



## Maine Department of Education FY2020 ESEA Application

### GRANT REQUEST COVER PAGE

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 2020-2021  
State Fiscal Year 2021

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@capeelizabetschools.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](http://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

Donna Wolf from Superintendent of Schools

NOT CERTIFIED BY ELECTRONIC SIGNATURE

Signature

Jason Manjourides, Principal for Pond Cove Elementary

NOT CERTIFIED BY ELECTRONIC SIGNATURE

Signature

For Information Call:

ESEA Regional Program Manager

Click [HERE](#) to locate contact information

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

**Due: August 1, 2020**

**Check the box to indicate acceptance of Federal Assurances:**

☒ **Yes, Accept Federal Assurances**

NDE 06-067

Lower Tier Covered Transaction for FY2021

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

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

#### **1. LOBBYING**

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

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

(b) If any funds other than federal appropriated funds have been or will be paid to any person for influencing or attempting to influence an employee of Congress, or any employee of a Member of Congress in connection with this

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

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

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

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

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

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

Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with this instruction;

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

## **2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS**

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

A. The applicant certifies that it is its principals:

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

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

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

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

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

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

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

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

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

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

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

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the

**Federal Gun Free Schools Act**  
The federal Gun Free Schools Act,

workplace no later than five calendar days after each conviction;

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

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

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

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

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

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

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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

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

#### **NON-CONSTRUCTION PROGRAMS**

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

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.

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

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

1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. § § 1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. § § 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-615), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) § § 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. 290 dd-3 and 290ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. § 3601 et seq.), as amended, relating to non-discrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for 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)

components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. 470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. 469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. 2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. § § 4801 et seq.) which prohibits the use of lead based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act of 1984.

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

19. Will examine, as required by the United States Department of Education's General Education Provisions Act (GEPA), Section 427, each project in this ESEA Consolidated Application to determine whether the project includes any barriers that impede equitable 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

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).

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.***

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**Check the box to indicate acceptance of ESEA General Assurances:**

☐ **Yes, Accept ESEA General Assurances**

**Sec. 8306 Other General Assurances**

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

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

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

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

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

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

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

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

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

(6) the applicant will--

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

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

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

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

**ESEA Program Assurances****I Title IA**

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

**Title IA Assurances** Yes ☒ No ☐ N/A ☐

B. The LEA agrees to transfer funds to another district for equitable services for private school students residing in the district and attending a private school in another district as reported on the district's final Title IA allocation document.

Yes ☐ No ☐ N/A ☒

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



Yes ☐ No ☐ N/A ☒

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

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

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

D. Describe the process for annually notifying and educating families about the ESEA Dashboard. Families are emailed information about the ESEA Dashboard every year in September. This information includes a description of the data provided on the Dashboard and a link to the Dashboard itself. A link to the Dashboard is also posted on the District's website.

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

<https://www.cape.k12.me.us/o/cesd/page/maine-educational-asse>

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

Yes ☒ No ☐ N/A ☐

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

To date, this has not been an issue. Per the ESEA Dashboard, 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 racial/ethnic status. However, if the annual review of MEA data were to show that low-income or minority students were, as a subgroup, 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 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 needs. A middle school special education teacher also works with administrators, teachers, and school counselors to bridge gaps between the elementary and middle schools and between the middle and high schools and to confirm students who have an IEP or 504 Plan are given every opportunity to succeed. In addition, students entering 9th grade who are perceived to be at risk are recommended for Freshman Academy, which focuses

on community building as well as on shoring up skills.

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

## II. **TITLE IIA**

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

**Title IIA Assurances** Yes ☒ No ☐ N/A ☐

## III. **TITLE III**

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

**Title III Assurances** Yes ☐ No ☐ N/A ☒

B. Describe the core EL program paid for through local/state funds only. How does the LEA meet its civil rights obligations to ELs and their families, including staffing, materials, facilities, professional development for mainstream and EL staff, and translation/interpretation for parents? Please do not list any services here that are paid for through federal ESEA funds.

