Administrative Regulations (EDGAR) and Codes of Federal Regulations (CFR) including 34 CFR parts 75, 76, 77, 81 and 2 CFR Part 200.

2 CFR Part 200, Section 200.425 Audit Services requires that grantees or subrecipients that expend \$750,000 or more in Federal awards during their fiscal year are subject to an audit requirement. Audit requirements for State and local governments, and non-profit organizations receiving Federal awards or subawards, are defined in 2 CFR Part 200 Subpart F 200.500 - 200.521. All School Administrative Units are required to comply with Title 20-A, Chapter 221, Subchapter 2 §6051 (6), requiring that each school board provide a copy of the audit report to the Commissioner of the Department of Education within six months after the end of the audit period (<http://www.mainelegislature.org/legis/statutes/20-A/title20-Asec6051.html>).

For the ESEA Application, the authorized official may give permission for his/her Designee to request and submit a Vendor Reimbursement Request but this does not remove the responsibility of the authorized official. The Vendor Reimbursement Request is based upon an expenditure list. The supporting documentation for all the allowable costs and a copy of the Vendor Reimbursement Request will be on file at the Grantee's office

By using my PIN to electronically submit this document (electronic signature) I agree to all statements above and conditions listed in the grant approval letter.

Submitted by:
Barry London, Principal

Certified by Electronic Signature on 07/30/2020
by Michael Shea, Superintendent

Certified by Electronic Signature on 2020-07-30
by Barry London, Principal for Stratton Elementary School

For Information Call:
ESEA Regional Program Manager
[Click HERE to locate contact information](#)

Maine Department of Education
ESEA Clearinghouse
23 State House Station
Augusta, ME 04333-0023
Due: August 1, 2020

Check the box to indicate acceptance of Federal Assurances:

Yes, Accept Federal Assurances

NDE 06-067
Lower Tier Covered Transaction for FY2021

CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82. "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Non-procurement)," The Certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000 as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a member of Congress in connection with the making of any federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement:

(b) If any funds other than federal appropriated funds have been or will be paid to any person

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (federal, state, or local) with commission of any of the offenses enumerated in paragraph (1) (b) of this certification; and

(d) Have not within a three-year period proceeding this application had one or more public transactions (federal, state, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610-

for influencing or attempting to influence an employee of Congress, or any employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with this instruction;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by executive Order 12549, Debarment and Suspension, and other responsibilities implemented at 34 CFR Part 85, for prospective participants in primary or substantive control over a covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110-

A. The applicant certifies that it is its principals:

(a) Are not presently debarred, suspended proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any federal department or agency:

(b) Have not within three-year period preceding this application been convicted of or had a civil judgment rendered against them for convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or contact under a public transaction violation of federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition.

(b) Establishing an on-going drug-free awareness program to inform employees about-

(1) The danger of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will-

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after each conviction;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d) (2) from an employee or otherwise receiving, actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants, and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office Building No. 3), Washington, DC 20202-4571. Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d) (2), with respect to any employee who is so convicted:

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistant or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency:

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant: Place of Performance (Street address, city, county, state, zip code)

Check [] if there are workplaces on file that are not identified here.

DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)

Federal Gun Free Schools Act

The federal Gun Free Schools Act, (No Child Left Behind Act of 2002, Public Law 107-110, Title IV, Part A, Section 4141), and Maine state law, (20-A MRSA, Section 1001, subpart-9A, Students Expelled or Suspended under the Requirements of the Federal Gun-Free Schools Act), requires that LEAs: Expel from school for at least one year a student who is determined to have brought a firearm to a school, or to have possessed a firearm at a school, (except that the federal and state laws shall allow the chief administering officer of such educational agency to modify such expulsion requirement for a student on a case-by-case basis), that they report the incident to the criminal justice or juvenile delinquency system, and that they provide the Maine Department of Education with annual documentation of the incidents. Nothing in this subpart shall be construed to prevent a State from allowing a local educational agency that has expelled a student from such a student's regular school setting from providing educational services to such student in an alternative setting. The provisions of this section shall be construed in manner consistent with the Individuals with Disabilities Education Act.

