



# **Maine Department of Education**

*Title I, Part A Section 1003(g) of the*

*Elementary and Secondary Education Act*

## **LEA School Improvement Grant Application 2010**



**Intent to Apply Due: April 2, 2010**

**Full Application Due: May 7, 2010**

*Maine Department of Education  
23 State House Station  
Augusta, Maine 04333  
Attn: Rachelle Tome*

### **Purpose of the Program**

Title I School Improvement Grants, authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants, through State educational agencies (SEAs), to local educational agencies (LEAs) for use in Title I schools identified for improvement, corrective action, or restructuring that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of their students so as to enable the schools to make adequate yearly progress and exit improvement status. Under the final requirements published in the Federal Register in December 2009, school improvement funds are to be focused on each State's persistently lowest-achieving Title I schools in improvement, corrective action, or restructuring ("Tier I schools") and, at an LEA's option, persistently-lowest achieving secondary schools that are eligible for, but do not receive, Title I, Part A funds ("Tier II schools"). An LEA may also use school improvement funds in Title I schools in improvement, corrective action, or restructuring that are not identified as persistently lowest-achieving schools ("Tier III schools"). In the Tier I and Tier II schools an LEA chooses to serve, the LEA must implement one of four school intervention models: turnaround model, restart model, school closure, or transformation model.

### **State and LEA Allocations**

The Maine Department of Education (MDOE) has applied and been approved to receive a Title I 1003(g) School Improvement Grant (SIG). The MDOE must allocate at least 95 percent of its school improvement funds directly to LEAs in accordance with the final requirements. The MDOE may retain an amount not to exceed five percent for State administration, evaluation, and technical assistance.

### **Availability of Funds**

FY 2009 school improvement funds are available for obligation by SEAs and LEAs through September 30, 2011. Maine has requested a waiver of the period of availability to permit the LEAs to obligate the funds through September 30, 2013.

### **School Improvement Grant Guidance**

In order to receive a SIG each participating LEA must:

- receive Title I, Part A funds and have one or more schools that qualify under the MDOE definition of a Tier I, Tier II, or Tier III school;
- serve each Tier I school unless the LEA demonstrates that it lacks sufficient capacity (which may be due, in part, to serving Tier II schools) to undertake one of these rigorous interventions in each Tier I school, in which case the LEA must indicate the Tier I schools that it can effectively serve. An LEA may not serve with school improvement funds awarded under section 1003(g) of the ESEA a Tier I or Tier II school in which it does not implement one of the four interventions identified in section I.A.2 of the Final Requirements for School Improvement Grants;
- determine a budget for each Tier I and Tier II school it commits to serve consisting of an amount which is of sufficient size and scope to ensure that the LEA can implement one of the rigorous interventions identified in section I.A.2 of these requirements. The LEA's budget must cover the period of availability of the school improvement funds, taking into account any waivers extending the period of availability received by the SEA or LEA;

**Maine SEA School Improvement Grant Application**  
**PART II LEA School Improvement Grant Application**

February 2010

- ensure that each Tier I, Tier II, or Tier III schools it serves receives all of the State and local funds it would have received in the absence of the school improvement funds;
- apply to serve at least one or more Tier I schools located in this district and not apply only for a grant to serve only Tier III schools.
- meet the requirements with respect to adequate yearly progress in section 1111(b)(2) of the ESEA.

Additional grant requirements and guidance can be found at the following USED website links:

School Improvement Fund Overview: <http://www2.ed.gov/programs/sif/index.html>

Final Requirements/Guidance and Addendums: <http://www2.ed.gov/programs/sif/faq.html>

USED School Improvement Grant PowerPoint: <http://www2.ed.gov/programs/sif/applicant.html#ppts>

**School Improvement Grant LEA Application Process**

The MDOE has developed an LEA application form that will be used to make subgrants of Title I, Part A 1003(g) SIG funds to eligible LEAs. The MDOE LEA SIG application review and approval process will include the following three steps:

**Step 1: Initial Blind Review:**

An initial review team, comprised of peer reviewers, MDOE staff, and Title I school improvement consultants knowledgeable about school improvement/reform with no conflicts of interest, will blindly (LEA names removed from applications) review the applications. Reviewers will use a scoring rubric (Appendix E page 33) to determine both compliance with the Title I 1003(g) SIG guidance and whether or not the application shows sufficient promise of success.

**Step 2: Application Clarification:**

A final review team comprised of MDOE staff and Title I school improvement consultants knowledgeable about school improvement/reform will collect and review all scoring rubrics and comments made by reviewers to determine if clarifications are needed from LEA applicants. LEAs will be contacted to clarify any areas of concern.

**Step 3: Awarding of Grants:**

Applications with the highest points on the scoring rubrics will be placed in order of priority based on the USED guidance (including Tier I and Tier II schools receiving priority over Tier III schools) and any clarifying information that was provided in step 2. All applications considered for funding must demonstrate consistent strength throughout their entire application and all scoring rubric sections. The final review team will then recommend to the Maine Commissioner of Education which LEAs have been approved for funding based on the priority ranking and funds available.

**LEA Application and Grant Approval Timeline:**

March 15 <sup>th</sup>	Conference call with LEAs having eligible schools to review the process
April 2 <sup>nd</sup>	LEA intent to apply and planning grant request due
April 5 <sup>th</sup> - 9 <sup>th</sup>	MDOE review and approval of LEA planning grants
May 7 <sup>th</sup>	Complete LEA application due
May 10 <sup>th</sup> – 26 <sup>th</sup>	Three step application review
May 31 <sup>st</sup>	LEA grants awarded
June 1 <sup>st</sup> –Sept. 7 <sup>th</sup>	LEA begins implementation of grant and intervention model

**Application Submission Information**

Paperwork Required:

LEAs submitting with Tier I and Tier II schools-

- Submit an intent to apply (page 10) a planning grant template (page 11) by April 2<sup>nd</sup>.
- Submit a complete application electronically to [janice.bunnell@maine.gov](mailto:janice.bunnell@maine.gov) and one hard copy to the ESEA/NCLB Clearinghouse office (address below) by May 7<sup>th</sup>.