## IV. **TITLE IVA**

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

**Title IV Assurances** Yes ☒ No ☐ N/A ☐

## V. **McKinney-Vento Homeless Liaison**

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

Yes ☒ No ☐ N/A ☐

## VI. **Constitutionally Protected Prayer Section 8524**

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

Yes ☒ No ☐ N/A ☐

## VII **Non-Public Consultation:**

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

Yes ☐ No ☐ N/A ☒

## VIII **GUN FREE**

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

Yes ☒ No ☐

B. Does your local educational agency have in place a policy to assure compliance with the referral to criminal justice or juvenile delinquency system requirement under under The Federal Gun Free

Schools Act, (Every Student Succeeds Act), Title VIII, Section 8561 and Maine state law, 20-A MRSA, Section 1001, subpart 9A?

Yes ☒ No ☐

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

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

#### Upload PDF & Attach to Invoice

File:  No file chosen

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

Under ESSA Title I, Part A, the local educational agency (LEA) must describe and be able to demonstrate a Supplement/Not Supplant budget methodology that is used to allocate **State and Local funds** to schools and ensures equitable funding for all schools.

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

**Title I Neutral:** Check the one item that applies.

- ☒ There is only one building at each grade level. The LEA is exempt from describing methodology.
- ☐ All buildings at a grade level are Title I served and remaining grade levels are not Title I served. The LEA is exempt from describing methodology. [Ex. PK-2 school, 3-5 school, and K-5 school are grouped as one grade span and are all Title I schools, along with 6-8 and 9-12 schools that are not Title I schools.]

If one item is checked, go to next page.

### NON-PUBLIC SCHOOL PARTICIPATION FORM

NON-PUBLIC SCHOOL  
**Aucocisco School**  
126 Spurwink Avenue  
Cape Elizabeth,

NAME AND TITLE OF PERSON COMPLETING FORM  
**Barbara Melnick**  
Head of School, Head of School  
7737323  
cstankard@capeelizabetschools.org

#### Affirmation of Consultation

I agree that this school has been consulted IN A TIMELY AND MEANINGFUL MANNER in the planning of the consolidated ESEA application and equitable share percentage. If no, see your right to file a complaint below. The Ombudsman will also follow-up with the LEA. <u>Title IA and General Consultation Requirements</u>	<input type="radio"/> Yes <input type="radio"/> No
Method of Consultation	Date of Consultation

#### Participation Certification

The non-public school wishes to participate in the following title programs:	
Title IA—Supplemental Instructional Services	<input type="radio"/> Yes <input checked="" type="radio"/> No
Title IIA—Teacher Quality Professional Development	<input type="radio"/> Yes <input checked="" type="radio"/> No
Title IVA—Student Support & Academic Enrichment	<input type="radio"/> Yes <input checked="" type="radio"/> No

**If participating in any title funds noted above, the Agreement on Consultation for the SEA Ombudsman must be completed.**

This school has been consulted and is satisfied with the program design and educational services to be offered within each of the participating Title programs. <i>If no, see your right to file a complaint below.</i>	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA
If there was any disagreement between the LEA and the non-public school, did the LEA provide in writing the reasons why the LEA disagreed? <i>If no, the non-public school should request this correspondence. The Ombudsman will also follow-up with the LEA.</i>	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA

### Right to File A Complaint:

A private school official shall have the right to file a complaint with the State educational agency asserting that the local educational agency did not engage in consultation that was meaningful and timely, did not give due consideration to the views of the private school official, or did not make a decision that treats the private school students equitably as required. The Private School Complaint Procedure is located at Maine DOE Non-public Complaint Procedure

Signature & Title of Authorized Non-Public School Representative

Date

For grant related information, call: The Local Public School ESEA Coordinator or Maine DOE ESEA Office at 624-6705. If Software Technical Assistance is needed, call: GEM School Software 985-8802.

### Program Contact Sheet

Please ensure accurate e-mail addresses.

