



## Maine Department of Education FY2019 ESEA Application

### GRANT REQUEST COVER PAGE

Name of Grantee Ellsworth School  
Department  
Grantee Address 66 Main Street, Suite  
201  
Ellsworth, ME 04605  
Grantee Address 207-664-7100  
Fax # 207-669-6032  
Program Year 2018-2019  
State Fiscal Year 2019

Name of contact Person	Rachel E. Kohrman Ramos
Grantee Office Address	Ellsworth School Department 66 Main Street, Suite 201 Ellsworth, ME 04605
Telephone #	207-664-7100
Fax #	207-669-6032
Email	rkohrmanramos@ellsworthschools.org; cheller@ellsworthschools.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.4pcmaine.org](http://www.4pcmaine.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:

Rachel E. Kohrman Ramos, Curriculum Coordinator

Daniel Higgins Superintendent

NOT CERTIFIED BY ELECTRONIC SIGNATURE

Signature

Dan Clifford, Principal, Ellsworth High School for Ellsworth High School

NOT CERTIFIED BY ELECTRONIC SIGNATURE

Signature

Tim McCluskey, Ellsworth Elementary Middle School for Ellsworth Elementary Middle School

**NOT CERTIFIED BY ELECTRONIC SIGNATURE**

Signature

For Information Call:  
Title IA 624-6712/6815  
Title ID 624-6712  
Title IIA 624-6723  
Title III 624-6627  
Title IVA 624-6709  
Title V/Alt Use 624-6749  
FAX #: 624-6706

Maine Department of Education  
ESEA Clearinghouse  
23 State House Station  
Augusta, ME 04333-0023  
**Due: August 1, 2018**

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

**Yes, Accept Federal Assurances**

NDE 06-067  
Lower Tier Covered Transaction for FY2019

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

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

**1. LOBBYING**

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

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

(b) If any funds other than federal appropriated funds have been or will be paid to any person for influencing or attempting to influence an employee of Congress, or any employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with this instruction;

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

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

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

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

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

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

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is

(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.

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## 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;

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(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after each conviction;

(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;

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

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### Federal Gun Free Schools Act

The federal Gun Free Schools Act, (No Child Left Behind Act of 2002, Public Law 107-110, Title IV, Part A, Section 4141), and 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

(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

a. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with he grant, and

b. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants and contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office Building No. 3, Washington, DC 20202-4571. Notice shall include the identification number(s) of each affected grant.

juvenile delinquency system, and that they provide the Maine Department of Education with annual documentation of the incidents. Nothing in this subpart shall be construed to prevent a State from allowing a local educational agency that has expelled a student from such a student's regular school setting from providing educational services to such student in an alternative setting. The provisions of this section shall be construed in manner consistent with the Individuals with Disabilities Education Act.

**NON-CONSTRUCTION PROGRAMS**

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

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project costs) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. § 4728-

4763) relating to prescribed standards for merit systems for programs funded under one of the nineteen statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 CFR 900, subpart F).

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6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. § § 1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. § § 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and 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.

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. § § 1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

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

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

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

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

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.

8. Will comply with the provisions of the Hatch Act (5 U.S.C. § § 1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. § § 276a to 276a-7), The Copeland Act (40 U.S.C. § 276c and 18 U.S.C. § § 874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. § § 327-333), regarding labor standards for federally assisted construction subagreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following; (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. § § 1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. § 7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).

Should such barriers exist, a description of the steps taken to ensure equitable access to, and participation in, the project for students, teachers, and other beneficiaries with special needs will be included.

NOTE: RE: Paragraph # 19: Please note that Title V, Section 7215(a)(23) permits programs " ... to provide same-gender schools and classrooms (consistent with applicable law) ..." If your application includes such a program, please provide documentation that it is consistent with applicable law.

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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.

#### GENERAL ASSURANCE

I hereby certify that, to the best of my knowledge, the information contained in this grant request is correct; and that the school board or cooperative board has authorized me, as its representative, to provide this general assurance.

