

FY18 ESEA Application Cover Sheet

- Federal funds are available to school districts through the Elementary and Secondary Education Act (ESEA). School districts are required to complete an annual application and performance report in order to receive these funds.
- This year Cape Elizabeth qualifies for \$43,461 in Title IA (Basic Disadvantaged Program) funding, \$36,465 in Title IIA (Teacher Quality) funding, and \$9,855.61 in Title IVA (Student Supports & Academic Enrichment) funding.
- Use of the funds is determined by the district administrative team with input from the application development team on behalf of various constituencies.
- This year's funds will be used to support Tier 3 Rtl Math at Pond Cove, PBE implementation at the middle and high schools, and professional development in the teaching of social-emotional skills to students in grades K-5.
- Public comment on this year's application is welcome.



Maine Department of Education
Federal Grant Reimbursement System



GRANT REQUEST COVER PAGE

Consolidated Application for Assistance Under Title IA-Basic Disadvantaged, Title I, Part D, Subpart 1, Title IIA- Teacher Qualify, Title IID - Ed Tech (Technology), Title III - Language Instruction for LEP & Immigrant Students, Title V - Innovative Education, REAP - Rural Education Achievement Program and McKinney Homeless.

Name of Grantee Cape Elizabeth School
Department
Grantee Address 320 Ocean House Road
Cape Elizabeth, ME 04107
Grantee Address (207) 799-2217
Fax # (207) 799-2914
Program Year 2017-2018
State Fiscal Year 2018

Name of contact Person	Cathy Stankard
Grantee Office	Cape Elizabeth School Department
Address	320 Ocean House Road Cape Elizabeth, ME 04107
Telephone #	(207) 799-2217
Fax #	(207) 799-2914
Email	cstankard@capeelizabethschools.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:

Cathy Stankard, Director of Teaching and Learning

Howard Colter Superintendent of Schools

NOT CERTIFIED BY ELECTRONIC SIGNATURE

Signature

For Information Call:

Maine Department of Education
ESEA Clearinghouse

Title IA 624-6705
 Title ID 624-6705
 Title IIA 624-6723
 Title III 624-6788
 Title V/REAP-Flex 624-6723
 FAX #: 624-6706

23 State House Station
 Augusta, ME 04333-0023

Due: August 1, 2017

Check the box to indicate acceptance of Federal Assurances:

Yes, Accept Federal Assurances

NDE 06-067

Lower Tier Covered Transaction for FY2018

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.

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;

(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;

(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;

(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

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

(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)

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 he 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.

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 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.

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 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).

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.

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) 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).

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.

Check the box to indicate acceptance of ESEA General Assurances:

Yes, Accept ESEA General Assurances

Sec. 9306 Other General Assurances

a. Any applicant shall have on file with the SEA whether applying separately or pursuant to section 9305 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 NA

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 NA

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

Yes No NA

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 FY18

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.

Parents are notified via letter (https://docs.google.com/document/d/12gC0fhMb7WuSdzziwOQ-9f2ycFHjRHa_VEhrfPTgre4/edit) that their child's MEA scores have been uploaded to PowerSchool and can be viewed on the parent portal.

In addition, the ESEA School and LEA Report Cards are posted to the district's website. This information, as well as a summary of data highlights and challenges, is shared in a School Board meeting for dissemination to the entire community.

What is the URL of the ESEA Report Cards?

<https://www.cape.k12.me.us/main-menu/learn-more/about-us/school-rep>

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 NA

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 date, this has not been an issue. Cape Elizabeth's teachers are demonstrably effective, experienced, and highly qualified in the subjects that they teach. Further, placement decisions are made without regard for a student's socioeconomic or ethnic status. However, if the annual review of MEA data were to show that low-

income or minority students were underperforming, then school administrators would investigate placement as a possible cause and make any changes necessary to ensure equity.

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.