NON-CONSTRUCTION PROGRAMS

Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610

a. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant, and

b. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants and contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office Building No. 3, Washington, DC 20202-4571. Notice shall include the identification number(s) of each affected grant.

As the duly authorized representative of the applicant I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project costs) to ensure proper planning, management and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. § 4728-4763) relating to prescribed standards for merit systems for programs funded under one of the nineteen statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 CFR 900, subpart F).

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6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. § § 1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. § § 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-615), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) § § 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. 290 dd-3 and 290ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. § 3601 et seq.), as amended, relating to non-discrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. § § 1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. 470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. 469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. 2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. § § 4801 et seq.) which prohibits the use of lead based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act of 1984.
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.
19. Will examine, as required by the United States Department of Education's General Education Provisions Act (GEPA), Section 427, each project in this ESEA Consolidated Application to determine whether the project includes any barriers that impede equitable

project purposes regardless of Federal participation in purchases.

8. Will comply with the provisions of the Hatch Act (5 U.S.C. § § 1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. § § 276a to 276a-7), The Copeland Act (40 U.S.C. § 276c and 18 U.S.C. § § 874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. § § 327-333), regarding labor standards for federally assisted construction subagreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following; (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. § § 1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. § 7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, P.L. 93-523; and (h) protection of endangered species under the Endangered

access or participation such as gender, race, national origin, color, disability, or age. Should such barriers exist, a description of the steps taken to ensure equitable access to, and participation in, the project for students, teachers, and other beneficiaries with special needs will be included.

NOTE: RE: Paragraph # 19: Please note that Title V, Section 7215(a)(23) permits programs " ... to provide same-gender schools and classrooms (consistent with applicable law) ..." If your application includes such a program, please provide documentation that it is consistent with applicable law.

Species Act of 1973, as amended, (P.L. 93-205).

Check the box to indicate acceptance of ESEA General Assurances:

Yes, Accept ESEA General Assurances

Sec. 8306 Other General Assurances

a. Any applicant shall have on file with the SEA whether applying separately or pursuant to section 8306 a single set of assurances, applicable to each program for which a plan or application is submitted, that provides that--

(1) each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications (See MDOEs Annual Application Guidance for Title specific assurances);

(2)(A) the control of funds provided under each such program and title to property acquired with program funds will be in a public agency or in a nonprofit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to such entities; and

(2)(B) the public agency, nonprofit private agency institution, or organization, or Indian tribe will administer such funds and property to the extent required by the authorizing statutes;

(3) the applicant will adopt and use proper methods of administering each such program, including--

(A) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and

(B) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation;

(4) the applicant will cooperate in carrying out any evaluation of each such program conducted by or for the SEA, the secretary, or other Federal officials;

(5) the applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and account for, Federal funds paid to such applicant under each such program;

(6) the applicant will--

(A) make reports to the SEA and the Secretary as may be necessary to enable such agency and Secretary to perform their duties under each such program; and

(B) maintain such records, provide such information, and afford access to the records as the SEA or the Secretary may find necessary to carry out the SEAs or the Secretary's duties; and

(7) before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and has considered such comment.

b. GEPA Provision.--Section 442 of the General Education Provisions Act (GEPA) does not apply to programs under this Act.

ESEA Program Assurances

I Title IA

A. The LEA has read and agrees to meet the program assurances contained in Section 1112(c) 1-7.

[Title IA Assurances](#) Yes No N/A

B. The LEA agrees to transfer funds to another district for equitable services for private school students residing in the district and attending a private school in another district as reported on the

district's final Title IA allocation document.

Yes No N/A

C. The LEA agrees to ensure that all students from all public schools will participate in the required Title I state assessments for ELA, Mathematics, and Science, and English Language Proficiency. In the past school year, did the LEA and each school meet the 95% threshold for participation in all subgroups?

Yes No N/A

If No, respond to items a and/or b.

a. less than 95%. Describe how the SAU will provide assistance to parents in understanding the importance of participating in the State's academic assessment in current school year

b. less than 75% Submit evidence to the Maine DOE of how you assisted parents during the prior year. Provide summary data documenting opt out rationals/reasons.

D. Describe the process for annually notifying and educating families about the ESEA Dashboard.

Provide the local school district web address where families and community members may receive local information from the ESEA Dashboard.