I assure the Maine Department of Education that the Grantee will comply with all assurances and certifications listed in this Grant Request, Grant Request Guidance sections and applicable state and federal laws including all applicable Education Department General Administrative Regulations (EDGAR) and Codes of Federal Regulations (CFR) including 34 CFR parts 74, 75, 76, 77, 79, 80, 81, 82, 84, 85, 86, 97, 98, 99 and 2CFR Part 176 and OMB Circulars A-21, A-87, A-122 and A-133.

I also certify that the grant funds will be expended as stated in the goals and activities of this grant request and no changes to the goals, activities or budget set forth in this grant document will be made until MDOE approval is granted.

I also certify that the Grantee has complied with certification or sub-grantee debarment, suspension and other responsible matters. (Forms available on State of Maine Consolidated Grant Request website, [www.4pcmaine.org](http://www.4pcmaine.org).)

The authorized official may give permission for his/her Designee to request and submit a Vendor Reimbursement Request but this does not remove the responsibility of the authorized official. If in agreement, please check box and list Designee, along with his/her email and phone number.

Grantee must still comply with all state and federal audit requirements. Authorization by Department of Education Grant Manager on invoice does not indicate that these requirements have been met. The Vendor Reimbursement Request is based upon an expenditure list and the supporting documentation for all the

allowable costs, and is on file with a copy of the Vendor Reimbursement Request at the Grantee or school.

### ESEA Program Assurances

#### I Title IA

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

[Title IA Assurances](#) Yes  No  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. In the previous 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 disseminating directly to the parents and the community the ESEA School and LEA Report Card and the summary of data highlights and challenges.

We send out a letter to students and parents with the web link to the ESEA report card and also provide the link to the community via the school's social media accounts. The ESEA Report Card and the data summary and highlights are linked on the website at [www.ellsworthschools.org](http://www.ellsworthschools.org) on the Parents page. Click on Student Supports to find the ESSA Report Card.

What is the URL of the ESEA Report Cards?

[https://www.ellsworthschools.org/apps/pages/index.jsp?uREC\\_ID=11224](https://www.ellsworthschools.org/apps/pages/index.jsp?uREC_ID=11224)

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.

Our evaluation system and our hiring process ensures that we have highly qualified teachers working with all students in our school district. We have employed an instructional coach half-time last year and are planning to hire her full-time this year to support our teachers with professional development to maximize their effectiveness in differentiated classrooms that meet each child's needs.

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 Ellsworth School Department is in close contact with Child and Family Opportunities, the organization that sponsors the Pre-K class in Ellsworth. We work closely with the director and staff to ensure that students come to kindergarten with the necessary supports based on their developmental needs and challenges. The principal of the middle school meets with families and students as they finish fourth grade to help facilitate their switch to middle school. In addition, ESD has a buddy program with students paired between middle and lower grades so that they can smooth the transition. Guidance counselors and teachers in the high school have Step-Up day for incoming freshman to the high school to help them become familiarized with the high school environment, courses and extracurricular activities. Before this, the school hosts an Open House for families in April. Guidance counselors and teachers in the high school are part of the MELMAC grant that assists the high school with expenses associated with college trips for graduating seniors who are looking to become familiar with colleges and the college environment.

## 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 basic EL program including staffing, materials, facilities, translation/interpretation, and professional development.

We do not receive funding for this program as we have less than 20 students at any school in our district.