The elementary, middle, and high school guidance counselors meet regularly in the spring and fall to facilitate effective transitions between their schools by, in the case of 5th grade, confirming students have been placed appropriately and, in the case of 9th grade, developing an educational program specifically designed to meet individual student's needs. The Grades 4-9 Student Support Coordinator also works with administrators, teachers, and guidance counselors to bridge gaps between schools and ensure students, including those who have an IEP or 504 Plan, are given every opportunity for success. In addition, students entering 9th grade who are perceived to be at risk are recommended for the Freshman Academy, which focuses on community building as well as on shoring up skills.

The high school has a full-time guidance counselor whose primary responsibility is to assist students with their transition to post-secondary education. High school students are also given the Accuplacer annually and the results used to inform instruction and intervention to ensure they are ready for college-level work.

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 NA

III. TITLE III

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

Title III Assurances Yes No NA

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 NA

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 NA

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: Choose File No file chosen

Upload File

Program Contact Sheet

Please ensure accurate e-mail addresses.

ESEA Program Coordinator

Contact Person	Cathy Stankard	Phone	(207) 799-2217
Work Location	Cape Elizabeth School Department	Ext.	268
Address	320 Ocean House Road Cape Elizabeth, ME 04107	FAX #	(207) 799-2914
		E-mail	cstankard@capeelizabetscho

McKinney-Vento Homeless Liaison Contact

Contact Person	Cathy Stankard	Phone	(207) 799-2217
Work Location	Cape Elizabeth School Department	Ext.	268
Address		FAX #	

320 Ocean House Road
 Cape Elizabeth, ME 04107
 (207) 799-2914
 E-mail: cstankard@capeelizabetscho

Foster Care Liaison Contact

Contact Person: Jessica Clark
 Phone: (207) 799-2217
 Work Location: Cape Elizabeth School Department
 Ext.: 269
 Address: 320 Ocean House Road
 Cape Elizabeth, ME 04107
 FAX #: (207) 799-2914
 E-mail: jclark@capeelizabetschools.c

Title IA Basic Disadvantaged Program

Contact Person: Cathy Stankard
 Phone: (207) 799-2217
 Work Location: Cape Elizabeth School Department
 Ext.: 268
 Address: 320 Ocean House Road
 Cape Elizabeth, ME 04107
 FAX #: (207) 799-2914
 E-mail: cstankard@capeelizabetscho

Title IIA Improving Teacher Quality

Contact Person: Cathy Stankard
 Phone: (207) 799-2217
 Work Location: Cape Elizabeth School Department
 Ext.: 268
 Address: 320 Ocean House Road
 Cape Elizabeth, ME 04107
 FAX #: (207) 799-2914
 E-mail: cstankard@capeelizabetscho

Title IVA Student Support and Academic Enrichment

Contact Person: Cathy Stankard
 Phone: (207) 799-2217
 Work Location: Cape Elizabeth School Department
 Ext.: 268
 Address: 320 Ocean House Road
 Cape Elizabeth, ME 04107
 FAX #: (207) 799-2914
 E-mail: cstankard@capeelizabetscho

ESEA Application Development Team**UNIT Cape Elizabeth School Department School Year 2018**

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
Howard Colter	Superintendent	Administration
Catherine Messmer	Business Manager	Administration
Elizabeth Scifres	School Board Chair	Community Members
Susana Measelle Hubbs	Parent	Parents
Jessica Clark	IDEA	Program Representative
Cathy Stankard	Learning Results	Program Representative
Cathy Stankard	Title IVA	Program Representative
Cathy Stankard	Title III	Program Representative
Cathy Stankard	Title IIA	Program Representative
Cathy Stankard	Title IA	Program Representative
Cathy Stankard	ESEA Program Coordinator	Program Representative

Emily Healy	Student	Students
Ali Ingalls	Student	Students
Liz Yarrington	English Teacher	Teachers
Debbie Butterworth	Math Interventionist	Teachers

Describe how the above planning team members were selected.

All were appointed by the ESEA Program Coordinator based on the roles that they serve within the district.

List the planning meetings that occurred to create this application.

