



Maine Department of Education
FY2019 ESEA Application

GRANT REQUEST COVER PAGE

Name of Grantee **RSU 58 MSAD 58**
 Grantee Address **1401 RANGELEY RD
 PHILIPS, ME 04966**
 Grantee Address **207-639-2086**
 Fax # **207-639-5120**
 Program Year **2018-2019**
 State Fiscal Year **2019**

Name of contact Person	Susan Pratt
Grantee Office	Phillips Elementary School
Address	1401 RANGELEY RD PHILIPS, ME 04966
Telephone #	207-639-2086
Fax #	207-639-5120
Email	spratt@msad58.org;agamache@msad58.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.4pcmaine.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:
Susan Pratt, Grant Coordinator
Certified by Electronic Signature on 07/30/2018
by Susan Pratt, Superintendent of Schools

Certified by Electronic Signature on 2018-07-30
by Jaime Ela, Principal for Kingfield Elementary School

Certified by Electronic Signature on 2018-07-30
by Jeff Pillsbury, Principal for Phillips Elementary School

Certified by Electronic Signature on 2018-07-30
by Brenda Dwiggin, Principal for Strong Elementary School

For Information Call:
 Title IA 624-6712/6815
 Title ID 624-6712
 Title IIA 624-6723

Maine Department of Education ESEA Clearinghouse 23 State House Station Augusta, ME 04333-0023

Check the box to indicate acceptance of Federal Assurances:

Yes, Accept Federal Assurances

NDE 06-067
Lower Tier Covered Transaction for FY2019

**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 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.

(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 preceding 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-

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;

**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;

(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

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

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)

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.

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 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).

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. §

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.).

§ 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 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)

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 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.

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 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.

GENERAL ASSURANCE

I hereby certify that, to the best of my knowledge, the information contained in this grant request is correct; and that the school board or cooperative board has authorized me, as its representative, to provide this general assurance.

I assure the Maine Department of Education that 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 74, 75, 76, 77, 79, 80, 81, 82, 84, 85, 86, 97, 98, 99 and 2CFR Part 176 and OMB Circulars A-21, A-87, A-122 and A-133.

I also certify that 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.

I also certify that 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.4pcmaine.org.)

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. If in agreement, please check box and list Designee, along with his/her email and phone number.

Grantee must still comply with all state and federal audit requirements. Authorization by Department of Education Grant Manager on invoice does not indicate that these requirements have been met. The Vendor Reimbursement Request is based upon an expenditure list and the supporting documentation for all the allowable costs, and is on file with a copy of the Vendor Reimbursement Request at the Grantee or school.

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. In the previous 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 disseminating directly to the parents and the community the ESEA School and LEA Report Card and the summary of data highlights and challenges.

What is the URL of the ESEA Report Cards?

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.

There are no disparities as all staff in all schools are similar in experience and qualifications.

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.

All our pre-school students attend the local schools where they will attend as elementary students so they take part in some events and at the end of the school year, participate in recess activities along with other elementary students. Our middle level students all share a common team-building three days at Bryant Pond to come together before the end of their 8th grade year. This experience offers them the ability to mix with other students in their class and also to get to know their 9th grade teachers as they also attend the event. Our secondary students all travel to at least one college or vocational center during each year of high school, and meet with college admissions folks as well as eat on a college campus. The hope is that as the 4 years move ahead, they are matching their visit choice to the goals they have developed in career and education development class. They work on goals setting with both staff and parents as they plan their future.

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 basic EL program including staffing, materials, facilities, translation/interpretation, and professional development.

At this point in time, we have no EL students in our district. We would reach out to UMF and others for resources if one should enroll.

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

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

VII 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 InvoiceFile: No file chosen**Program Contact Sheet**

Please ensure accurate e-mail addresses.