#### ESEA Coordinator

**Contact Person** Cathy Stankard  
**Work Location** Cape Elizabeth School Department  
**Address** 320 Ocean House Road  
**Town** Cape Elizabeth **ST ME Zip** 04107

**Phone** (207) 799-2217  
**Ext.** 268  
**FAX #** (207) 799-2914  
**E-mail** cstankard@capeelizabeths

#### Title IA - Basic Disadvantaged Program

**Contact Person** Cathy Stankard  
**Work Location** Cape Elizabeth School Department  
**Address** 320 Ocean House Road  
**Town** Cape Elizabeth **ST ME Zip** 04107

**Phone** (207) 799-2217  
**Ext.** 268  
**FAX #** (207) 799-2914  
**E-mail** cstankard@capeelizabeths

#### Title IIA - Improving Teacher Quality

**Contact Person** Cathy Stankard  
**Work Location** Cape Elizabeth School Department  
**Address** 320 Ocean House Road  
**Town** Cape Elizabeth **ST ME Zip** 04107

**Phone** (207) 799-2217  
**Ext.** 268  
**FAX #** (207) 799-2914  
**E-mail** cstankard@capeelizabeths

#### Title IVA - Student Support and Academic Enrichment

**Contact Person** Cathy Stankard  
**Work Location** Cape Elizabeth School Department  
**Address** 320 Ocean House Road  
**Town**

**Phone** (207) 799-2217  
**Ext.** 268  
**FAX #** (207) 799-2914  
**E-mail**

Cape Elizabeth ST ME Zip 04107

cstankard@capeelizabethscho

**McKinney-Vento Homeless Liaison**

Contact Person Jen Lakari

Phone (207) 799-2217

Work Location Cape Elizabeth School Department

Ext. 271

Address 320 Ocean House Road

FAX # (207) 799-2914

Town Cape Elizabeth ST ME Zip 04107

E-mail jlakari@capeelizabethschoc

**Foster Care Liaison**

Contact Person Del Peavey

Phone (207) 799-2217

Work Location Cape Elizabeth School Department

Ext. 269

Address 320 Ocean House Road

FAX # (207) 799-2914

Town Cape Elizabeth ST ME Zip 04107

E-mail dpeavey@capeelizabethschoc

**ESEA Application Development Team****UNIT Cape Elizabeth School Department School Year 2021**

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

Full Name	Title	Stakeholder Group
Donna Wolfrom	Superintendent	Administration
Marcia Weeks	Business Manager	Administration
Del Peavey	Director of Special Services	Administration
Jason Manjourides	PCES Principal	Administration
Troy Eastman	CEMS Principal	Administration
Jeff Shedd	CEHS Principal	Administration
Margaret Brownlee	SMCC Director of Career Services	Community_Members
Kimberly Carr	School Board Vice-Chair	Parents
Heather Altenburg	School Board Chair	Parents
Rosemary Ginn	PCES ELA Content Leader	Teachers
Claire Ramsbotham	CEMS ELA Co-Content Leader	Teachers
Joanna Payne	GSEA Leadership Academy Participant	Teachers
Liz Yarrington	GSEA Leadership Academy Participant	Teachers

Describe how the above planning team members were selected.

All were selected 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 assess PCES and CEMS needs re literacy coaching	6/9/2020 and 6/10/2020
To assess staff needs re diversity, equity, and inclusion professional	6/11/2020 and

development	6/23/2020
To review data and plan projects	7/6/2020 and 7/9/2020

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 by posting a draft of the application on the district's website and encouraging anyone with a question or suggestion to contact the ESEA Program Coordinator. Any comments received were shared with the ESEA Application Development Team, which then determined whether changes to the application were warranted.