LEAs submitting with Tier III school only-

- Submit an intent to apply (page 10) by April 2<sup>nd</sup>.
- Submit a complete application electronically to [janice.bunnell@maine.gov](mailto:janice.bunnell@maine.gov) and one hard copy to the ESEA/NCLB Clearinghouse office (address page 5) by May 7<sup>th</sup>.

Format:

- Use the forms provided in this document to provide requested information.
- Type all information requested (except for signatures), using a font size no smaller than size 10 font.
- Number all pages
- Spell out the name of a selected program or strategy once before using abbreviations or acronyms, to assist reviewers in understanding the plan.

Due Dates:

- Intent to apply/planning grant applications must be received at the MDOE by 4:00 pm no later than April 2, 2010.
- Complete grant applications must be received at the MDOE by 4:00 pm no later than May 7, 2010.

**Maine SEA School Improvement Grant Application  
PART II LEA School Improvement Grant Application**

February 2010

Intent to apply/planning grant and complete applications must be mailed or delivered to:

**ESEA/NCLB Clearinghouse  
Attn: Rachelle Tome  
23 State House Station  
Augusta, ME 04333**

Additionally, electronic copies should be sent to: [janice.bunnell@maine.gov](mailto:janice.bunnell@maine.gov)

Pending Approval from USED

### **Eligible LEAs/Schools**

The USED guidance required MDOE to identify “persistently lowest-achieving schools”, based on results over time on each school’s assessment results in Reading and Math combined for the “All Students” group. In accordance with the USED SIG guidance, each Maine school’s annual Maine Educational Assessment (MEA), Maine High School Assessment (MHSA), and Personalized Alternate Assessment Portfolio (PAAP) results for Reading and Math were reviewed for the “All Students” group. A percentage of proficiency, based on the students tested compared to those with an achievement level of “meets the standard” or “exceeds the standards” was calculated for Reading, and then for Math. These two percentages were then averaged to create an annual percentage of proficiency. An annual percentage of proficiency was calculated for the assessment years 2006-07, 2007-08, and 2008-09, with a 3-year average percentage of proficiency produced. A determination of progress was then determined by calculating the change in the rate of proficiency for Reading and Math combined from 2006-07 to 2007-08, and from 2007-08 to 2008-09. The two rates were then totaled. All schools in the state were then rank ordered by the rate of progress to determine the state median. Schools meeting the criteria set by USED were then reviewed for eligibility. See *Appendix A* for an overview of the school selection process.

Eligibility for the Title I, Part A 1003(g) School Improvement Grants is not impacted by or does not eliminate eligibility for Title I, Part A 1003(a) CIPS Grants awarded to Maine Title I CIP Schools. The grants described within this document are additional grants awarded through a prescribed application process. If an LEA chooses not to participate in this Title I 1003(g) School Improvement Grant, the decision will not impact their eligibility for regular Title I, Part A 1003(a) CIPS grant funding.

### **Required Intervention Models for Tier I and Tier II Schools**

Tier I and Tier II schools **must** implement one of the following four models outlined by the USED:

#### **1) Turnaround Model**

A turnaround model is one in which an LEA must:

- Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;
  - Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students
- Screen all existing staff and rehire no more than 50 percent and select new staff
- Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;
- Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;
- Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or MDOE, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or MDOE to obtain added flexibility in exchange for greater accountability;

**Maine SEA School Improvement Grant Application**  
**PART II LEA School Improvement Grant Application**

February 2010

- Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;
- Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
- Establish schedules and implement strategies that provide increased learning time (as defined in the USED SIG guidance);
- Provide appropriate social-emotional and community-oriented services and supports for students.
- Any of the required and permissible activities under the transformation model or a new school model (e.g., themed, dual language academy).

2) Restart Model

A restart model is one in which an LEA must:

- Convert a school or close and reopen a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. (A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides “whole-school operation” services to an LEA.)
- Enroll, within the grades it serves, any former student who wishes to attend the school.

3) School Closure Model

School closure model is one in which the LEA must:

- Close a school and enroll the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

4) Transformation Model

A transformation model is inclusive of the following four sections which the LEA must address:

i) *Develop and increase teacher and school leader effectiveness* section:

- Replace the principal who led the school prior to commencement of the transformation model;
- Use a rigorous, transparent, and equitable evaluation systems for teachers and principals that:
  - Takes into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
  - Are designed and developed with teacher and principal involvement;
- Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;
- Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;

- Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.
- An LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as:
  - Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;
  - Instituting a system for measuring changes in instructional practices resulting from professional development; or
  - Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.

ii) *Comprehensive instructional reform strategies* section:

- Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and
- Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.
- An LEA may also implement comprehensive instructional reform strategies, such as:
  - Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;
  - Implementing a schoolwide "response-to-intervention" model;
  - Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;
  - Using and integrating technology-based supports and interventions as part of the instructional program; and

In secondary schools—

- Increasing rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;
- Improving student transition from middle to high school through summer transition programs or freshman academies;
- Increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or
- Establishing early-warning systems to identify students who may be at risk of failing to achieve high standards or graduate.

iii) *Increasing learning time and creating community-oriented schools* section:

- Establish schedules and strategies that provide increased learning time (as defined in the USED SIG guidance); and
- Provide ongoing mechanisms for family and community engagement.

