The Augusta School Department (ASD) accepts funding through the Elementary and Secondary Education Act (ESEA) of 1965. As part of ESEA, the ASD is required to provide reasonable opportunity for public comment on the consolidated application and consider such comment prior to submission of the application. The link to a feedback form is at the bottom of this page, at the end of the following summary:

The Augusta School Department’s Assistant Superintendent and ESEA Title I Director have been working with schools and the district wide ESEA Application Teams to develop a draft proposal for Title I, II, III, IV and V funding for the 2020-2021 school year.

Throughout the 2019-2020 school year input has been gathered from the representative ESEA Application Team members, parents, and building leaders to plan for the use of ESEA funds in the upcoming year. In addition, Title IA schools’ ESEA leadership teams created their school improvement plans; reviewed their data, and developed goals around improved student achievement in their school-wide plan for the 2020-21 school year.

Title IA (preliminary allocation = $980,800)

Title IA supports programs and resources for disadvantaged students. Title IA funding is designed to aid districts in closing the achievement gap by providing supplemental services to students. Funds are available to school districts and schools based on a measure of poverty. The ASD will have two schools that operate school-wide Title I programs (SWP), where Title I funds can be combined with state, local, and other federal funds to serve all students in the school. Augusta will have two targeted assistance Title I programs (TAS), where funds are targeted towards specific Title IA staff and activities to serve students who have been identified as at-risk of not meeting state standards.

For 2020-2021 the following four schools will receive Title IA funding based on our prioritization of the K-6 grade span and the percentage of students living in poverty: Farrington Elementary School (TAS); Sylvio Gilbert School (SWP); Lincoln Elementary School (SWP); Lillian Parks Hussey School (TAS). This will accomplish the goal of serving all elementary schools that are eligible for Title I who have an enrollment greater than 100 students.

The Title IA school-wide schools have 3 broad common goals: to increase the number of students meeting or exceeding rigorous state standards; to improve school climate and culture; and to increase partnerships with parents as it relates to student learning. Each school develops a set of objectives and action plans to meet these goals.

Federal law requires that a portion of Title IA funds be set aside to engage parents as partners in education (Parent Involvement), provide services to homeless youth (Homeless,) and provide equitable services to eligible youth in private schools within the district (St. Michael’s School).

Parent Involvement: Title I Schools develop school specific parent involvement procedures and parent-school compacts to describe how schools and families will collaborate to help children meet rigorous state standards. Parent involvement funds are used to support school activities that provide information for parents on topics that are important to them and can help them support their child’s learning at home.

Homeless: The goals of this project are to improve attendance at school and academic achievement in school by assisting students experiencing homelessness with school enrollment and attendance,
accessing necessary social services, and providing supplemental education services. Funds support the McKinney-Vento Liaison who coordinates services and supports in meeting students’ basic needs.

Private Schools: To provide Title IA services to eligible students at St. Michael’s School.

**Title IIA** (preliminary allocation = $160,900)

Title IIA provides resources for improving teacher and principal quality focused on preparing, training, and recruiting highly effective teachers and principals. The ASD’s Title IIA allocation supports the Literacy Coach in the elementary schools to improve teacher instruction and student achievement. Any additional funding supports training for staff in areas identified in the comprehensive plans.

Private Schools: Equitable resources must be provided to private schools for the professional learning needs of staff. St. Michael’s School receives funding to conduct staff training and provide course reimbursement to enhance teachers’ content and knowledge.

**Title III** (preliminary allocation = $19,600)

Title III assists school districts in increasing English proficiency and student academic achievement of children who are limited English proficient and in providing high-quality professional development to classroom teachers, principals, and administrators involved in their education. The goals of this project are to conduct extended learning time programming for English language learner and implement professional development throughout the academic year focused on best practices in academic language development. Money is also utilized to engagement families and increase access to their child’s educational programming.

**Title IV** (preliminary allocation = $94,600)

Title IV of the ESEA grant is the Student Support and Academic Enrichment (SSAE) program. The SSAE program is intended to improve students’ academic achievement by increasing the capacity of schools and local communities to provide all students with access to a well-rounded education; improve school conditions for student learning; and improve the use of technology to improve the academic achievement and digital literacy of all students. This funding has been utilized to increase the capacity to provide supplemental literacy and math support at the elementary level, with the understanding that early intervention decreases the chance of needing support later. The rest of the funding is shifted to Title V since we can better meet student needs.

**Title V** (preliminary allocation = $24,220)

Title V is the rural education initiative that addresses the unique needs of rural school districts that frequently lack the personnel and resources needed to compete effectively for Federal competitive grants. We have used this funding for our curriculum mapping program (ATLAS), Kennebec Behavioral Health social emotional student support, Positive Behavior Intervention Support (PBIS) in our schools, and math intervention support at the middle school level. We will consider the current needs of students, as identified in our comprehensive needs assessment to further identify use of funds.

This information will be posted on the district website to solicit input.

The ASD is accepting public comment on the above ESEA Application goals and priorities through July 17, 2020. Please share any thoughts or comments in the survey link below that you would like to have considered for the 2020-2021 application.

[https://www.surveymonkey.com/r/89GWWH7](https://www.surveymonkey.com/r/89GWWH7)