E. The LEA agrees, if selected, to participate in the State National Assessment of Educational Progress (NAEP) in 4th and 8th grade reading and mathematics or in the pilot testing in national years, of NAEP questions for the reading and mathematics NAEP assessment, all carried out under Section 411(B)(2) of the National Education Statistics Act of 1994.

Yes No N/A

F. Describe how the SAU will identify and address disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

To identify disparities SAU will conduct individual student check-ins during elementary and middle school team meetings. These will briefly discuss student progress, curriculum pieces that the student engaged with, the success of those activities, and possible next steps. These check-ins will be conducted by the Title 1 teacher and /or Special Ed Teacher with input from the general education teachers. This will detect ineffectiveness in programming and teaching. The SAU also has rigorous PPEG protocols that are used to support and identify inexperienced and out of field teachers. All newly hired teachers are assigned a mentor teacher and MACM procedures are followed for teachers in their first year of Special Education teaching.

G. Describe how the SAU will implement strategies to facilitate effective transitions for students from Pre-School to Elementary, if applicable; middle grades to high school and from high school to post-secondary education.

At the beginning of the school year, the SAU requires that Pre-K students begin two weeks later than our Kindergarten students. They also experience a shortened school week of 3 days a week acclimate them to the full school week. By the end of the school year, students are shifted from larger amounts of productive play to shorter amounts of productive play. They also embed with Kindergarten for lessons and more structured work time.

Middle school students, begin transitioning to high school with team building activities in groups that mixes students from other area schools. Students also are placed in advisory groups, where mixed student groups are placed with an advisor from the high school.

II. **TITLE IIA**

The LEA has read and agrees to meet the program assurances contained in Section 2102(b)(2).

[Title IIA Assurances](#) Yes No N/A

III. **TITLE III**

A. The LEA has read and agrees to meet the program assurances contained in Section 3116(b)(4)

[Title III Assurances](#) Yes No N/A

B. 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.

IV. **TITLE IVA**

The LEA has read and agrees to meet the program assurances contained in Section 4106(e)(2).

[Title IV Assurances](#) Yes No N/A

V. **McKinney-Vento Homeless Liaison**

The LEA will designate an appropriate staff person able to carry out duties as a local educational liaison for homeless children and youths

Yes No N/A

VI. **Constitutionally Protected Prayer Section 8524**

The LEA ensures it DOES NOT HAVE a policy that prevents or otherwise denies participation in constitutionally protected prayer in public schools.

Yes No N/A

VII **Non-Public Consultation:**

Written record of Non-Public School consultation topics and decisions is available if a non-public school accepts ESEA equitable services. [Title IA and General Consultation Requirements](#)

Yes No N/A

VIII **GUN FREE**

A. Does your local educational agency have in place a policy to assure compliance with the expulsion requirements under The Federal Gun Free Schools Act, (Every Student Succeeds Act), Title VIII, Section 8561 and Maine state law, 20-A MRSA, Section 1001, subpart 9?

Yes No

B. Does your local educational agency have in place a policy to assure compliance with the referral to criminal justice or juvenile delinquency system requirement under under The Federal Gun Free Schools Act, (Every Student Succeeds Act), Title VIII, Section 8561 and Maine state law, 20-A MRSA, Section 1001, subpart 9A?

Yes No

If the school participation rate was below 75%, use this link to upload documentation to the Maine DOE

NOTE: When creating your PDF File optimize it for online publishing.

Upload PDF & Attach to Invoice

File: No file selected.

Title I Supplement Not Supplant: BASED ON BUDGETING OF STATE/LOCAL FUNDS

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.

Exemption: Check if LEA is a one school district. It is exempt from meeting this requirement. If checked, go to next page.

Program Contact Sheet

Please ensure accurate e-mail addresses.