**Maine SEA School Improvement Grant Application**  
**PART II LEA School Improvement Grant Application**

February 2010

- An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as:
  - Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs;
  - Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;
  - Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or
  - Expanding the school program to offer full-day kindergarten or pre-kindergarten.
  
- iv) *Providing operational flexibility and sustained support* section:
  - Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and
  - Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).
  - An LEA may also implement other strategies for providing operational flexibility and intensive support, such as:
    - Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or
    - Implementing a per-pupil school-based budget formula that is weighted based on student needs.

**Questions**

Questions may be directed to Rachelle Tome at [rachelle.tome@maine.gov](mailto:rachelle.tome@maine.gov) or 207-624-6705.

**Intent to Apply & Planning Grant Application**

**LEA/District:**

**District Mailing Address:**

<b>Phone:</b>	<b>Fax:</b>	<b>E-Mail:</b>
---------------	-------------	----------------

**Superintendent Name:**

**This document is an official notification that the above LEA/district intends to apply for a Title I 1003(g) School Improvement Grant.**

**Superintendent's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

In the grid below list the schools your LEA is committing to serve with a School Improvement Grant.

<b>ELIGIBLE SCHOOL NAME</b>	<b>TIER I</b>	<b>TIER II</b>	<b>TIER III</b>	<b>Planning to Apply</b>

**Name of Title I 1003(g) School Improvement Grant Coordinator (if different from above):**

**Mailing Address (if different from above):**

<b>Work Phone:</b>	<b>Fax:</b>	<b>E-Mail:</b>
--------------------	-------------	----------------

**LEA Improvement Planning Committee Members**

<b>Name</b>	<b>Group representing</b> (School staff, district staff, parents, or outside expert/facilitator)

**Planning funds (\$3,000) are available for any LEA that has at least one Tier I or Tier II eligible school and plans to submit a complete Title I 1003(g) School Improvement Grant application.**

Activity	Person Responsible	Benchmark/Evidence of Accomplishment	Start Date	Completion Date	Expenditures or Required Resources

Pending Approval from USD

MAINE DEPARTMENT OF EDUCATION



Title I, Part A Section 1003(g) of the Elementary and Secondary Education Act School Improvement Grant Application

NAME OF UNIT \_\_\_\_\_
City, Town, SAD or CSD
UNIT ADDRESS \_\_\_\_\_
TELEPHONE # \_\_\_\_\_
FAX # \_\_\_\_\_
E-MAIL \_\_\_\_\_

NAME OF APPLICATION
CONTACT PERSON \_\_\_\_\_
SCHOOL/DISTRICT OFFICE \_\_\_\_\_
ADDRESS \_\_\_\_\_
TELEPHONE # \_\_\_\_\_
FAX # \_\_\_\_\_
E-MAIL \_\_\_\_\_

I HEREBY CERTIFY that, to the best of my knowledge, the information contained in this plan has been developed by an appropriate planning team and has received support of the school board of the unit named above. I have been authorized, as its representative, to submit this plan.

Signature, Superintendent of Schools Date

For Information Call:
Title IA Office 624-6705
Contact: Rachelle Tome

Return Original To:
Maine Department of Education
ESEA/ NCLB Clearinghouse
23 State House Station
Augusta, ME 04333-0023
Attn: Rachelle Tome
Email copy to: Janice.bunnell@maine.gov

Intent to Apply Due: April 2, 2010
Full Application Due: May 7, 2010

LEA Improvement Planning Committee Members	
Name	Group representing (School staff, district staff, parents, or outside expert/facilitator)

**A. SCHOOLS TO BE SERVED:**

Identify each of the Tier I, Tier II, and Tier III schools this LEA commits to serve with School Improvement Grants and identify the model that will be used in each Tier I and Tier II school.

SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)			
					turnaround	restart	closure	transformation

Complete each sections B-X for each Tier I, II, or III school to be served.

<b>B. DESCRIPTIVE INFORMATION/EVIDENCE OF COMMITMENT</b>							
<b>SCHOOL NAME:</b>	<b>TIER I</b>	<b>TIER II</b>	<b>TIER III</b>	<b>INTERVENTION (TIER I AND II ONLY)</b>			
				<b>turnaround</b>	<b>restart</b>	<b>closure</b>	<b>transformation</b>
<b>1) For each school to be served with 1003 (g) School Improvement Funds, clearly describe in narrative form:</b> a) The analysis of needs for this school; b) The rationale for the specific intervention selected;							
<b>LEA NARRATIVE</b>							

**SCHOOL NAME:**

**Section B1**

**c) The LEA's capacity to provide adequate resources and related support to each Tier I and Tier II in order to fully and effectively implement the required activities of the school intervention model it has selected. For any eligible Tier I school the LEA has elected to NOT include in its application, explain the LEA's decision that it lacks the capacity to serve such school(s).**

**LEA CAPACITY**

Pending Approval from C

**SCHOOL NAME:**

**Section B1**

**d) Describe the actions that have been taken, or will be take, to—**

- **Design and implement interventions consistent with the final requirements;**
- **Recruit, screen, and select external providers, if applicable, to ensure their quality;**
- **Align other resources with the interventions;**
- **Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively;**  
**and**
- **Sustain the reforms after the funding period ends.**

**LEA NARRATIVE**

Pending Approval from

**SCHOOL NAME:**

**Section B2**

**For Tier I and Tier II schools, provide a timeline delineating the steps the LEA will take to implement the selected intervention.**

**IMPLEMENTATION TIMELINE**

**Section B3**

**Describe the annual goals for student achievement on the State's assessments in both reading/language arts and mathematics that the LEA has established in order to monitor Tier I and Tier II schools receiving school improvement funds.**