Date or period allowed for public comment: 7/29/2020-7/31/2020

### Financial Transfer Worksheet for FY2021

*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  
Email: [cstankard@capeelizabethschools.org](mailto:cstankard@capeelizabethschools.org)

Phone: 7737323

Title	IA Basic Disadvantaged Program	IIA Teacher Quality	IVA Student Supports & Academic Enrichment	V Rural Education	Total
(a) Allocations	\$29,872.83	\$34,318.52	\$10,000.00	\$0.00	\$74,191.35
(b) Transfers To: Up to 100% of amount in row (a)		\$0.00 IA \$0.00 IVA	\$0.00 IA \$10,000.00 IIA		
(c) Total to Be Transferred OUT: From Row (b)		\$0.00	\$10,000.00		\$10,000.00
(d) Total to Be Transferred IN: From Titles listed in Row (b)	\$0.00	\$10,000.00	\$0.00	\$0.00	\$10,000.00
(e) Adjusted Title Total (a)-(c)+(d) Funds available for projects	\$29,872.83	\$44,318.52	\$0.00	\$0.00	\$74,191.35

### District Profile Page

#### Comprehensive Needs Assessment:

##### District Level Needs Assessment and Planning

District Name: Cape Elizabeth School Department

##### Dates District Level Needs Assessment Conducted:

The District Level Needs Assessment was conducted via surveys and meetings throughout the 2019-2020 school year.

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

Troy Eastman, CEMS Principal; Karen Ferry, Grade 1 Teacher and GSEA Leadership Academy Participant; Rosemary Ginn, PCES ELA Content Leader; Cheryl Joys, CEMS Special Education Teacher and GSEA Leadership Academy Participant; Amanda Kozaka, CEMS Library Media Specialist and GSEA Leadership Academy Participant; Jason Manjourides, PCES Principal; Amanda Marsden, Kindergarten Teacher and GSEA Leadership Academy Participant; Beth

Neuts, CEMS Special Education Teacher and GSEA Leadership Academy Participant; Per Noreus, CEMS Math Content Leader; Joanna Payne, CEMS ELA Co-Content Leader and GSEA Leadership Academy Participant; Del Peavey, Director of Special Services; Claire Ramsbotham, CEMS ELA Co-Content Leader; Melissa Richard, PCES Math Content Leader; Jeff Shedd, CEHS Principal; Cathy Stankard, Director of Teaching and Learning; Donna Wolfrom, Superintendent; Liz Yarrington, CEHS English Teacher and GSEA Leadership Academy Participant

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

Cape Elizabeth conducted a Comprehensive Needs Assessment (CNA) during the 2017-2018 school year and submitted it to the Maine DOE in June 2018. The CNA was reviewed and updated, as necessary by the ESEA Application Development Team based on quantitative and qualitative data collected during the 2018-2019 and 2019-2020 school years.

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

reading intervention; reading, writing, and speaking/listening instruction; math instruction; professional development in diversity, equity, and inclusion

**District Level Goals**

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

**Goal #1 To increase the percentage of students reading at grade level by the end of Grade 1.**

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

20-21 outcomes: 75% of students participating in the Reading Recovery program will be reading at grade level by the end of Grade 1.

**Goal #2 To improve the capacity of elementary, middle, and high school teachers to provide effective instruction in reading, writing, and speaking/listening.**

**Indicator** (Assessment or mechanism used to track progress in meeting goal):  
teacher surveys, administrator observations

20-21 outcomes: 100% of elementary, middle, and high school teachers who participate in the professional development funded through the Title IIA grant will report improved capacity at reading, writing, and speaking/listening instruction.

**Goal #3 To improve the capacity of elementary, middle, and high school teachers to provide effective instruction in math.**

**Indicator** (Assessment or mechanism used to track progress in meeting goal):  
teacher surveys, administrator observations

20-21 outcomes: 100% of elementary, middle, and high school teachers who participate in the professional development funded through the Title IIA grant will report improved capacity at math instruction.

**Goal #4 To improve the capacity of elementary, middle, and high school teachers to promote diversity, equity, and inclusion in their classrooms and courses.**

**Indicator** (Assessment or mechanism used to track progress in meeting goal):  
curriculum documents, teacher surveys, administrator observations

20-21 outcomes: 100% of elementary, middle, and high school teachers who participate in the professional development funded through the Title IIA grant will report improved capacity at promoting diversity, equity, and inclusion in their classroom and courses. This improved capacity will also be evident in curriculum documents and observable by administrators.

