

## (A1) Prioritizing High-Need School(s)

As a pass-through entity for Federal education funds, the Maine Department of Education (Maine DOE) has prepared this guidance document to assist Federal program subrecipients in adhering to the statutory requirements for the Title II, Part A and/or Title IV, Part A programs.

The information provided in this document serves as general guidance being provided by the Maine DOE. Subrecipients under the Title II, Part A and/or Title IV, Part A programs should refer to the full text of the regulations which govern the use of these federal funds, which can be found at under the [Elementary and Secondary Education Act](#) and within the [Code of Federal Regulations](#).

Subrecipients of Federal funds are solely responsible for meeting all applicable Federal regulations.

### **Definitions:**

STEM: an approach to interdisciplinary learning that integrates academic content from the fields of Science, Technology, Engineering, and Mathematics.

### **Statutory Requirements:**

Elementary and Secondary Education Act: Sec. 2102 (b)(2)(C); Sec. 4106(e)(2)(A)

### **State Guidance:**

Each School Administrative Unit (SAU) that receives Title II, Part A and/or Title IV, Part A funds, and does not transfer 100% of those funds to other ESEA program(s), must prioritize the distribution of Title II, Part A and/or Title IV, Part A funds to the school or school(s) within the SAU that demonstrate the greatest need. If funding is placed in district-level projects, those projects must be based on the needs of those same high-need schools. In determining which school or school(s) demonstrate the greatest need, an SAU may consider school(s) that:

#### Title II, Part A:

- i. Have the highest number or percentage of students eligible for Title I services;
- ii. Are identified for comprehensive support and improvement under Maine's Model of School Support; or
- iii. Are identified for targeted support and improvement under Maine's Model of School Support.

#### Title IV, Part, A:

- i. Through the review of tangible data, it has determined to have the greatest need in a given area (i.e. STEM instruction, School-based mental health services, etc.);
- ii. Have the highest number or percentage of students eligible for Title I services;
- iii. Are identified for comprehensive support and improvement under Maine's Model of School Support;
- iv. Are identified for targeted support and improvement under Maine's Model of School Support; or
- v. Have been identified as a persistently dangerous public elementary or secondary schools.

#### **Relevant Documentation:**

To demonstrate having met the statutory requirements outlined above, the SAU may provide the Maine DOE with the following type(s) of documentation:

- Written description of the SAU's process for prioritizing distribution of Title II, Part A and/or Title IV, Part A funds
- District-level report(s) comparing school-level data in certain areas (student achievement, school discipline, etc.)
- Information from the SAU's approved ESEA funding application that demonstrates how Title II, Part A and/or Title IV, Part A funds are being leveraged at one or more schools within the SAU

#### **Technical Assistance:**

Please feel free to contact your [ESEA Regional Program Manager](#) at the Maine DOE if you have any questions relative to the contents of this document or the requirements for leveraging these Federal funds.