**ANNUAL GOALS**

<b>SCHOOL NAME:</b>
<b>Section B4</b> For each Tier III school the LEA commits to serve, identify the services the school will receive or the activities the school will implement. (Note: Priority in terms of grant approval and funding will be given to Tier III schools proposing to implement one of the four Intervention Models required for Tier I and Tier II schools).
<b>TIER III SERVICES</b>
<b>Section B5</b> Describe how the LEA will consult with relevant stakeholders regarding the LEA's application and implementation of school improvement models in its Tier I and Tier II schools.
<b>CONSULTATION WITH STAKEHOLDERS</b>

**Title I 1003(g) School Improvement Grant Action Plan**

*(Please complete one per school)*

**School Name:**

**Goal**

**Strategy**

Implement leadership strategies for which data indicate the strategy is likely to result in improved teaching and learning in schools identified for improvement, corrective action, or restructuring through the following:

- Turnaround model   
  Restart model   
  School closure model   
  Transformation model  
 Tier III proposed model \_\_\_\_\_ (if not choosing one of the four US ED models)

Proposed Activities for 2010-2013	Resources	Timeline	Oversight	Monitoring (Implementation)	Monitoring (Effectiveness)	Title I School Improvement Funds
<i>Describe the activities to be implemented to achieve the desired outcome. Provide sufficient detail so that reviewers will understand the purpose and proposed implementation of each activity.</i>	<i>What existing and/or new resources will be used to accomplish the activity?</i>	<i>When will this activity begin and end?</i>	<i>Who will take primary responsibility/ leadership? Who else needs to be involved?</i>	<i>What evidence will be collected to document implementation?  How often and by whom?</i>	<i>What evidence will be collected to assess effectiveness?  How often and by whom?</i>	<i>Include amount allocated to this activity if applicable. Provide the requested detail on the Budget Narrative Form.</i>

**SCHOOL NAME:**

**C. BUDGET INFORMATION**

**Provide a budget that indicates the amount of school improvement funds the LEA will use each year to—**

- **Implement the selected model in each Tier I and Tier II school it commits to serve;**
- **Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA’s Tier I and Tier II schools; and**
- **Support school improvement activities, at the school or LEA level, for each identified Tier III school.**

Note: The LEA’s budget must cover the period of availability, including any extension granted through a waiver, and be of sufficient size and scope to implement the selected school intervention model in each Tier I and Tier II school the LEA commits to serve. According to US ED SIG guidance, an LEA must allocate no less than \$50,000 per year and no more than \$2,000,000 per year.

**Complete the Overview Budget grid below, providing LEA and school level budget information:**

School Name	Year 1 Budget	Year 2 Budget	Year 3 Budget	School Budget Total
<b>Total LEA Yearly Budgets</b>				

**Three Year School Budget Plan**  
(Complete one per school)

SCHOOL NAME:						
Account Category	Year 1 General Budget Description	Year 2 General Budget Description	Year 3 General Budget Description	Year 1 Costs	Year 2 Costs	Year 3 Costs
<b>Salaries and Benefits</b> <i>Include name and title of employee if possible. Include wages by hour/week etc. Detail benefits</i>						
<b>Contracted Services</b> <i>Include name and title, contracted time, hourly/daily compensation and activities to be delivered.            A Professional Development &amp; Contracted Services Justification Form (Appendix C, page 33) must be completed</i>						
<b>Supplies and Materials</b> <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i>						
<b>Books</b> <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i>						
<b>Equipment</b> <i>Each item must be listed separately along with a justification of why you need it to support your plan.            An Equipment Justification Form (Appendix D, page 34) must be completed.</i>						
<b>Professional Development Activities</b> <i>Summarize your activities including the number of days, people involved and associated costs.            A Professional Development &amp; Contracted Services Justification Form (Appendix C, page 33) must be completed</i>						
<b>Travel</b> <i>Summarize your activities including the number of days, people involved and associated costs.</i>						
<b>Administration</b> <i>Include other costs associated with supporting plan implementation.</i>						
<b>Indirect Costs</b>						
<b>Total</b>						

**ONE YEAR DETAILED SCHOOL BUDGET NARRATIVE 2010-2011**

*(Please complete one per school)*

*Use this form to provide sufficient detail regarding proposed expenditure for the 2010-2011 project period. Complete all appropriate justification forms (Appendix C and D, pages 31-32).*

<b>SCHOOL NAME:</b>		
<b>Account Category</b>	<b>Budget Detail</b>	
	<b>Narrative</b>	<b>Total Costs</b>
<b>Salaries and Benefits</b> <i>Include name and title of employee if possible. Include wages by hour/week etc. Detail benefits.</i>		
<b>Contracted Services</b> <i>Include name and title, contracted time, hourly/daily compensation and activities to be delivered. A Professional Development &amp; Contracted Services Justification Form (Appendix C, page 33) must be completed</i>		
<b>Supplies and Materials</b> <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i>		
<b>Books</b> <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i>		
<b>Equipment</b> <i>Each item must be listed separately along with a justification of why you need it to support your plan. An Equipment Justification Form (Appendix D, page 34) must be completed.</i>		
<b>Professional Development Activities</b> <i>Summarize your activities including the number of days, people involved and associated costs. A Professional Development &amp; Contracted Services Justification Form (Appendix C, page 33) must be completed</i>		
<b>Travel</b> <i>Summarize your activities including the number of days, people involved and associated costs.</i>		
<b>Administration</b> <i>Include other costs associated with supporting plan implementation.</i>		
<b>Indirect Costs</b>		
<b>Total</b>		

#### **D. ASSURANCES**

By signing below, the Local Educational Agency (LEA), \_\_\_\_\_, is agreeing to the following Title I 1003(g) School Improvement Grant (SIG) assurances with the Maine Department of Education (MDOE) and the United States Department of Education (USED).