## 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**

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

## VII **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

**NON-PUBLIC SCHOOL PARTICIPATION FORM**

NON-PUBLIC SCHOOL  
**Graham Lake School**  
16 Kidspace Way  
Ellsworth,

NAME AND TITLE OF PERSON COMPLETING FORM  
**Rachel Bousquet**  
Assistant Director of Education , Assistant Director of  
Education  
664-1275  
rachel.bousquet@kidspace.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.	<input checked="" type="radio"/> Yes <input type="radio"/> No
Method of Consultation Test	Date of Consultation 8/1/18

**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 checked="" type="radio"/> Yes <input type="radio"/> No
Title IVA—Student Support & Academic Enrichment	<input checked="" type="radio"/> Yes <input 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. If no, see your right to file a complaint below.	<input checked="" 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? If no, the non-pubic school should request this correspondence. The Ombudsman will also follow-up with the LEA.	<input type="radio"/> Yes <input type="radio"/> No <input checked="" 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 <http://www.maine.gov/doe/esea/guidance/PrivateComplaintProcess.doc>

Signature & Title of Authorized Non-Public School Representative

Date

For grant related Information Call: the Local Public School Superintendent or NCLB Clearinghouse 624-6705  
If Software Technical Assistance is needed, call: GEM School Software 207-985-8802

Please ensure accurate e-mail addresses.

### ESEA Coordinator

**Contact Person**

**Work Location**

**Address**

**Town**  **ST**  **Zip**

**Phone**

**Ext.**

**FAX #**

**E-mail**

### Title IA - Basic Disadvantaged Program

**Contact Person**

**Work Location**

**Address**

**Town**  **ST**  **Zip**

**Phone**

**Ext.**

**FAX #**

**E-mail**

### Title IIA - Improving Teacher Quality

**Contact Person**

**Work Location**

**Address**

**Town**  **ST**  **Zip**

**Phone**

**Ext.**

**FAX #**

**E-mail**

### Title IVA - Student Support and Academic Enrichment

**Contact Person**

**Work Location**

**Address**

**Town**  **ST**  **Zip**

**Phone**

**Ext.**

**FAX #**

**E-mail**

### Title V - Rural Education Achievement Program

**Contact Person**

**Work Location**

**Address**

**Town**  **ST**  **Zip**

**Phone**

**Ext.**

**FAX #**

**E-mail**

### McKinney-Vento Homeless Liaison

**Contact Person**

**Work Location**

**Address**

**Town**  **ST**  **Zip**

**Phone**

**Ext.**

**FAX #**

**E-mail**

### Foster Care Liaison

**Contact Person**

**Work Location**

**Address**

**Town**  **ST**  **Zip**

**Phone**

**Ext.**

**FAX #**

**E-mail**

## ESEA Application Development Team

### UNIT Ellsworth School Department School Year 2019

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
Daniel Higgins	Superintendent	Administration
Carolyn Heller	Business Manager	Administration
Rachel E. Kohrman Ramos	Curriculum Director	Administration
Nick Turner	Director, The Grand Theater	Community Members
Lisa Backman	Parent	Parents
Colleen Mutlu	ESL Teacher	Teachers
Julia Berry	EHS Science Teacher	Teachers
Debbie Richards	Instructional Coach	Teachers

Describe how the above planning team members were selected.

These roles were chosen based on each person's responsibilities. Debbie Richards is an instructional coach. Lisa Backman is a parent that heavily involved with the school and special education issues. Nick Turner is the Executive Director of The Grand Theater. He works with many educational programs in Ellsworth and volunteered his services to be a part of the application process.

List the planning meetings that occurred to create this application.

Purpose of Meeting	Date of Meeting
Development of CNA/Application	April 12, 2018
Development of CNA/Application	April 26, 2018
Development of CNA/Application	May 10, 2018

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)

The application and CNA were discussed and explained at Ellsworth School Board meetings that were televised on public television. The website holding the application for this year will be announced with invitation to comment at the August 14 Board Meeting. The application is posted to the Ellsworth School Department website at <https://www.youtube.com/playlist?reload=9&list=PLGTCWiEPIIqVRBofPnnwxKYub0jCFkZI4> (an updated version will be posted soon upon release of new website configuration). We consider the comments of the community as they come in.