**District Project Sheet**

**Project Title: Homeless/Foster Care Project**

**All LEAs must respond to and budget for comparable Title I services:** Describe services to be provided to homeless students that are comparable to those provided to Title I students as well as other non-instructional education-related services needed for homeless students to support their academic success.

We do not differentiate between homeless and non-homeless students in providing Title I services. However, we are budgeting Title IA funds for academic supplies that our homeless students might need. Other support they require will be addressed through local funds.

If Title I funds will be used to pay for any of the following activities, check the box and ensure appropriate funding.

- ☐ Homeless Liaison
- ☐ Foster Care Liaison
- ☐ Homeless/Foster Care Liaison
- ☐ Defray excess transportation costs of Homeless or Foster Care students to ensure educational stability.

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

- ☐ To increase the percentage of students reading at grade level by the end of Grade 1.
- ☐ To improve the capacity of elementary, middle, and high school teachers to provide effective instruction in reading, writing, and speaking/listening.
- ☐ To improve the capacity of elementary, middle, and high school teachers to provide effective instruction in math.
- ☐ To improve the capacity of elementary, middle, and high school teachers to promote diversity, equity, and inclusion in their classrooms and 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 I, A	\$0.00	\$0.00	\$0.00	\$100.00	\$0.00	\$0.00	\$0.00	\$100.00
<b>Total</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$100.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$100.00</b>

### District Project Sheet

### Project Title: Title IIA Teacher Quality

Provide a description of the proposed project:

We propose using a portion of our Title IIA funds to hire consultants from Logos to work with elementary, middle, and high school teachers on implementing the workshop model of instruction in reading (including phonics), writing, and speaking/listening.

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 address District Level Goal #2.

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

- ☐ To increase the percentage of students reading at grade level by the end of Grade 1.
- ☒ To improve the capacity of elementary, middle, and high school teachers to provide effective instruction in reading, writing, and speaking/listening.
- ☐ To improve the capacity of elementary, middle, and high school teachers to provide effective instruction in math.
- ☐ To improve the capacity of elementary, middle, and high school teachers to promote diversity, equity, and inclusion in their classrooms and 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	\$17,000.00	\$0.00	\$1,000.00	\$0.00	\$0.00	\$0.00	\$18,000.00
<b>Total</b>	<b>\$0.00</b>	<b>\$17,000.00</b>	<b>\$0.00</b>	<b>\$1,000.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$18,000.00</b>

**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 200.326, which details the basic requirements for financial Management systems.
- The SAU agrees to comply with EDGAR 200.318-200.302, which specifies procurement requirements

The ESEA Team, when conducting on-site visits, will be reviewing the following, which are also required by the general education regulations (EDGAR)[Section 200.318]:

- 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. EDGAR Regulations for record keeping

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

☒ Yes ☐ No

**District Project Sheet****Project Title: Diversity, Equity, and Inclusion**

Provide a description of the proposed project:

We propose using a portion of our Title IIA funds to hire experts in racial justice to work with elementary, middle, and high school teachers on promoting diversity, equity, and inclusion in their classrooms and courses.

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 address District Level Goal #4.

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

- ☐ To increase the percentage of students reading at grade level by the end of Grade 1.
- ☐ To improve the capacity of elementary, middle, and high school teachers to provide effective instruction in reading, writing, and speaking/listening.
- ☐ To improve the capacity of elementary, middle, and high school teachers to provide effective instruction in math.
- ☒ To improve the capacity of elementary, middle, and high school teachers to promote diversity, equity, and inclusion in their classrooms and 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	\$14,000.00	\$0.00	\$2,318.52	\$0.00	\$0.00	\$0.00	\$16,318.52
Title IVA Transfer	\$0.00	\$10,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$10,000.00
<b>Total</b>	<b>\$0.00</b>	<b>\$24,000.00</b>	<b>\$0.00</b>	<b>\$2,318.52</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$26,318.52</b>