This LEA provides an assurance that—

- **The program and services provided with Title I 1003(g) School Improvement Grant will be operated so as not to discriminate on the basis of age, gender, race, national origin, ancestry, religion, pregnancy, marital or parental status, sexual orientation, handicapping conditions, or physical, mental, emotional, or learning disabilities;**
- **Administration of the program, activities, and services covered within the attached application(s) will be in accordance with all applicable federal, state, regulations;**
- **Design and implementation of the interventions will be consistent with the Title I 1003(g) School Improvement Grant final requirements;**
- **The funds received under this grant will be used to address the goals set forth in the attached application;**
- **Fiscally related information will be provided with the timeliness established for the program(s);**
- **All schools within the LEA that are participating in the Title I 1003(g) School Improvement Grant will provide data through quarterly meetings, evaluations, progress reports, or on-site visitations, including:**
  - **Number of minutes within the school year;**
  - **Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup;**
  - **Dropout rate;**
  - **Student attendance rate;**
  - **Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes;**
  - **Discipline incidents;**
  - **Truants;**
  - **Teacher HQT status;**
  - **Distribution of teachers by performance level on an LEA's teacher evaluation system (when available); and**
  - **Teacher attendance rate;**

- All schools within the LEA that are participating in the Title I 1003(g) School Improvement Grant will establish annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics and measure progress on the leading indicators listed above in order to monitor each Tier I and Tier II school that it serves with school improvement funds;
- All schools within the LEA that are participating in the Title I 1003(g) School Improvement Grant will submit to the MDOE a written Annual Progress Report/Evaluation Report which documents activities and address both the implementation of the Title I 1003(g) School Improvement Grant plan and student achievement results;
- All schools within the LEA that are participating in the Title I 1003(g) School Improvement Grant will assign a Title I 1003(g) School Improvement Grant Coordinator who will participate in MDOE Title I 1003(g) School Improvement Grant meetings and will have a LEA Improvement Planning/ Implementation Committee that meets regularly;
- Title I 1003(g) School Improvement Grant will be used to supplement, not supplant Federal, state, and local funds that a school would otherwise receive;
- The reforms will be sustained after the funding period ends.

\_\_\_\_\_  
 Superintendent Signature

\_\_\_\_\_  
 Date

**E. WAIVERS**

The MDOE has requested that waivers be granted by the USED regarding requirements to the LEA’s School Improvement Grant. Check each waiver that this LEA intends to implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

- Extending the period of availability of school improvement funds. (This waiver is automatic, based on a waiver request made by the Maine Department of Education on behalf of all Maine LEA’s.
- “Starting over” in the school improvement timeline for Tier I schools implementing a turnaround or restart model.
- Implementing a schoolwide program in a Tier I school that does not meet the 40 percent poverty eligibility threshold.

**Appendix A: Process to Determine School Eligibility for the School Improvement Grant**

The USED guidance required MDOE to identify “persistently lowest-achieving schools”, based on results over time on each school’s assessment results in Reading and Math combined for the “All Students” group. In accordance with the US Department of Education Guidance for the Title I School Improvement Grant, each Maine school’s annual Maine Educational Assessment (MEA), Maine High School Assessment (MHSA), and Personalized Alternate Assessment Portfolio (PAAP) results for Reading and Math were reviewed for the “All Students” group. A percentage of proficiency, based on the students tested compared to those with an achievement level of “meets the standard” or “exceeds the standards” was calculated for Reading, and then for Math. These two percentages were then averaged to create an annual percentage of proficiency. An annual percentage of proficiency was calculated for the assessment years 2006-07, 2007-08, and 2008-09, with a 3-year average percentage of proficiency produced. A determination of progress was then determined by calculating the change in the rate of proficiency for Reading and Math combined from 2006-07 to 2007-08, and from 2007-08 to 2008-09. The two rates were then totaled. Schools meeting the criteria set by USED were then reviewed for eligibility. Maine’s Persistently Lowest-Achieving Schools definition, as approved by the United States Department of Education (USED) on February 22, 2010, is located in *Appendix B* of this document (page 30).

**Tier I Schools**

Schools categorized as Tier I must meet one of the following conditions:

- (1) The school is within the five percent, or five (whichever is greater) of the persistently lowest-achieving Title I Schools (CIPS) in the state; OR*
- (2) The school is a high school with a graduation rate less than 60 percent over a number of years; OR*

**Identification of Tier I Schools (Condition 1)**

- *The school is within the five percent, or five (whichever is greater) of the persistently lowest-achieving Title I CIP Schools in the state.*
  - Total number of Title I CIP schools in 2009-10 = 49
  - 5% of 49= 2; the guidance requires that a minimum of 5 schools be identified.
  - Rank order the Title I CIP schools from low to high, based on the 3-year average percentage of proficiency.
  - Identify the 5 lowest ranked schools also demonstrating a rate of progress less than 4.18 (State median)
  - Five Tier I eligible schools identified under Condition 1.(see Eligible Schools Table)

**Identification of Tier I Schools (Condition 2)**

- (2) The school is a high school with a graduation rate less than 60 percent over a number of years.*
  - There are no Maine high schools that meet the criteria.