ESEA Coordinator

Contact Person	<input type="text" value="Barry London"/>	Phone	<input type="text" value="246-2283"/>
Work Location	<input type="text"/>	Ext.	<input type="text"/>
Address	<input type="text" value="65 School Street"/>	FAX #	<input type="text" value="246-6598"/>
Town	<input type="text" value="Stratton"/> <input type="text" value="ST"/> <input type="text" value="ME"/> Zip <input type="text" value="04982"/>	E-mail	<input type="text" value="blondon@strattonschool.org"/>

Title IA - Basic Disadvantaged Program

Contact Person	<input type="text" value="Christine Carnahan"/>	Phone	<input type="text" value="246-2283"/>
Work Location	<input type="text"/>	Ext.	<input type="text"/>
Address	<input type="text" value="65 School Street"/>	FAX #	<input type="text" value="246-6598"/>
Town	<input type="text" value="Stratton"/> <input type="text" value="ST"/> <input type="text" value="ME"/> Zip <input type="text" value="04982"/>	E-mail	<input type="text" value="ccarnahan@strattonschool.o"/>

Title IIA - Improving Teacher Quality

Contact Person	<input type="text" value="Barry London"/>	Phone	<input type="text" value="246-2283"/>
Work Location	<input type="text"/>	Ext.	<input type="text"/>
Address	<input type="text" value="65 School Street"/>	FAX #	<input type="text" value="246-6598"/>
Town	<input type="text" value="Stratton"/> <input type="text" value="ST"/> <input type="text" value="ME"/> Zip <input type="text" value="04982"/>	E-mail	<input type="text" value="blondon@strattonschool.org"/>

Title IVA - Student Support and Academic Enrichment

Contact Person	Barry London	Phone	246-2283
Work Location		Ext.	
Address	65 School Street	FAX #	246-6598
Town	Stratton	ST	ME
		Zip	
E-mail	Barry London		

Title V - Rural Education Achievement Program

Contact Person	Barry London	Phone	246-2283
Work Location		Ext.	
Address	65 School Street	FAX #	246-6598
Town	Stratton	ST	ME
		Zip	4982
E-mail	Barry London		

McKinney-Vento Homeless Liaison

Contact Person	Andrea Osganian	Phone	246-2283
Work Location		Ext.	
Address	65 School Street	FAX #	246-6598
Town	Stratton	ST	ME
		Zip	04982
E-mail	adrumstas@strattonschool.o		

Foster Care Liaison

Contact Person	Andrea Osganian	Phone	246-2283
Work Location		Ext.	
Address	65 School Street	FAX #	246-6598
Town	Stratton	ST	ME
		Zip	04982
E-mail	adrumstas@strattonschool.o		

ESEA Application Development Team

UNIT Eustis Public Schools School Year 2021

Provide the names of individuals who serve as members of the district’s planning team. Also, be sure to make note of what stakeholder group each individual represented in the development of this plan. (Each stakeholder group should have at least one representative).

Full Name	Title	Stakeholder Group
Michael Shea	Superintendent	Administration
Susan Tuttle, Marc Roy	Business Manager	Administration
Casey Cote		Community_Members
Tabitha Emery, Anna Beaulier		Parents
Barry London	Title IIA	Program Representative
Barry London	Title IVA	Program Representative
Christine Carnahan	Title IA	Program Representative
Katie Wuori	Learning Results	Program Representative

Jessica Milligan	IDEA	Program Representative
Barry London	ESEA Program Coordinator	Program Representative
Pearl Butler, Tabitha Emery, Sheila Lecander, Anna Beaulier	Title IIA	Teachers

Describe how the above planning team members were selected.

The Superintendent and Business office are represented to guide us in monies and spending. The community input is represented with parents and a community member with a vested interest in the school. The program representatives include the Principal, Title 1 teacher, Gifted and Talented Coordinator, and Special Ed Director. These staff members make up the core cohort for all ESEA concerns. Teachers are also included who make up the base of our mentoring, Professional development committee, and recruiting of high quality staff.

List the planning meetings that occurred to create this application.

Purpose of Meeting	Date of Meeting
Reviewed Data Wall. Addressed holes in data that are Covid related.	6-10-20
Discussed combined 3/4 grade classroom split. Title 1/ SPED student updates in team meetings.	6-15-20
Split 3/4 classroom. Hired 3rd grade teacher with Reading Recovery and Title 1 experience.	7-20-20

Describe method that the SAU used to provide the annual opportunity for public comment on the use of federal funds under this application prior to the submission of this application and how did the SAU consider these comments.