ESEA Coordinator

Contact Person	<input type="text" value="Susan A. Pratt"/>	Phone	<input type="text" value="207-639-2086"/>
Work Location	<input type="text"/>	Ext.	<input type="text" value="5300"/>
Address	<input type="text" value="1401 Rangeley Road"/>	FAX #	<input type="text" value="207-639-5120"/>
Town	<input type="text" value="Phillips"/> <input type="text" value="ST ME"/> <input type="text" value="Zip 04966"/>	E-mail	<input type="text" value="spratt@msad58.org"/>

Title IA - Basic Disadvantaged Program

Contact Person	<input type="text" value="Susan A. Pratt"/>	Phone	<input type="text" value="207-639-2086"/>
Work Location	<input type="text" value="Central Office-PES"/>	Ext.	<input type="text" value="5300"/>
Address	<input type="text" value="1401 Rangeley Road"/>	FAX #	<input type="text" value="207-639-5120"/>
Town	<input type="text" value="Phillips"/> <input type="text" value="ST ME"/> <input type="text" value="Zip 04966"/>	E-mail	<input type="text" value="spratt@msad58.org"/>

Title IIA - Improving Teacher Quality

Contact Person	<input type="text" value="Susan A. Pratt"/>	Phone	<input type="text" value="207-639-2086"/>
Work Location	<input type="text" value="Central Office-PES"/>	Ext.	<input type="text" value="5300"/>
Address	<input type="text" value="1401 Rangeley Road"/>	FAX #	<input type="text" value="207-639-5120"/>
Town	<input type="text" value="Phillips"/> <input type="text" value="ST ME"/> <input type="text" value="Zip 04966"/>	E-mail	<input type="text" value="spratt@msad58.org"/>

Title IVA - Student Support and Academic Enrichment

Contact Person	<input type="text" value="Susan A. Pratt"/>	Phone	<input type="text" value="12076392086"/>
Work Location	<input type="text" value="Central Office-PES"/>	Ext.	<input type="text" value="5300"/>
Address	<input type="text" value="1401 Rangeley Road"/>	FAX #	<input type="text" value="207-639-5120"/>
Town	<input type="text" value="Phillips"/> <input type="text" value="ST ME"/> <input type="text" value="Zip 04966"/>	E-mail	<input type="text" value="spratt@msad58.org"/>

Title V - Rural Education Achievement Program

Contact Person	<input type="text" value="Susan A. Pratt"/>	Phone	<input type="text" value="2076392086"/>
Work Location	<input type="text"/>	Ext.	<input type="text"/>
Address	<input type="text" value="1401 Rangeley Road"/>	FAX #	<input type="text" value="207-639-5120"/>
Town	<input type="text" value="Phillips"/> <input type="text" value="ST ME"/> <input type="text" value="Zip 4966"/>	E-mail	<input type="text" value="spratt@msad58.org"/>

McKinney-Vento Homeless Liaison

Contact Person	<input type="text" value="Susan A. Pratt"/>	Phone	<input type="text" value="207-639-2086"/>
Work Location	<input type="text" value="Central Office-PES"/>	Ext.	<input type="text" value="5300"/>
Address	<input type="text" value="1401 Rangeley Road"/>	FAX #	<input type="text" value="207-639-5120"/>
Town	<input type="text" value="Phillips"/> <input type="text" value="ST ME"/> <input type="text" value="Zip 04966"/>	E-mail	<input type="text" value="spratt@msad58.org"/>

Foster Care Liaison

Contact Person	<input type="text" value="Susan A. Pratt"/>	Phone	<input type="text" value="207-639-2086"/>
Work Location	<input type="text"/>	Ext.	<input type="text" value="5300"/>
Address	<input type="text" value="1401 Rangeley Road"/>	FAX #	<input type="text" value="207-639-5120"/>
Town	<input type="text" value="Phillips"/> <input type="text" value="ST ME"/> <input type="text" value="Zip 04966"/>	E-mail	<input type="text" value="spratt@msad58.org"/>

UNIT RSU 58 MSAD 58 School Year 2019

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
Susan Pratt	Superintendent	Administration
Alison Gamache	Business Manager	Administration
Brenda Duggins	Principal	Administration
Jaime Ela	Principal	Administration
Jeffrey Pillsbury	Principal	Administration
Lynne Cary	Data Coordinator	Community Members
Jennifer Mitchell	Parent	Parents
Carrie Bredeau	Parent	Parents
Karin Love	Parent	Parents
Susan A Pratt	Learning Results	Program Representative
Susan A. Pratt	Title IA	Program Representative
Karen Compton	Social Worker	Program Representative
Susan A. Pratt	Title IIA	Program Representative
Susan A. Pratt	Title IVA	Program Representative
Susan A. Pratt	ESEA Program Coordinator	Program Representative
Laureen Olsen	IDEA	Program Representative
Nicole Levesque	Middle Level	Teachers
Danielle Mathieu	Title I	Teachers
Dawn Maceda	Kindergarten	Teachers
Johanna Bartlett	Teacher	Teachers
Erica Luce	Title I	Teachers
Selina Warren	2nd Grade	Teachers
Melissa Hoisington	1st Grade	Teachers
Jody Badershall	RTI Team	Teachers
Bonney Kinney	Interventionist	Teachers
Robin Chase	Teacher	Teachers
Lianne Lander	1st Grade	Teachers
Sean Tennent	Technology coordinator	Teachers

Describe how the above planning team members were selected.