Purpose of Meeting	Date of Meeting
To plan professional development for the 2017-2018 school year, including developing Needs Assessment surveys to inform future decision making.	June 1, 2017
To plan structures and processes for Rtl in the 2017-2018 school year.	July 10, 2017
To review 2016-2017 MEA data and determine next steps for improving student achievement.	October 10, 2017
To identify specific actions necessary for proficiency-based education implementation at the 7-12 level.	November 29, 2017
To identify specific actions necessary for proficiency-based education implementation at the 6-12 level.	December 5, 2017
To consider possible revisions to the application based on public comments.	December 13, 2017

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)

Opportunity for public comment on the use of federal funds under this application was provided at a School Board meeting. Both the School Board meeting agenda and a draft of the application were posted to the district's website one week prior to the meeting. An announcement that the posting had occurred was disseminated to parents and community members via email by the superintendent's administrative assistant.

Members of the Application Development Team met following the School Board meeting to discuss possible revisions to the application based on the public comments.

Date or period allowed for public comment: December 12, 2017

Financial Transfer Worksheet for FY2018

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

Unit Cape Elizabeth School Department

Contact Person: Cathy Stankard

Phone: (207) 799-2217

Email: cstankard@capeelizabethschools.org

Title	IA Basic Disadvantaged Program	IIA Teacher Quality	IVA Student Supports & Academic Enrichment	V Rural Education	Totals
(a) Allocations	\$43,461.00	\$36,465.00	\$9,855.61	\$0.00	\$89,781.61

(b) Transfers To: Up to 100% of amount in row (a)		\$0.00 IA \$0.00 IVA \$0.00 V		\$0.00 IA \$0.00 IIA \$0.00 V		
(c) Total to Be Transferred OUT: From Row (b)		\$0.00	\$0.00			\$0.00
(d) Total to Be Transferred IN: From Titles listed in Row (b)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
(e) Adjusted Title Totals (a)-(c)+(d) Funds available for projects	\$43,461.00	\$36,465.00	\$9,855.61	\$0.00		\$89,781.61

District Profile Page

Comprehensive Needs Assessment:

District Level Needs Assessment and Planning

District Name: Cape Elizabeth School Department

Dates District Level Needs Assessment Conducted:

May 8, 2017-June 13, 2017

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

Debbie Butterworth, Grades K-4 Math RtI Teacher; Laura Briggs, Grade 6 Teacher; Talya Edlund, Grade 5 Teacher; Rosemary Ginn, Grades K-4 Literacy RtI Teacher; Marianne Harrington, Grade 2 Teacher; Kelly Hasson, Elementary School Principal; Janna Robinson, High School Art Teacher; Kevin St. Jarre, High School Social Studies Teacher; Jeff Shedd, High School Principal; Cathy Stankard, Director of Teaching and Learning; Kim Sturgeon, Middle School Counselor; Mike Tracy, Middle School Principal; Jonathan Werner, Middle School Library and Technology Specialist; Liz Yarrington, High School English Teacher; Kate Zellers, Grade 3 Teacher

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

Our current process for conducting a Comprehensive Needs Assessment is to survey all staff on their professional development needs and Title IA parents on their perception of the Title IA program's efficacy. Staff, Title IA parents, and the School Board (on behalf of the community) are also given opportunities on these surveys and in meetings to provide suggestions on the most effective use of ESEA funds.

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

Teachers College writing instruction; standards-based small-group math instruction; NWEA MAP Growth administration and data interpretation; academic and behavior RtI implementation; proficiency-based education implementation; technology integration

District Level Goals

As a result of the district level needs assessment; list 1-5 district-wide goals to be achieved through leveraging the district's ESEA federal program funds.

Goal #1 To increase the percentage of students who are performing at grade level in math.

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

NWEA MAP Growth assessments

17-18 outcomes: 75% of students receiving Tier 3 RtI Math support in grades 1-4 will be performing at grade level by the end of the year or show a year's growth in math from fall to spring.

Goal #2 To improve the capacity of middle and high school teachers to implement proficiency-based education.

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

Course learning targets, scoring criteria, and common assessments for Grades 5-12 courses

17-18 outcomes: 100% of middle and high school teachers will be ready to grade and report student progress to course learning targets in PowerSchool beginning in the 2018-2019 school year.

Goal #3 To improve the capacity of elementary and middle school teachers to build effective learning communities by setting clear expectations and incorporating positive reinforcements for student behavior.