*Appendix A (cont.):*

**Tier II Schools**

Schools categorized as Tier II must be Title I-eligible high schools and must meet one of the following conditions:

- (1) *The school is Title I-eligible and is within the lowest-achieving five percent of high schools or the five lowest-achieving, whichever number is greater; OR*
- (2) *The school has a graduation rate less than 60 percent over a number of years. As noted in the identification of Tier I schools, there are no high schools meeting Condition (2).*

**Identification of Tier II Schools (Condition 1)**

- *The school is Title I-eligible and is within the lowest-achieving five percent of high schools or the five lowest-achieving, whichever number is greater.*
- Rank order all high schools, not currently receiving Title I funds; n=95.
- 5 % of 95 = 4 schools. The guidance requires that a minimum of 5 schools be identified.
- Identify the 5 lowest ranked schools also demonstrating a rate of progress less than 4.18 (State median)
- Five Tier II eligible schools identified under Condition 1.(see Eligible Schools Table)

**Identification of Tier II Schools (Condition 2)**

- (1) *The school has a graduation rate less than 60 percent over a number of years.*
- As noted in the identification of Tier I schools, there are no high schools meeting Condition (2).

**TIER III Schools**

Schools categorized as Tier III must meet the following conditions:

- (1) *The school is a Title I CIP School that did not meet the Tier I criteria, OR*

**Identification of Tier III Schools (Condition 1)**

- (1) *The school is a Title I CIP School that did not meet the Tier I criteria.*

**Maine SEA School Improvement Grant Application  
PART II LEA School Improvement Grant Application**

February 2010

*Appendix A (cont.):*

**ELIGIBLE SCHOOLS**

<u>LEA NAME,</u>	<u>NCES ID #</u>	<u>SCHOOL NAME</u>	<u>NCES ID #</u>	<u>TIER I</u>	<u>TIER II</u>	<u>TIER III</u>
RSU 1	2314772	Bath Middle School	00062			x
S.A.D. 54	2314590	Bloomfield Elementary School	00948			x
RSU 10	2314795	Buckfield Jr-Sr High School	01053			x
Five Town C.S.D.	2300053	Camden Hills Regional H. S.	05014			x
S.A.D. 74	2314767	Carrabec High School	00954		x	
RSU 39	2314794	Caribou Middle School	00113			x
RSU 4	2314783	Carrie Ricker Middle School	00320			x
S.A.D. 64	2314440	Central Middle School	00943			x
RSU 12	2314780	Chelsea Elementary School	00120			x
Deer-Isle Stonington C.S.D.	2304895	Deer Isle-Stonington High Sch.	00127	x		
S.A.D. 46	2314530	Dexter Middle School	00288			x
Portland School Dept	2309930	East End Community School	00279			x
RSU 24	2314790	Ellsworth High School	00270			x
S.A.D. 27	2311100	Fort Kent Community High School	00405			x
S.A.D. 27	2311100	Fort Kent Elementary School	00406			x
Lewiston School	2307320	Governor James B.	00194	x		

**Maine SEA School Improvement Grant Application  
PART II LEA School Improvement Grant Application**

February 2010

Dept		Longley Elem Sch				
S.A.D. 52	2314160	Greene Central School	00657			x
Greenville School Dept	2306250	Greenville Middle/High School	00422			x
RSU 2	2314776	Hall-Dale Middle School	01031			x
S.A.D. 70	2314762	Hodgdon High School	00795		x	
S.A.D. 29	2311160	Houlton High School	00416	x		
S.A.D. 29	2311160	Houlton Junior High School	00301			x
Jay School Dept	2306840	Jay Middle School	00174			x
Great Salt Bay CSD	2306160	Jefferson Village School	00175			x
S.A.D. 61	2314210	Lake Region High School	00673		x	
RSU 34	2314782	Leonard Middle School	00246			x
Lewiston School Dept	2307320	Lewiston Middle School	00191			x
RSU 39	2314794	Limestone Community School	00200			x
Portland School Dept	2309930	Lincoln Middle School	00275			x
S.A.D. 36	2311400	Livermore Falls High School	00458		x	
S.A.D. 36	2311400	Livermore Falls Middle School	00459			x
S.A.D. 59	2314560	Madison Elementary School	00500			x
S.A.D. 59	2314560	Madison Area High School	00998		x	
Medway School Dept	2308160	Medway Middle School	00220			x

**Maine SEA School Improvement Grant Application  
PART II LEA School Improvement Grant Application**

February 2010

Millinocket School Dept	2308280	Millinocket Middle School	00226			x
S.A.D. 41	2311580	Milo Elementary School	00492			x
Lewiston	2307320	Montello School	00193			x
RSU 10	2314795	Mountain Valley High School	00303			x
RSU 24	2314790	Mountain View School	00566			x
S.A.D. 58	2314300	Mt. Abram Regional High School	00686			x
S.A.D. 60	2314700	Noble Middle School	00783			x
RSU 4	2314783	Oak Hill High School	00320			x
S.A.D. 17	2310770	Oxford Elementary School	01051			x
Portland School Dept	2309930	Riverton School	00286	x		
RSU 4	2314783	Sabattus Central School	00587			x
So Aroostook C.S.D	2312410	So. Aroostook CSD School	00590			x
RSU 19	2314785	Somerset Valley Middle School	00552			x
RSU 13	2314787	South School	00530			x
RSU 24	2314785	Sumner Memorial High School	00148	x		
S.A.D. 44	2311670	Telstar Middle School	01010			x
Lewiston School Dept	2307320	Thomas J. McMahon Elementary Sch	00196			x
S.A.D. 53	2314610	Vickery School	00763			x
So Portland School Dist	2312330	Waldo T. Skillin Elementary School	00033			x
S.A.D. 53	2314610	Warsaw Middle School	00764			x