Each school has a planning team for the schoolwide and met during the school year to review goals and develop a plan for moving forward. These members were selected because of their interest in the program.

List the planning meetings that occurred to create this application.

Purpose of Meeting	Date of Meeting
KES -Review of SWP goals and establish goals for FY 18	June 18, 2018
SES-Review of SWP goals and establish goals for FY 18	June 6, 2017
PES-Review of SWP goals and establish goals for FY 18	April 30, 2018

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)

The district application is on the district website and the public have been notified via the local newspaper and via electronic notice to all parents. The notice is also on the District website at www.msad58.org

Date or period allowed for public comment: 2 weeks- July 14 start date.

Financial Transfer Worksheet for FY2019

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

Unit RSU 58 MSAD 58

Contact Person: Susan Pratt

Phone: 207-639-2086

Email: spratt@msad58.org; agamache@msad58.org

Title	IA Basic Disadvantaged Program	IIA Teacher Quality	IVA Student Supports & Academic Enrichment	V Rural Education	Total
(a) Allocations	\$239,852.00	\$29,006.00	\$22,731.08	\$14,301.69	\$305,890.77
(b) Transfers To: Up to 100% of amount in row (a)		\$2,268.92 IA \$0.00 IVA \$0.00 V	\$22,731.08 IA \$0.00 IIA \$0.00 V		
(c) Total to Be Transferred OUT: From Row (b)		\$2,268.92	\$22,731.08		\$25,000.00
(d) Total to Be Transferred IN: From Titles listed in Row (b)	\$25,000.00	\$0.00	\$0.00	\$0.00	\$25,000.00
(e) Adjusted Title Total (a)-(c)+(d) Funds available for projects	\$264,852.00	\$26,737.08	\$0.00	\$14,301.69	\$305,890.77

District Profile Page

Comprehensive Needs Assessment:

District Level Needs Assessment and Planning

District Name: RSU 58 MSAD 58

Dates District Level Needs Assessment Conducted:

May 1, 2018-June 30, 2018

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

Susan A Pratt, Superintendent; Jeffrey Pillsbury, Principal; Jaime Ela, Principal; Felecia Pease, Principal

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

Each school principal works with the Title I staff in each school to collect comprehensive data. Each school meets as a team that involves many stakeholders. These teams work on reviewing the data that, the current program needs, and the areas that are most in need of resources. Then the data is reviewed collectively at the Central Office to facilitate the needs of the district in a district level needs assessment.

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

Each of the elementary schools are in need of mathematics intervention at all levels K-5. The Reading program also needs to remain a focus and the data on our Reading Recovery Students indicates that the intervention is successful for that group of students. Each school has been working to train all K-4 staff on literacy lessons and at this time over 40% of staff have been trained. This allows for level 1 intervention in the classroom for reading.

Strong Elementary School has been participating in training for a Math Coach to increase mathematics instruction at the K-4 levels. This pilot school will complete the training this next year and as a result, much mathematics coaching has occurred. The preliminary data shows a need for early grade improvements in mathematics instruction and intervention strategies.

District Level Goals

As a result of the district level needs assessment, list at minimum three (3) district-wide goals to be achieved through leveraging the district's ESEA federal program funds.

Goal #1 Academic and School Improvement for mathematics K-8

Indicator (Assessment or mechanism used to track progress in meeting goal):
The NWEA and MEA will be used to track progress on meeting this goal.

18-19 outcomes: 75% of students in grades 1-8 will meet the grade level expectation of growth or the grade level target for mathematics as measured by the NWEA.

70% of students in grades 3-8 will meet proficiency as measured by the MEA in mathematics. This result will have to be the 2018 Spring assessment that will be reported in the fall of 2018.