Section 8306(a)(7)

A notice of public comment of one week will be posted on the School website,

Date or period allowed for public comment:

Financial Transfer Worksheet for FY2021

This form is completed only by districts using any of the transferability options of ESEA; all others skip.

Unit Eustis Public Schools

Contact Person: Barry London
 Email: blondon@strattonschool.org

Phone: 246-2283

Title	IA Basic Disadvantaged Program	IIA Teacher Quality	IVA Student Supports & Academic Enrichment	V Rural Education	Total
(a) Allocations	\$27,611.43	\$5,260.18	\$10,000.00	\$0.00	\$42,871.61
(b) Transfers To: Up to 100% of amount in row (a)		\$0.00 IA \$0.00 IVA \$5,260.18 V	\$0.00 IA \$0.00 IIA \$10,000.00 V		
(c) Total to Be Transferred OUT: From Row (b)		\$5,260.18	\$10,000.00		\$15,260.18

(d) Total to Be Transferred IN: From Titles listed in Row (b)	\$0.00	\$0.00	\$0.00	\$15,260.18	\$15,260.18
(e) Adjusted Title Total (a)-(c)+(d) Funds available for projects	\$27,611.43	\$0.00	\$0.00	\$15,260.18	\$42,871.61

District Profile Page

Comprehensive Needs Assessment:

District Level Needs Assessment and Planning

District Name: Eustis Public Schools

Dates District Level Needs Assessment Conducted:

The staff met on January 17, 2020 for preliminary CNA work and then met with our school coach, Ann Dooling 1/29/20. Additional work sessions were held 2/15/20, 2/26/20 and the Needs Assessment was approved March 1, 2020.

Stakeholders Involved in District Level Needs Assessment (Provide Name & Position):

- Amanda Brochu, Parent
- Caitlyn Wyman, Parent
- Carol Sherrier, Parent
- Kip Lynch, Parent
- Sheila Lecander, Teacher
- Pearl Butler, Teacher
- Tabitha Emery, Teacher
- Anna Beaulier, Teacher
- Christine Carnahan, Title 1 staff
- Barry London, Principal
- Mike Shea, District staff
- Susan Tuttle, District Staff
- Andrea Osganian, Social Worker
- Jeff Brickley, Community Member
- Sue Fotter, Community Member
- Sarah Strunk, Community Member
- Casey Cote, School Board Member
- Dave Richards, School Board Member

Summarize the SAU's current process for conducting a Comprehensive Needs Assessment to inform the use of these federal funds.

Formed a committee of Stakeholders who reviewed the available triangulated data. They analyzed strengths and areas of need. Based off this they formed short and long term goals aimed at high need populations and directly related professional goals to ensure all teachers could meet those needs.

Describe the high need areas identified as a result of the comprehensive needs assessment.

Sub group absenteeism is 23% PBIS and responsive classroom goals as well as a school climate survey used to improve this number. Data shows a slightly lower scores overall in Foundational Literacy skill, however, subgroup populations showed even lower data, so focusing on Rtl practices in this subgroup will likely help those student make greater growth. Data also shows slightly lower scores in Numbers and Operations(K-5) and Real and Complex Numbers(6-8).

Here again the overall trend uncovers a larger discrepancy in the subgroup populations. These students tend to give in more quickly. So focusing on the 8 mathematical practices and strengthening their perseverance in problem solving will allow for more stamina in testing situations and in real life applications.

District Level Goals

As a result of the district level needs assessment; list at minimum three (3) district-wide goals (one math goal and one literacy goal required) to be achieved through leveraging the district's ESEA federal program funds.

Goal #1 Develop and strengthen perseverance in problem solving in Mathematics. This aligns with CNA goal 1b to help students engage in productive struggle for longer periods of time.

Indicator (Assessment or mechanism used to track progress in meeting goal):
NWEA mathematics data

- 20-21 outcomes: 100% Educational staff to participate in PD in implementing STEM activities prioritizing stamina & engagement.
- 50% Teachers will implement STEM activities on a weekly basis.

Goal #2 Foundational Literacy: reviewing Rtl plan, programs, and establish monthly Rtl student growth meetings.