**Appendix B: DEFINITION OF PERSISTENTLY LOWEST-ACHIEVING SCHOOLS**

**DEFINITION OF PERSISTENTLY LOWEST ACHIEVING SCHOOLS:**

Maine defines “persistently lowest-achieving schools” as those schools ranking the lowest, based on a three year average of proficiency in Reading and Math combined from 2007-2009, and also demonstrating a level of progress less than the median rate of progress of all schools ranked. The level of progress is determined by calculating the change in the yearly averages for proficiency in Reading and Math from 2007 to 2008, 2008 to 2009. This definition will be used to generate a list schools identified as Tier I or Tier II schools eligible for school improvement funding through the Title I School Improvement Grants (SIG) program authorized by section 1003(g) of the Elementary and Secondary Education Act of 1965 (ESEA). Schools will be considered for eligibility under two categories, designated as Tier I and Tier II as follows;

Tier I schools are defined as any Title I school in improvement, corrective action, or restructuring that —

- (iii) Is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring or the lowest-achieving five Title I schools in improvement, corrective action, or restructuring in the State, whichever number of schools is greater; or
- (iv) Is a high school that has had a graduation rate as defined in 34 C.F.R. § 200.19(b) that is less than 60 percent over a number of years;

Tier II schools are defined as any secondary school that is eligible for, but does not receive, Title I funds that —

- (iii) Is among the lowest-achieving five percent of secondary schools or the lowest-achieving five secondary schools in the State that are eligible for, but do not receive, Title I funds, whichever number of schools is greater; or
- (iv) Is a high school that has had a graduation rate as defined in 34 C.F.R. § 200.19(b) that is less than 60 percent over a number of years.

It should be noted that graduation rates, based on Maine’s transition rate as defined in 34 C.F.R. § 200.19(b), have been reviewed and there are currently no secondary schools having a graduation rate less than 60% over a number of years.

**Appendix C: Professional Development & Contracted Services Justification Form**

1. **Description of Activity:**
  
2. **Describe how this request is connected to the specific goals of the Title I 1003(g) School Improvement Grant:**
  
3. **Name of Contractor:**
  
4. **Qualifications of Contractor:** *(Attach a resume in lieu of a narrative);*
  
5. **Budget:** *(Include costs such as staff compensation, materials, contracted services and other related costs).*
  
6. **Beginning Date:**                      **Ending Date:**
  
7. **Services to be Provided:** *(Include a description of the services to be provided. Identify any anticipated products that will be developed as a result of the services.)*
  
8. **Participants:**
  
9. **Evaluation Process:** *(Describe how you will evaluate that services have been delivered successfully.)*

**Maine SEA School Improvement Grant Application  
PART II LEA School Improvement Grant Application**

February 2010

**Appendix D: Equipment Justification Form**

<b>Item Description:</b>		
<b>Number to be purchased:</b>	<b>Approximate cost per item:</b>  include per student or per teacher information	<b>Total Cost:</b>
<b>Location:</b> Where will the equipment be used?		
<b>Purpose:</b> Detail the following: How will it support the program? Who will use it? And How many students/staff will use it?		
<b>Reasonableness:</b> Justify the need; and Explain how it is not otherwise available through the district.		
<b>Storage:</b> Where will the equipment be located/stored		
<b>Inventory and Tracking:</b> Identify the person responsible the following: Entering equipment on Title I Equipment Inventory Report Tracking equipment if moved from above location Signing equipment in and out if equipment is approved for student use Storing equipment over the summer		

**Maine SEA School Improvement Grant Application  
PART II LEA School Improvement Grant Application**

February 2010

<i>Appendix E</i>						
Rubric to be used for any LEA applying to serve at least one Tier I and/or Tier II (LEA may or may not also apply to serve a Tier III school.)						
District Name: _____				Total # of Schools Applying: _____		
Reviewer Name: _____				District Score: _____		
Directions: Circle the appropriate point values and total each column	Information Not Provided	Lacks Sufficient Information	Marginal: requires clarification or additional information	Good: clear & complete; all areas addressed	Exemplary: well conceived & thoroughly developed	Reader Comments
1) LEA has submitted a completed district cover page and listed the names and titles of SIG coordinator and committee members.	0	0	0	1	2	
<i>A - Schools to be served:</i>						
1) The name(s) of all schools in the LEA applying for funds was provided and all fields were completely filled in.	0	0	0	0	0	
<i>B - Descriptive Information – Evidence for each Tier I and Tier II school</i>						
1) Described the results of the needs assessment conducted for each Tier I and Tier II school the LEA proposes to serve, and the relationship of those results to the selection of the Intervention Model indicated in Section A.	0	1	2	4	6	
2) Described the LEA’s capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school to ensure the full and effective implementation of the Intervention Model selected for each school.	0	1	2	4	6	

**Maine SEA School Improvement Grant Application  
PART II LEA School Improvement Grant Application**

February 2010

<p>3) Provided an explanation for any eligible Tier I school the LEA has elected to NOT include in its application to support the LEA's decision that it lacks the capacity to serve such school(s).</p>	0	0	0	0	0	
<p>4) For each school the LEA is committed to serve, a brief (no more than one page) summary was provided that describes actions the LEA has taken, or will take to:</p> <ul style="list-style-type: none"> <li>• Design and implement interventions consistent with the final SIG requirements;</li> <li>• If planning to contract with a service provider to assist in implementing an intervention model, how the LEA will recruit, screen, and select external providers to ensure their quality;</li> <li>• How the LEA will align other resources with the interventions;</li> <li>• How the LEA will modify practices or policies, if necessary, to enable the school to implement the interventions fully and effectively; and</li> <li>• How the LEA and school will sustain the reforms after the funding period ends.</li> </ul>	0	1	2	4	6	
<p>5) Provided a timeline delineating the steps the LEA will take to implement the selected intervention in each Tier I and Tier II school identified in the LEA application.</p>	0	1	2	4	6	
<p>6) As part of the LEA's plan to monitor progress in each Tier I and Tier II school included in this application, provided the LEA's annual student achievement goals in Reading and Mathematics for each Tier I and Tier II school's state assessment results.</p>	0	1	2	4	6	
<p>7) Described the intervention model proposed for each Tier III school the LEA has committed to serve. (Note: Priority in terms of grant approval and funding will be given to Tier III schools proposing to implement one of the four Intervention Models required for Tier I and Tier II schools).</p>	0	1	2	4	6	