Goal #2 Academic and School Improvement for ELA K-8

Indicator (Assessment or mechanism used to track progress in meeting goal):
The NWEA and MEA will be used to track progress on meeting this goal.

18-19 outcomes: 80% of students in grades 1-8 will meet the grade level expectation of growth or the grade level target for Reading as measured by the NWEA.

75% of students in grades 3-8 will meet proficiency as measured by the MEA in Reading. This result will have to be the 2018 Spring assessment that will be reported in the fall of 2018.

District Project Sheet

Project Title Title IA Homeless

Will this project involve an Alternative Use budget line? No Yes If yes, chose which Alternate Use Project to link with this project.

Provide a description of the proposed project:
Funds to provide for the needs of identified homeless students within the district.

Provide a justification for how the proposed project relates to a particular need(s) outlined in the school and/or district level goal(s).
Because of our remote location, very few homeless students attend our schools. The district will and has provided for transportation to the nearest homeless shelter as well as supplemental needs as students are identified.

Project Indicators and Outcomes

What will be the outcome(s) of this project and what indicators will the district use to measure the supports, interventions, and/or strategies outlined above to ensure that the project is effective in meeting the goal(s) of the district.

Proposed Outcomes		Indicators Used
100%	of homeless children will have their needs for schooling met with a coordinated service to provide for academic support including transportation	All youth served under this program.

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	100.00	0.00	0.00	0.00	0.00	100.00
Total	0.00	0.00	100.00	0.00	0.00	0.00	0.00	100.00

District Project Sheet

Project Title Professional Development

Will this project involve an Alternative Use budget line? No Yes If yes, chose which Alternate Use Project to link with this project.

Provide a description of the proposed project:
Mathematics Professional Development

Provide a justification for how the proposed project relates to a particular need(s) outlined in the school and/or district level goal(s).
To provide in district training by the Mathematic Coach for staff to improve and create consistency in mathematics instruction.

Project Indicators and Outcomes

What will be the outcome(s) of this project and what indicators will the district use to measure the supports, interventions, and/or strategies outlined above to ensure that the project is effective in meeting the goal(s) of the district.

Proposed Outcomes		Indicators Used
33%	of teachers in k-4 will participate in at least one mathematics professional development	attendance roster
100%	of the Mathematics coach classroom support will be covered for her to observe and coach other teachers.	time sheets

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 II, A	10000.00	0.00	0.00	4000.00	0.00	0.00	6000.00	20000.00
Total	10,000.00	0.00	0.00	4,000.00	0.00	0.00	6,000.00	20,000.00

Describe explicitly what was purchased with funds budgeted under "8000 Other" that could not be reported in the specific budget categories:

This will support the final year of course work through UMF for the Mathematics Coach.

District Project Sheet

Project Title Technology

Will this project involve an Alternative Use budget line? No Yes If yes, chose which Alternate Use Project to link with this project.

Provide a description of the proposed project:
Assessment using technology resources

Provide a justification for how the proposed project relates to a particular need(s) outlined in the school and/or district level goal(s).
The need to have multiple measure of assessment will be purchased to allow staff to use additional resources of data to monitor student progress and provide appropriate targeted intervention.

Project Indicators and Outcomes

What will be the outcome(s) of this project and what indicators will the district use to measure the supports, interventions, and/or strategies outlined above to ensure that the project is effective in meeting the goal(s) of the district.

Proposed Outcomes		Indicators Used
50%	of students in the district will have access to technology based assessments to monitor content access.	usage reports for program resources.
10%	of students will have available technology to work on resources	purchase of additional lab for grades 1-4 to use for assessments

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 V	0.00	0.00	0.00	4000.00	10301.69	0.00	0.00	14301.69
Total	0.00	0.00	0.00	4,000.00	10,301.69	0.00	0.00	14,301.69

Answer the following questions in relation to how the Title V funds will be used

1. What is the primary allowable activity that this project is being developed under?

- Activities authorized under Title I-A
- Activities authorized under Title II-A (Professional Development & Teacher Quality)
- Activities authorized under Title II-A (Class Size Reduction)
- Activities authorized under Title III (Language Instruction for English Learner and Immigrant Students)
- Activities authorized under Title IVA (Student Support & Academic Enrichment, Ex: Education Technology)

& Innovative Project)

Increase family engagement

2. What is the State Goal(s) that this project supports?

Increase student academic achievement

Improve teacher quality through staff development

Support Technology use in classrooms

Increase family engagement

District Project Sheet

Project Title Title IIA Teacher Quality

Will this project involve an Alternative Use budget line? No Yes If yes, chose which Alternate Use Project to link with this project.