#### 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 200.326, which details the basic requirements for financial Management systems.
- The SAU agrees to comply with EDGAR 200.318-200.302, which specifies procurement requirements

The ESEA Team, when conducting on-site visits, will be reviewing the following, which are also required by the general education regulations (EDGAR)[Section 200.318]:

- 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. EDGAR Regulations for record keeping

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: Pond Cove Elementary

#### Dates School Level Needs Assessment Conducted:

The School Level Needs Assessment was conducted via surveys and meetings throughout the 2019-2020 school year as part of the District Level Needs Assessment.

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

Troy Eastman, CEMS Principal; Karen Ferry, Grade 1 Teacher and GSEA Leadership Academy Participant; Rosemary Ginn, PCES ELA Content Leader; Cheryl Joys, CEMS Special Education Teacher and GSEA Leadership Academy Participant; Amanda Kozaka, CEMS Library Media Specialist and GSEA Leadership Academy Participant; Jason Manjourides, PCES Principal; Amanda Marsden, Kindergarten Teacher and GSEA Leadership Academy Participant; Beth Neuts, CEMS Special Education Teacher and GSEA Leadership Academy Participant; Per Noreus, CEMS Math Content Leader; Joanna Payne, CEMS ELA Co-Content Leader and GSEA Leadership Academy Participant; Del Peavey, Director of Special Services; Claire Ramsbotham, CEMS ELA Co-Content Leader; Melissa Richard, PCES Math Content Leader; Jeff Shedd, CEHS Principal; Cathy Stankard, Director of Teaching and Learning; Donna Wolfrom, Superintendent; Liz Yarrington, CEHS English Teacher and GSEA Leadership Academy Participant

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

Pond Cove Elementary School (PCES) conducted a Comprehensive Needs Assessment (CNA) during the 2017-2018 school year as part of the districtwide CNA, which was submitted to the Maine DOE in June 2018. The CNA was reviewed and updated, as necessary, by the ESEA Application Development Team based on quantitative and qualitative data collected from the schools, including PCES, during the 2018-2019 and 2019-2020 school years.

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

N/A

#### 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 To increase the percentage of students reading at grade level by the end of Grade 1.**

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

Observation Surveys

20-21 outcomes: 75% of students participating in the Reading Recovery program will be reading at grade level by the end of Grade 1.

**Goal #2 To improve the capacity of elementary teachers to provide effective instruction in math.**

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

teacher surveys, administrator observations

20-21 outcomes: 100% of elementary teachers who participate in the professional development funded through the Title IIA grant will report improved capacity at math instruction.

### SCHOOL PROJECT PAGE

School: Pond Cove Elementary

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.

We propose using our Title IA funds to provide supplemental, intensive interventions for first graders who are reading below grade level by supporting a Reading Recovery teacher.

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 address District Level Goal #1 and School Level Goal #1.

### 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	\$29,772.83	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$29,772.83
<b>Total</b>	<b>\$29,772.83</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$29,772.83</b>

### Ranking Of Schools & Distribution of FY2021 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
\$29,872.83	/ 0	* 1.25 =	0.00

Determination of Title IA Funds		FY2020 Funds
Title IA Allocation	=	\$29,872.83
+ Transfer to Title IA	=	\$0.00
Total	=	\$29,872.83
Total District Projects	=	- \$100.00
Amount Dedicated to Schools	=	\$ 29,772.83

### RANKING OF SCHOOLS & DISTRIBUTION OF FY2020 FUNDS

ALL SAU SCHOOLS	1	2	3	4	5	6	7	8
	Grade Span Low High	School Level Enrollment	School Level # of Low Income Students	School Level Poverty % [Col 3 ÷ Col 2]	Low Income Data	Eligibility	School Level Funding	School Level Per Pupil Amount [Col 7+Col 3]
Cape Elizabeth High School	09-12	0	0	0	%	Grandfathered	\$0.00	\$0.00
Cape Elizabeth Middle School	05-08	0	0	0	%	Grandfathered	\$0.00	\$0.00
Pond Cove Elementary	KG-04	0	0	0	%	Grandfathered	\$29,772.83	\$0.00
<b>TOTALS</b>		0	0	0.0%			\$29,772.83	