Date or period allowed for public comment: August 14-August 21

### Financial Transfer Worksheet for FY2019

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

#### Unit Ellsworth School Department

Contact Person: Rachel E. Kohrman Ramos Phone: 664-1275  
Email: rkohrmanramos@ellsworthschools.org; cheller@ellsworthschools.org

Title	IA Basic Disadvantaged Program	IIA Teacher Quality	IVA Student Supports & Academic Enrichment	V Rural Education	Total
(a) Allocations	\$268,711.00	\$51,116.00	\$25,308.90	\$14,455.25	\$359,591.15
(b) Transfers To: Up to 100% of amount in row (a)		\$0.00 IA \$0.00 IVA		\$0.00 IA \$0.00 IIA	

		\$0.00 V	\$0.00 V		
<b>(c) Total to Be Transferred OUT:</b> From Row (b)		\$0.00	\$0.00		\$0.00
<b>(d) Total to Be Transferred IN:</b> From Titles listed in Row (b)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>(e) Adjusted Title Total</b> (a)-(c)+(d) Funds available for projects	\$268,711.00	\$51,116.00	\$25,308.90	\$14,455.25	\$359,591.15

## District Profile Page

### Comprehensive Needs Assessment:

#### District Level Needs Assessment and Planning

District Name: Ellsworth School Department

#### Dates District Level Needs Assessment Conducted:

April 12, April 26, May 10, May 24, and May 31, 2018.

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

D. Alteri - Parent  
 L. Backman, J. Freeman, J. Berry - Teachers  
 D. Richards - Instructional Coach  
 J. Newett - Principal  
 R. Kohrman Ramos, L. Maddocks - Administrators  
 H. High, B. Frost - Counselors  
 N. Turner - Community Member  
 A. Van Dorn - Homeless Liaison  
 A. Clifford - Data Administrator  
 C. Mutlu - EL Coordinator  
 B. Thomas - School Board Member

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

The Curriculum Director (CD) for the Ellsworth School Department, Rachel Kohrman Ramos, coordinates this process. The CD shares the suggested planning team list in the Comprehensive Needs Assessment with the Administrative Leadership Team and asks for input on who would best fill the team roles. Each member of the team is assigned 1-2 members to identify and invite so as to create a team of diverse voices, visions and perspectives. Once the members of the team are identified, the CD contacts each member and shares the schedule for the 4 meetings that would cover the topics to be discussed.

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

Increase in Academic Proficiency, Formative and Summative Assessments, Attendance, Graduation Rate, Use of RtI Model.

#### District Level Goals

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

##### Goal #1 Increase in Academic Proficiency

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

NWEA and MEA assessments

18-19 outcomes: 4% more students will perform at or above grade level on the NWEA and MEA assessments.

##### Goal #2 Professional Development on Formative and Summative Assessments

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

Teacher Surveys and Evaluations

18-19 outcomes: 65% teachers will be able to effectively use formative and summative assessments to accurately measure learning and inform instruction.

##### Goal #3 Attendance and Graduation Rate

**Indicator** (Assessment or mechanism used to track progress in meeting goal):  
Attendance and Graduation Logs

- 18-19 outcomes: 2% fewer students will miss 10% or more school days
- 2% more students will graduate from Ellsworth High School.

### District Project Sheet

**Project Title Title IA Homeless**

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

Provide a description of the proposed project:

Homeless students need supplies to assist them in assimilating and being prepared at school.

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

The school's mission and vision, developed after the first District Needs Assessment, outlines that we must "engage and challenge all students". Providing supplies to homeless students will help them focus on school instead of worrying about their basic necessities so that they can be engage and challenged regardless of their economic status.

**Project Indicators and Outcomes**

What will be the outcome(s) of this project and what indicators will the district use to measure the supports, interventions, and/or strategies outlined above to ensure that the project is effective in meeting the goal(s) of the district.

Proposed Outcomes		Indicators Used
100%	Homeless students will have back-to-school supplies and backpacks to be prepared for school.	Interviews by school social worker.