Provide a description of the proposed project:
Improved reading instruction and interventions

Provide a justification for how the proposed project relates to a particular need(s) outlined in the school and/or district level goal(s).

This project will focus on literacy at K-8 and provide training for staff in literacy strategies to address improved district proficiency.

Project Indicators and Outcomes

What will be the outcome(s) of this project and what indicators will the district use to measure the supports, interventions, and/or strategies outlined above to ensure that the project is effective in meeting the goal(s) of the district.

Proposed Outcomes		Indicators Used
10%	of staff will engage in literacy training by participating in at least 1 workshop either in district or externally.	

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 II, A	0.00	4000.00	0.00	2737.08	0.00	0.00	0.00	6737.08
Total	0.00	4,000.00	0.00	2,737.08	0.00	0.00	0.00	6,737.08

1. PURCHASED SERVICES :

Purchased Services may include funding for training or professional development services through an outside vendor or direct payment of registration fees. To meet audit guidelines for outside vendor contracts, the district must certify below that it will abide by all applicable state and federal regulations governing the procurement of contracted services, including the following:

- Prior to the contracted services being provided; the SAU will obtain a signed contract with the vendor.
- The signed contract must adequately specify all deliverables, completion dates, and reporting requirements pertaining to the contracted services.
- A copy of the signed contract must be kept on file by the SAU and made available for review upon request.
- The SAU agrees to comply with all regulations pertaining to fair selection of vendors.
- The SAU agrees to obtain multiple (as necessary and appropriate) quotes pertaining to the provision of contracted services.
- The SAU agrees to comply with EDGAR Section 80.20, which details the basic requirements for financial Management systems.
- The SAU agrees to comply with EDGAR 80.36, which specifies procurement requirements, and specifically Section 80.36(i), which specifies contracts provision requirements for subgrants.

www.ed.gov/policy/fund/reg/edgarReg/edlite-part80c.html

The ESEA Team, when conducting on-site visits, will be reviewing the following, which are also required by the general education regulations (EDGAR):

- The SAU's written code of standards of conduct governing the performance of those involved in the award/administration of contracts, including standards regarding conflict of interest

- The SAU's procurement procedures to avoid duplication of services and other measures to ensure cost-effectiveness
- The SAU's system for the maintenance of procurement records; and
- The SAU's process for dispute resolution for contracting.

Our district understands these regulations and does wish to use Purchased Services in this project.

Yes No

School Profile Page

Comprehensive Needs Assessment:

School Level Needs Assessments

School Name: Kingfield Elementary School

Dates School Level Needs Assessment Conducted:

April 12, 2018, June 18, 2018

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

Jaime Ela- Principal, Bonney Kinney- Interventionist, Jodi Badershall- Teacher, Laura Hoeft- Parent, Melissa Hoisington- Teacher, Selina Warren- Teacher, Johanna Bartlett- Teacher

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

Submitted June 30, 2018

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

The school will focus on both reading and mathematics interventions to support students with "summer slide", and practice at home. The key areas will be a focus of the RTI teams that will be very active during the school year. Summer packets will go home to students needing additional practice to retain knowledge.

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.

Goal #1 By Spring 2019, 75% of students in grades 1-8 will meet projected growth targets or will be in the average range for NWEA for reading to show an increase in proficiency.

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

The NWEA will be administered for a fall to spring comparison.

18-19 outcomes: 75% of students will meet their growth target or be on grade level for NWEA Reading.

Goal #2 By Spring 2019, 75% of students in grades 1-8 will meet projected growth targets or will be in the average range for NWEA for mathematics.

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

The NWEA will be administered for a fall to spring comparison.

18-19 outcomes: 75% of students will meet their growth target or be on grade level for NWEA Mathematics.

Goal #3

Goal #4

Goal #5

School: Kingfield Elementary School

Will this project involve an Alternative Use budget line? No Yes If yes, chose which Alternate Use Project to link with this project. **No Alt Use Projects are available** ↓

You must click "Post Update" before you can enter the Alt Use funds in the budget.