Indicator (Assessment or mechanism used to track progress in meeting goal):
NWEA Literacy Data

- 20-21 outcomes: 100% Update Rtl
- 0% Review Rtl programs and curriculum
- 0% Rtl meetings monthly for review Rtl student progress and next steps. Including grade span teacher team, Title 1 teacher, and Special Ed teacher.

Goal #3 PBIS: continuing implementation of Responsive classroom practices, track behavior digitally, and PD. The PD centers around a book study where staff meets via zoom to discuss takeaways and possible next steps. This PD creates a common language and understanding of the basic principles in Responsive Classroom. Including all classroom staff allows Ed Techs to better understand their roles in behavior management support of classroom teachers. We will use Behavior Data to monitor improvement.

Indicator (Assessment or mechanism used to track progress in meeting goal):
Responsive Classroom practices

- 20-21 outcomes: 100% All educational staff participates in peer book study titled:
Lost at School: Why Our Kids with Behavioral Challenges are Falling Through the Cracks and How We Can Help Them by Ross Greene
Fostering Resilient Learners: Strategies for Creating a Trauma-Sensitive Classroom by Kristin Souers and Pete Hall
- 0% Purchase Swiss electronic behavioral data management system.

District Project Sheet

Project Title: Homeless/Foster Care Project

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.

We have not had a homeless population. If the situation presents itself, the school social worker will provide 100% of the oversight of the necessary services for homeless students. This will include conversations with necessary agencies, addressing food insecurities, providing daily check-ins with

students and parents. Additionally, the social worker will meet with staff during weekly middle school meetings and during the regularly scheduled staff meetings (2X/month) to discuss academic supports. These supports may include after school study hall time, study habit activities, and an alternative location for homework (town library). The Student Assistance Team (SAT) comprised of the social worker, the principal, and at least one staff member will further assist with academic supports and any of the above-mentioned needs. These services will be documented by the social worker and kept in a confidential location.

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.

This project will support the achievement of the following district goal(s):

- Develop and strengthen perseverance in problem solving in Mathematics. This aligns with CNA goal 1b to help students engage in productive struggle for longer periods of time.
- Foundational Literacy: reviewing RtI plan, programs, and establish monthly RtI student growth meetings.
- PBIS: continuing implementation of Responsive classroom practices, track behavior digitally, and PD. The PD centers around a book study where staff meets via zoom to discuss takeaways and possible next steps. This PD creates a common language and understanding of the basic principles in Responsive Classroom. Including all classroom staff allows Ed Techs to better understand their roles in behavior management support of classroom teachers. We will use Behavior Data to monitor improvement.

Project Budget

Indicate which and how much of the district's Elementary and Secondary Education Act (ESEA) formula program funds will be used to support this project.

Funding Source	1000, 2000 Salaries & Benefits	3000 Purchased Services	5000 Travel	6000 Instructional Supplies	7000 Equipment	7300 Capital Equipment	8000 Other	Total
Title I, A	\$0.00	\$0.00	\$0.00	\$0.00	\$100.00	\$0.00	\$0.00	\$100.00
Total	\$0.00	\$0.00	\$0.00	\$0.00	\$100.00	\$0.00	\$0.00	\$100.00

School Profile Page

Comprehensive Needs Assessment:

School Level Needs Assessments

School Name: Stratton Elementary School

Dates School Level Needs Assessment Conducted:

You must provide an assessment date.

Stakeholders Involved in School Level Needs Assessment (Provide Name & Position):

You must list stakeholders.

Summarize the SCHOOL'S current process for conducting a Comprehensive Needs Assessment to inform the use of these federal funds.

You must summarize your assessment.

Describe the high need areas identified as a result of the school level comprehensive needs assessment beyond those identified in the district level goals.

You must identify needs.

School Level Goals

As a result of the district/school level needs assessment; list at minimum two (2) school goals to be achieved through leveraging the district's ESEA federal program funds.

SCHOOLWIDE PROJECT PAGE

School: Stratton Elementary School

1) Based upon the Title funds leveraged at this schoolwide school, describe how the intent and purpose of each Title program will be addressed at the school. The Intent and Purposes statements may or may not be how the money from the funding source is being spent, but how the school is meeting the intent of the legislation through local or federal funding. Depending on the contributing title programs, this might include areas such as student interventions, professional development, family engagement, technology, student health and safety, academic enrichment and improvement, and/or English language acquisition for English learners.