### Summary of ESEA Funding for Cape Elizabeth School Department

Contact Person: Cathy Stankard

Phone 7737323

Email cstankard@capeelizabethschools.org

PROJECT TITLES	ESEA formula funds to be utilized			
	Title I, A	Title II, A	Title IV, A	Title V
<b>TOTAL TITLE ALLOCATIONS</b>	<b>\$29,872.83</b>	<b>\$34,318.52</b>	<b>\$10,000.00</b>	<b>\$0.00</b>
<b>TRANSFER ADJUSTMENTS</b>	<b>\$0.00</b>	<b>\$10,000.00</b>	<b>-\$10,000.00</b>	<b>\$0.00</b>

<b>ADJUSTED TITLE ALLOCATIONS</b>	<b>\$29,872.83</b>	<b>\$44,318.52</b>	<b>\$0.00</b>	<b>\$0.00</b>
Pond Cove Elementary	\$29,772.83			
Homeless/Foster Care Project	\$100.00			
Title IIA Teacher Quality		\$18,000.00		
Diversity, Equity, and Inclusion		\$16,318.52 \$10,000.00(IVA)		
<b>TOTAL FOR EACH TITLE</b>	<b>\$29,872.83</b>	<b>\$44,318.52</b>	<b>\$0.00</b>	<b>\$0.00</b>

PRE-AWARD COST PROVISION: Used only for extenuating circumstances.

Has the school administrative unit (SAU) obligated\*\* any of these new year funds according to EDGAR 76.707 after July 1 and prior to the date that this application is certified with the Superintendent's electronic signature?

Yes ☐ No ☒

If yes, explain what the obligation or pre-award cost is, and why it was necessary to obligate funds prior to submission of the application and receipt of substantially approvable.

If accepted, your approval letter will contain allowance for pre-award costs. If denied, any obligations incurred prior to receiving substantially approvable notice will not be allowable costs under the appropriate Title program(s).

**\*\* Click [HERE](#) to connect to the definition of an obligation per EDGAR 76.707**

Pre-Award Costs-- Accepted ☐ Denied ☐ Date Processed: 00/00/0000

### Calculating Funds for Non-Public School for All Titles for FY2021

#### Unit Cape Elizabeth School Department

Contact Person: Cathy  
Stankard

Phone 7737323 Email [cstankard@capeelizabetschools.org](mailto:cstankard@capeelizabetschools.org)

### Calculating Title IA Funds for Non-Public Schools

\$ 29,872.83 is the Title IA FY21 Allocation.

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

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

\$ 29,872.83 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
Non-Public Schools Participating in Title IA	Title IA Funds	State Derived Title IA Non-public School Funds	Non-public Low-Income Students	Title IA Non-public Project Amount
Cape Elizabeth School Department	\$ 29,872.83			

### Calculating Title IIA Funds for Non-Public Schools

\$ 34,318.52 is the Title IIA FY21 Teacher Quality Allocation.

\$ 10,000.00 is the amount being transferred into (+) or out (-) of Title IIA.

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

\$ 44,318.52 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	Non-public	Title IIA	Non-public Amount	IIA Non-public

Schools Participating in Title IIA	Enrollment Percent	PD Funds	based on Enrollment and Title IIA PD Funds (B * C)	Projects (Includes Alt Use Funds)
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### **Calculating Title IVA Funds for Non-Public Schools**

**\$ 10,000.00** is the Title IVA FY21 Student Support & Academic Enrichment.

**\$ -10,000.00** is the amount being transferred into (+) or out (-) of Title IVA.

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

**\$ 0.00** 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)