Based on budgeted funds, provide a description of the project which addresses the use of Title funds to supplement the RTI Tiers of Instruction and Interventions, professional development, class size reduction, family engagement, technology, safe and healthy students, a well-rounded education as well as academic improvement and English language acquisition for English learners.

Kingfield Elementary School will have 1.4 staff paid for under Title I for services of intervention in both ELA and Mathematics for K-8. The school will operate a schoolwide program to ensure all students needing intervention can be served. The RTI team will work to manage the types and scope of the intervention practices in the school.

Provide a justification for how the proposed project relates to a particular need(s) outlined in the school and/or district level goal(s).

The school's reading score and mathematics scores indicate a need for more intervention. The staff will work both in classrooms and as pull out as they provide Reading Recovery for ELA for grade 1 and reading groups for other grade levels. The mathematics intervention will be done based on data from NWEA that is done 2 or 3 times yearly to track student program.

Is this school operating a Title I Schoolwide Program? Yes No

If YES, which Title funding was included in the Schoolwide Plan?

Title I, Title IIA, Title III, Title IVA, Title V

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								63857.00	63857.00
Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$63,857.00	\$63,857.00

1. PURCHASED SERVICES :

Purchased Services may include funding for training or professional development services through an outside vendor or direct payment of registration fees. To meet audit guidelines for outside vendor contracts, the district must certify below that it will abide by all applicable state and federal regulations governing the procurement of contracted services, including the following:

- Prior to the contracted services being provided; the SAU will obtain a signed contract with the vendor.
- The signed contract must adequately specify all deliverables, completion dates, and reporting requirements pertaining to the contracted services.
- A copy of the signed contract must be kept on file by the SAU and made available for review upon request.
- The SAU agrees to comply with all regulations pertaining to fair selection of vendors.
- The SAU agrees to obtain multiple (as necessary and appropriate) quotes pertaining to the provision of contracted services.
- The SAU agrees to comply with EDGAR Section 80.20, which details the basic requirements for financial Management systems.
- The SAU agrees to comply with EDGAR 80.36, which specifies procurement requirements, and specifically Section 80.36(i), which specifies contracts provision requirements for subgrants. www.ed.gov/policy/fund/reg/edgarReg/edlite-part80c.html

The ESEA Team, when conducting on-site visits, will be reviewing the following, which are also required by the general education regulations (EDGAR):

- The SAU's written code of standards of conduct governing the performance of those involved in the award/administration of contracts, including standards regarding conflict of interest
- The SAU's procurement procedures to avoid duplication of services and other measures to ensure cost-effectiveness
- The SAU's system for the maintenance of procurement records; and
- The SAU's process for dispute resolution for contracting.

Our district understands these regulations and does wish to use Purchased Services in this project.

Yes No

School Level Needs Assessments

School Name: Phillips Elementary School

Dates School Level Needs Assessment Conducted:

June 18, 2018

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

Jeffrey Pillsbury- Principal, Jennifer Mitchell- Parent, Carrie Bredeau- Parent, Amanda Wilkins- Teacher, Dawn Maceda- Teacher, Nicole Levesque- Teacher, Danielle Mathieu- Teacher,

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

Submitted June 30, 2018

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

The school will focus on both reading and mathematics interventions to support students with "summer slide", and practice at home. The key areas will be a focus of the RTI teams that will be very active during the school year. Summer packets will go home to students needing additional practice to retain knowledge.

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.

Goal #1 By Spring 2019, 75% of students in grades 1-8 will meet projected growth targets or will be in the average range for NWEA for reading to show an increase in proficiency.

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

The NWEA will be administered for a fall to spring comparison.

18-19 outcomes: 75% of students will meet their growth target or be on grade level for NWEA Reading.

Goal #2 By Spring 2019, 75% of students in grades 1-8 will meet projected growth targets or will be in the average range for NWEA for mathematics.

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

The NWEA will be administered for a fall to spring comparison.

18-19 outcomes: 75% of students will meet their growth target or be on grade level for NWEA Mathematics.

Goal #3

Goal #4

Goal #5

School Project Sheet

School: Phillips Elementary School

Will this project involve an Alternative Use budget line? No Yes If yes, chose which Alternate Use Project to link with this project.

You must click "Post Update" before you can enter the Alt Use funds in the budget.