PROGRAMS	Intent and Purpose Statements
State/Local	*
Title I, Part A-Sec. 1001 Academic Instruction/ Interventions	One to four meeting per month to identify student need and review progress monitoring. Student data is entered into school wide Data Wall and we review student enrollment in title 1 services. These meetings take place weekly at middle school level and biweekly for 20-21 school year at the primary grade levels.
Title V, Part B Rural Schools-Sec. 5202	Student support academically and social emotional support through the school social worker

Local Funding	Amount
Enter the School's Instructional Educational Program Budget supported with state/local funds using the following Function Code amounts: 1000 - Instruction 2100 – Pupil Services 2213 – Instructional Staff Training 2220 – Educational Media Services 2700 – Transportation for Supplemental academic services only i.e field trips, after school programs, summer programs	\$1,379,147.00

Describe activities that will specifically utilize Title funds at the school level that are not included in the approved Schoolwide CNA plan.

*

Project Budget

Funding Source	1000, 2000 Salaries & Benefits	3000 Purchased Services	5000 Travel	6000 Instructional Supplies	7000 Equipment	7300 Capital Equipment	8000 Other	Schoolwide Funding	Total
Title I, A								\$27,511.43	\$27,511.43
Title II Transfer								\$5,260.18	\$5,260.18
Title IVA Transfer								\$10,000.00	\$10,000.00
Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$42,771.61	\$42,771.61

This page is not ready to submit. Not all questions have been answered.

Ranking Of Schools & Distribution of FY2021 Funds - Title IA

Unit Eustis Public Schools

This block is auto-completed for all LEA's, but relevant for only LEA's with 1000+ students serving any school(s) with a poverty percentage less than 35%.			
Total Allocation	Total # of Low Income Students	125% Rule	Per Pupil Expenditure
\$27,611.43	/ 35	* 1.25 =	986.12

Determination of Title IA Funds		FY2020 Funds
Title IA Allocation	=	\$27,611.43
+ Transfer to Title IA	=	\$0.00
Total	=	\$27,611.43
Total District Projects	=	- \$100.00
Amount Dedicated to Schools	=	\$ 27,511.43

RANKING OF SCHOOLS & DISTRIBUTION OF FY2020 FUNDS

ALL SAU SCHOOLS	1	2	3	4	5	6	7	8
	Grade Span Low High	School Level Enrollment	School Level # of Low Income Students	School Level Poverty % [Col 3 ÷ Col 2]	Low Income Data	Eligibility	School Level Funding	School Level Per Pupil Amount [Col 7÷Col 3]
Stratton Elementary School	PK-08	89	35	39.3	F&R%	Yes	\$27,511.43	\$786.04
TOTALS		89	35	39.3%			\$27,511.43	

Summary of ESEA Funding for Eustis Public Schools

Contact Person: Barry London

Phone 246-2283

Email blondon@strattonschool.org

PROJECT TITLES	ESEA formula funds to be utilized			
	Title I, A	Title II, A	Title IV, A	Title V
TOTAL TITLE ALLOCATIONS	\$27,611.43	\$5,260.18	\$10,000.00	\$0.00
TRANSFER ADJUSTMENTS	\$0.00	\$-5,260.18	\$-10,000.00	\$15,260.18
ADJUSTED TITLE ALLOCATIONS	\$27,611.43	\$0.00	\$0.00	\$15,260.18
Stratton Elementary School	\$27,511.43			\$5,260.18 (IIA) \$10,000.00 (IVA)
Homeless/Foster Care Project	\$100.00			
TOTAL FOR EACH TITLE	\$27,611.43	\$0.00	\$0.00	\$15,260.18

This table displays budget errors preventing submission of the Summary of ESEA funding.

Program	From	Allocation	Budgets	Balance
Title IA:	Allocation	\$27,611.43	\$27,611.43	\$0.00
Title V:	Allocation	\$0.00	\$0.00	\$0.00
	Title IIA Transfer	\$5,260.18	\$5,260.18	\$0.00
	Title IVA Transfer	\$10,000.00	\$10,000.00	\$0.00

This table will disappear once all budgets are balanced.

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.

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: 00/00/0000