**Maine SEA School Improvement Grant Application  
PART II LEA School Improvement Grant Application**

February 2010

<p>8) Described the goals the LEA has established (subject to approval by the MDOE) in order to hold accountable the Tier III schools that receive SIG funds.</p>	0	1	2	4	6	
<p>9) Described how the LEA consulted with relevant stakeholders regarding the LEA's application and implementation of SIG intervention models.</p>	0	1	2	4	6	
<p>10) Described the process the LEA will use to (a) recruit a new principal for the purpose of effective implementation of the turnaround or transformation model; and (b) a description of existing partnerships or potential partnerships the LEA will form to effectively implement a restart model.</p>	0	1	2	4	6	
<p>11) Described the commitment of the school community (school board, school staff, parents/guardians, etc.) to eliminate barriers and change policies and practices to support the intervention models.</p>	0	1	2	4	6	
<p><b>Action Plan</b>  <b>Year 1 Action Plan is complete including:</b></p> <ul style="list-style-type: none"> <li>• <b>Goal</b></li> <li>• <b>Strategy</b></li> <li>• <b>Activities target the needs identified in the needs assessment and will have the greatest impact on student achievement.</b></li> <li>• <b>Resources</b></li> <li>• <b>Timeline</b></li> <li>• <b>Oversight</b></li> <li>• <b>Monitoring of implementation</b></li> <li>• <b>Monitoring of effectiveness</b></li> <li>• <b>Funds needed</b></li> </ul> <p>The model chosen is clearly connected to the activities chosen in the Action Plan.</p>	0	1	2	4	6	

**Maine SEA School Improvement Grant Application  
PART II LEA School Improvement Grant Application**

February 2010

<b>C – Budget</b>						
Completed the Overview Budget grid	0	0	0	0	1	
Completed the Three Year School Budget Plan (1 per school)	0	0	0	0	1	
Completed the One Year (2010-2011) Detail School Budget Narrative and justification forms (if applicable). <i>Include in comments section remarks as to the reasonableness of the expenses as presented.</i>	0	0	0	0	1	
<b>D - Assurances</b>						
Signed Assurance page	0	0	0	0	1	
<b>E - Waivers</b>						
Is the LEA applying for any waivers?	0	0	0	0	0	

Pending Approval from

**Maine SEA School Improvement Grant Application  
PART II LEA School Improvement Grant Application**

February 2010

<b>Appendix E</b>						
Application to serve Tier III schools only.						
District Name: _____				Total # of Schools Applying: _____		
Reviewer Name: _____				District Score: _____		
Directions: Circle the appropriate point values and total each column	Information Not Provided	Lacks Sufficient Information	Marginal: requires clarification or additional information	Good: clear & complete; all areas addressed	Exemplary: well conceived & thoroughly developed	Reader Comments
1) LEA has submitted a completed district cover page and listed the names and titles of SIG coordinator and committee members.	0	0	0	1	2	
<b>A - Schools to be served:</b>						
1) The name(s) of all schools in the SAU applying for funds was provided and all fields were completely filled in.	0	0	0	0	0	
<b>B - Descriptive Information – Evidence for each Tier I and Tier II school</b>						
1) Described the intervention model proposed for each <u>Tier III</u> school the LEA has committed to serve. (Note: Priority in terms of grant approval and funding will be given to Tier III schools proposing to implement one of the four Intervention Models required for Tier I and Tier II schools).	0	1	2	4	6	
2) Described the goals the LEA has established (subject to approval by the MDOE) in order to hold accountable the Tier III schools that receive SIG funds.	0	1	2	4	6	
3) Described how the LEA consulted with relevant stakeholders regarding the LEA’s application and implementation of SIG intervention models.	0	1	2	4	6	

**Maine SEA School Improvement Grant Application  
PART II LEA School Improvement Grant Application**

February 2010

<b>Action Plan</b> <ul style="list-style-type: none"> <li>• Year 1 Action Plan is complete including:</li> <li>• Goal</li> <li>• Strategy</li> <li>• Activities target the needs identified in the needs assessment and will have the greatest impact on student achievement.</li> <li>• Resources</li> <li>• Timeline</li> <li>• Oversight</li> <li>• Monitoring of implementation</li> <li>• Monitoring of effectiveness</li> <li>• Funds needed</li> </ul> <p>The model chosen is clearly connected to the activities chosen in the Action Plan.</p>	0	1	2	4	6	
<i>C – Budget</i>						
Completed the Overview Budget grid	0	0	0	0	1	
Completed the Three Year School Budget Plan (1 per school)	0	0	0	0	1	
Completed the One Year (2010-2011) Detail School Budget Narrative and justification forms (if applicable). <i>Include in comments section remarks as to the reasonableness of the expenses as presented.</i>	0	0	0	0	1	
<i>D - Assurances</i>						
Signed Assurance page	0	0	0	0	1	
<i>E - Waivers</i>						
Is the LEA applying for any waivers?	0	0	0	0	0	