Based on budgeted funds, provide a description of the project which addresses the use of Title funds to supplement the RTI Tiers of Instruction and Interventions, professional development, class size reduction, family engagement, technology, safe and healthy students, a well-rounded education as well as academic improvement and English language acquisition for English learners.

Phillips Elementary School will have 1. staff paid for under Title I for services of intervention in both ELA and Mathematics for K-8. The school will operate a schoolwide program to ensure all students needing intervention can be served. The RTI team will work to manage the types and scope of the intervention practices in the school.

Provide a justification for how the proposed project relates to a particular need(s) outlined in the school and/or district level goal(s).

The school's reading score and mathematics scores indicate a need for more intervention. The staff will work

both in classrooms and as pull out as they provide Reading Recovery for ELA for grade 1 and reading groups for other grade levels. The mathematics intervention will be done based on data from NWEA that is done 2 or 3 times yearly to track student program.

Is this school operating a Title I Schoolwide Program? Yes No

If YES, which Title funding was included in the Schoolwide Plan?

Title I, Title IIA, Title III, Title IVA, Title V

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								109133.00	109133.00
Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$109,133.00	\$109,133.00

1. PURCHASED SERVICES :

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- A copy of the signed contract must be kept on file by the SAU and made available for review upon request.
- The SAU agrees to comply with all regulations pertaining to fair selection of vendors.
- The SAU agrees to obtain multiple (as necessary and appropriate) quotes pertaining to the provision of contracted services.
- The SAU agrees to comply with EDGAR Section 80.20, which details the basic requirements for financial Management systems.
- The SAU agrees to comply with EDGAR 80.36, which specifies procurement requirements, and specifically Section 80.36(i), which specifies contracts provision requirements for subgrants. www.ed.gov/policy/fund/reg/edgarReg/edlite-part80c.html

The ESEA Team, when conducting on-site visits, will be reviewing the following, which are also required by the general education regulations (EDGAR):

- The SAU's written code of standards of conduct governing the performance of those involved in the award/administration of contracts, including standards regarding conflict of interest
- The SAU's procurement procedures to avoid duplication of services and other measures to ensure cost-effectiveness
- The SAU's system for the maintenance of procurement records; and
- The SAU's process for dispute resolution for contracting.

Our district understands these regulations and does wish to use Purchased Services in this project.

Yes No

School Profile Page

Comprehensive Needs Assessment:

School Level Needs Assessments

School Name: Strong Elementary School

Dates School Level Needs Assessment Conducted:

June 6, 2018

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

Felicia Pease- Principal, Sara Chase- parent, Kendra Pratt- Parent, Lianne Lander- Teacher, Candace Dunham- Teacher, Robin Chase- Teacher, Tracey McKenzie, Teacher, Karen Compton, Social Worker

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

Submitted June 30, 2018

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

The school will focus on both reading and mathematics interventions to support students with "summer slide", and practice at home. The key areas will be a focus of the RTI teams that will be very active during the school year. Summer packets will go home to students needing additional practice to retain knowledge.

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.

Goal #1 By Spring 2019, 75% of students in grades 1-8 will meet projected growth targets or will be in the average range for NWEA for reading to show an increase in proficiency.

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

The NWEA will be administered for a fall to spring comparison.

18-19 outcomes: 80% of students will meet their growth target or be on grade level for NWEA Reading.

Goal #2 By Spring 2019, 75% of students in grades 1-8 will meet projected growth targets or will be in the average range for NWEA for mathematics.

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

The NWEA will be administered for a fall to spring comparison.

18-19 outcomes: 80% of students will meet their growth target or be on grade level for NWEA Mathematics.

Goal #3

Goal #4

Goal #5

School Project Sheet

School: Strong Elementary School

Will this project involve an Alternative Use budget line? No Yes If yes, chose which Alternate Use Project to link with this project. No Alt Use Projects are available

You must click "Post Update" before you can enter the Alt Use funds in the budget.

Based on budgeted funds, provide a description of the project which addresses the use of Title funds to supplement the RTI Tiers of Instruction and Interventions, professional development, class size reduction, family engagement, technology, safe and healthy students, a well-rounded education as well as academic improvement and English language acquisition for English learners.

Strong Elementary School will have 1. staff paid for under Title I for services of intervention in both ELA and Mathematics for K-8. The school will operate a schoolwide program to ensure all students needing intervention can be served. The RTI team will work to manage the types and scope of the intervention practices in the school.