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

Responsive Classroom certification

17-18 outcomes: 100% of K-5 teachers will be ready to use Responsive Classroom methods in the 2018-2019 school year.

District Project Sheet

District Project #1

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:

We propose setting aside funds to purchase educational supplies for our homeless students on an as-needed basis.

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

Cape Elizabeth has a very small homeless population so this federally mandated set aside doesn't directly connect to an identified district level goal.

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 students will receive the educational supplies that they need.	Student surveys

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

District Project Sheet

District Project #2

Project Title ESEA Accountability Set Aside Project for Pond Cove Elementary

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:

We propose using our Title IA funds to expand supports for students who are scoring below proficiency on the MEA and below grade level on the NWEA by dedicating a staff member to oversee Tier 2 Math Rtl and provide Tier 3 Math Rtl.

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 is designed to accomplish District Level Goal #1 by providing the support needed to improve student achievement in math.

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

75% of students receiving Tier 3 RtI Math support in grades 1-4 will be performing at grade level by the end of the year or show a year's growth in math from fall to spring.	NWEA MAP Growth assessments
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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	43361.00	0.00	0.00	0.00	0.00	0.00	0.00	43361.00
Total	43,361.00	0.00	0.00	0.00	0.00	0.00	0.00	43,361.00

District Project Sheet

District Project #3

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:

We propose using our Title IIA funds to hire Great Schools Partnership to provide the professional development our middle and high school teachers need to effectively implement proficiency-based education.

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 is designed to accomplish District Level Goal #2 by providing the support necessary to increase teacher capacity to implement proficiency-based education.

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 middle and high school teachers will be ready to grade and report student progress to course learning targets in PowerSchool beginning in the 2018-2019 school year.	Course learning targets, scoring criteria, and common assessments for Grades 5-12 courses

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	36465.00	0.00	0.00	0.00	0.00	0.00	36465.00
Total	0.00	36,465.00	0.00	0.00	0.00	0.00	0.00	36,465.00

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/req/edgarReq/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

District Project Sheet

District Project #4

Project Title Title IVA Safe & Healthy Students

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

Provide a description of the proposed project:

We propose using our Title IVA funds to train elementary school teachers in the Responsive Classroom approach to teaching in order to improve the social and emotional learning of our students.

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 is designed to accomplish District Level Goal #3 by providing the support necessary to increase teacher capacity to build effective (i.e., "safe and joyful") learning communities (e.g., by setting clear expectations and incorporating positive reinforcements for student behavior).

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 K-5 teachers will be ready to use Responsive Classroom methods in the 2018-2019 school year.	Responsive Classroom certification

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 IV, A	0.00	9855.61	0.00	0.00	0.00	0.00	0.00	9855.61
Total	0.00	9,855.61	0.00	0.00	0.00	0.00	0.00	9,855.61

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

Ranking Of Schools & Distribution of FY2018 Funds

Title IA

Unit Cape Elizabeth School Department

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
\$43,461.00	/ 103	* 1.25 =	\$527.44

Determination of Title IA Funds		FY2018 Funds
Title IA Allocation	=	\$43,461.00
+ Transfer to Title IA	=	\$0.00
Total	=	\$43,461.00
Total District Projects	=	- \$43,461.00
Amount Dedicated to Schools	=	\$ 0.00

RANKING OF SCHOOLS & DISTRIBUTION OF FY2018 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]
Cape Elizabeth Middle School	5-8	550	44	8	F&R%	Yes	\$0.00	\$0.00
Pond Cove Elementary	K-4	538	36	6.7	F&R%	Yes	\$0.00	\$0.00
Cape Elizabeth High School	9-12	515	23	4.5	F&R%	Yes	\$0.00	\$0.00
TOTALS		1603	103	6.4%			\$0.00	