Provide a justification for how the proposed project relates to a particular need(s) outlined in the school and/or district level goal(s).

The school's reading score and mathematics scores indicate a need for more intervention. The staff will work both in classrooms and as pull out as they provide Reading Recovery for ELA for grade 1 and reading groups for other grade levels. The mathematics intervention will be done based on data from NWEA that is done 2 or 3 times yearly to track student program.

Is this school operating a Title I Schoolwide Program? Yes No

If YES, which Title funding was included in the Schoolwide Plan?

Title I, Title IIA, Title III, Title IVA, Title V

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								91762.00	91762.00
Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$91,762.00	\$91,762.00

1. **PURCHASED SERVICES** :

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- The SAU agrees to obtain multiple (as necessary and appropriate) quotes pertaining to the provision of contracted services.
- The SAU agrees to comply with EDGAR Section 80.20, which details the basic requirements for financial Management systems.
- The SAU agrees to comply with EDGAR 80.36, which specifies procurement requirements, and specifically Section 80.36(i), which specifies contracts provision requirements for subgrants. www.ed.gov/policy/fund/reg/edgarReg/edlite-part80c.html

The ESEA Team, when conducting on-site visits, will be reviewing the following, which are also required by the general education regulations (EDGAR):

- The SAU's written code of standards of conduct governing the performance of those involved in the award/administration of contracts, including standards regarding conflict of interest
- The SAU's procurement procedures to avoid duplication of services and other measures to ensure cost-effectiveness
- The SAU's system for the maintenance of procurement records; and
- The SAU's process for dispute resolution for contracting.

Our district understands these regulations and does wish to use Purchased Services in this project.

Yes No

Ranking Of Schools & Distribution of FY2019 Funds - Title IA

Unit RSU 58 MSAD 58

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
\$264,852.00	/ 328	* 1.25 =	1,009.34

Determination of Title IA Funds		FY2019 Funds
Title IA Allocation	=	\$239,852.00
+ Transfer to Title IA	=	\$25,000.00
Total	=	\$264,852.00
Total District Projects	=	- \$100.00
Amount Dedicated to Schools	=	\$ 264,752.00

RANKING OF SCHOOLS & DISTRIBUTION OF FY2019 FUNDS IS BY PERCENT

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]
Phillips Elementary School	Prek-8	137	100	73	F&R%	Yes	\$109,133.00	\$1,091.33
Strong Elementary School	Prek-8	166	88	53	F&R%	Yes	\$91,762.00	\$1,042.75
Kingfield Elementary School	Prek-8	145	62	42.8	F&R%	Yes	\$63,857.00	\$1,029.95
Mt Abram Regional High School	9-12	208	78	37.5	F&R%	No	\$0.00	\$0.00
TOTALS		656	328	50.0%			\$264,752.00	

ESEA Summary of ESEA Funding for RSU 58 MSAD 58

Contact Person: Susan Pratt

Phone 207-639-2086

Email spratt@msad58.org;agamache@msad58.org

PROJECT TITLES	ESEA formula funds to be utilized			
	Title I, A	Title II, A	Title IV, A	Title V
TOTAL TITLE ALLOCATIONS	\$239,852.00	\$29,006.00	\$22,731.08	\$14,301.69
TRANSFER ADJUSTMENTS	\$25,000.00	\$-2,268.92	\$-22,731.08	\$0.00
ADJUSTED TITLE ALLOCATIONS	\$264,852.00	\$26,737.08	\$0.00	\$14,301.69
1. Kingfield Elementary School	\$63,857.00	\$0.00	\$0.00	\$0.00
3. Phillips Elementary School	\$109,133.00	\$0.00	\$0.00	\$0.00

4. Strong Elementary School	\$91,762.00	\$0.00	\$0.00	\$0.00
6. Title IA Homeless	\$100.00	\$0.00	\$0.00	\$0.00
7. Professional Development	\$0.00	\$20,000.00		\$0.00
8. Technology	\$0.00	\$0.00		\$14,301.69
9. Title IIA Teacher Quality	\$0.00	\$6,737.08		\$0.00
TOTAL FOR EACH TITLE	\$264,852.00	\$26,737.08	\$0.00	\$14,301.69

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