ESEA Summary of ESEA Funding for Cape Elizabeth School Department

Contact Person: Cathy Stankard

Phone (207) 799-2217

Email cstankard@capeelizabethschools.org

PROJECT TITLES	ESEA formula funds to be utilized			
	Title I, A	Title II, A	Title IV, A	Title V
TOTAL TITLE ALLOCATIONS	\$43,461.00	\$36,465.00	\$9,855.61	\$0.00
TRANSFER ADJUSTMENTS	\$0.00	\$0.00	\$0.00	\$0.00
ADJUSTED TITLE ALLOCATIONS	\$43,461.00	\$36,465.00	\$9,855.61	\$0.00
4. Title IA Homeless	\$100.00	\$0.00	\$0.00	
5. ESEA Accountability Set Aside Project for Pond Cove Elementary	\$43,361.00	\$0.00	\$0.00	
6. Title IIA Teacher Quality	\$0.00	\$36,465.00	\$0.00	
7. Title IVA Safe & Healthy Students	\$0.00	\$0.00	\$9,855.61	
TOTAL FOR EACH TITLE	\$43,461.00	\$36,465.00	\$9,855.61	\$0.00

COMPLETE CHART OF TITLE IV-A FUNDING

TITLE IV-A	(1) Well-Rounded	(2) Safe & Healthy	(3a) Effective use of	(3b) Technology	Total
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	Education	Students	Technology	Infrastructure	
(a) Requirements if funds are used for activities in content area	Minimum 20% of total allocation	Minimum 20% of total allocation	A portion of the total allocation	Maximum of 15% of amount in column 3a, row b	-
(b.) Funding Amount for each Category	\$0.00"	\$9,855.61"	\$0.00"	\$0.00"	\$9,855.61
(c) Percentage of total allocation	0.00%	100.00%	0.00%	0.00% *	

*Percentage of total funds allocated for (3) effective use of technology

IF FUNDING AMOUNT IS GREATER THAN \$30,000, ALL CONTENT AREAS ABOVE MUST BE SELECTED

IF FUNDING AMOUNT IS LESS THAN \$30,000, ONE OR MORE CONTENT AREAS ABOVE MUST BE SELECTED

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

Calculating Funds for Non-Public School for All Titles for FY2018

Unit Cape Elizabeth School Department

Contact Person: Cathy Stankard Phone (207) 799-2217 Email cstankard@capeelizabethschools.org

Calculating Title IA Funds for Non-Public Schools

\$ 43,461.00 is the Title IA FY18 Allocation.

\$ 0.00 is the amount being transferred into (+) Title IA.

\$ 0.00 is the amount of Title IA funds used for administrative projects.

\$ 43,461.00 is the amount of Title IA funds to be used by public and non-public schools for projects.

Column A	Column B	Column C	Column D	Column E	Column G
Non-Public Schools Participating in Title IA	Title IA Funds	State Derived Title IA Non-public School Funds	Low-Income Students in Title I Schools	Per Pupil Comparison	Title IA Non-public Projects
Cape Elizabeth School Department			103		

Calculating Title IIA Funds for Non-Public Schools

\$ 36,465.00 is the Title IIA FY18 Teacher Quality Allocation.

\$ 0.00 is the amount being transferred into (+) or out (-) of Title IIA.

\$ 0.00 is the amount of Title IIA funds used for administrative projects.

\$ 36,465.00 is the amount of Title IIA funds to be used by public and non-public schools for professional development.

Column A	Column B	Column C	Column D	Column E
Non-Public Schools Participating in Title IIA	Non-public Enrollment Percent	Title IIA PD Funds	Non-public Amount based on Enrollment and Title IIA PD Funds (B * C)	IIA Non-public Projects (Includes Alt Use Funds)

Calculating Title IVA Funds for Non-Public Schools

\$ 9,855.61 is the Title IVA FY18 Student Support & Academic Enrichment.

\$ 0.00 is the amount being transferred into (+) or out (-) of Title IVA.

\$ 0.00 is the amount of Title IVA funds used for administrative projects.

\$ 9,855.61 is the amount of Title IVA funds to be used by public and non-public schools for Student Support & Academic Enrichment.

Column A	Column B	Column C	Column D	Column E
Non-Public Schools Participating in Title IVA	Non-public Enrollment Percent	Title IVA Funds	Non-public Amount based on Enrollment and Title IVA Funds (B * C)	IVA Non-public Projects (Includes Alt Use Funds)