**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	500.00	0.00	0.00	0.00	500.00
<b>Total</b>	0.00	0.00	0.00	500.00	0.00	0.00	0.00	500.00

### District Project Sheet

**Project Title Title IIA Teacher Quality**

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

Provide a description of the proposed project:

In order to meet our district goal of increasing academic proficiency, an instructional coach will work to support teachers in practicing differentiated instruction strategies through modeling, PLC facilitation and teacher training workshops. An instructional coach will work to support teachers in analyzing data from standardized tests (NWEA, MEA, SATs, PSATs) and summative assessments to understand the needs of differing populations of students based on academic need. Training will also be provided on explicit phonics and reading fluency instruction and assessment and standards-based curriculum mapping through our teachers-as-trainers program called Never Stop Learning.

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

As we move to a proficiency-based educational model with our second high school class coming to a PBE reporting system this year, teachers need and are asking for support on how to implement a student-driven, differentiated classroom. The standardized test data at the school is very low in both math and reading and suggests wide gaps between the instructional program and student academic need. Teachers need support in understanding how to differentiate in their classrooms to personalize their instruction to greater positive effect, addressing students' gaps in learning.

**Project Indicators and Outcomes**

What will be the outcome(s) of this project and what indicators will the district use to measure the supports, interventions, and/or strategies outlined above to ensure that the project is effective in meeting the goal(s) of the district.

Proposed Outcomes		Indicators Used
70%	Teachers will report greater confidence in implementing a differentiated, small-group classroom management model in the classroom based on student data analysis.	Needs Assessment Survey data will be compared to data collected this past year to measure teacher satisfaction with their self-efficacy as they work towards changing the "old school" model of "stand and deliver" to differentiated instruction.
80%	teachers will report greater confidence in explicit instruction and assessment of reading strategies.	Needs Assessment Survey data will be compared to data collected this past year to measure teacher satisfaction with level of professional support in providing reading strategy instruction.

**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	40287.00	1454.00	0.00	0.00	0.00	0.00	0.00	41741.00
<b>Total</b>	40,287.00	1,454.00	0.00	0.00	0.00	0.00	0.00	41,741.00

**1. PURCHASED SERVICES :**

Purchased Services may include funding for training or professional development services through an outside vendor or direct payment of registration fees. To meet audit guidelines for outside vendor contracts, the district must certify below that it will abide by all applicable state and federal regulations governing the procurement of contracted services, including the following:

- Prior to the contracted services being provided; the SAU will obtain a signed contract with the vendor.
- The signed contract must adequately specify all deliverables, completion dates, and reporting requirements pertaining to the contracted services.
- A copy of the signed contract must be kept on file by the SAU and made available for review upon request.
- The SAU agrees to comply with all regulations pertaining to fair selection of vendors.
- The SAU agrees to obtain multiple (as necessary and appropriate) quotes pertaining to the provision of contracted services.
- The SAU agrees to comply with EDGAR Section 80.20, which details the basic requirements for financial Management systems.
- The SAU agrees to comply with EDGAR 80.36, which specifies procurement requirements, and specifically Section 80.36(i), which specifies contracts provision requirements for subgrants.

[www.ed.gov/policy/fund/reg/edgarReg/edlite-part80c.html](http://www.ed.gov/policy/fund/reg/edgarReg/edlite-part80c.html)

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

- The SAU's written code of standards of conduct governing the performance of those involved in the award/administration of contracts, including standards regarding conflict of interest
- The SAU's procurement procedures to avoid duplication of services and other measures to ensure cost-effectiveness
- The SAU's system for the maintenance of procurement records; and
- The SAU's process for dispute resolution for contracting.

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

Yes  No

## District Project Sheet

### Project Title Professional Development

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

Provide a description of the proposed project:

In the third phase of the work by the Curriculum, Instruction and Assessment (CIA) team, now that standards have been aligned to create a clear curriculum vision and that the Never Stop Learning professional development program has been implemented, we will be working on the role of benchmark standards in the district at Grades 2, 5, 8 and 12 to ensure that students do not get socially promoted without the appropriate academic supports. These benchmarks will serve to drive the instruction of grade-span teacher cohorts and help parents and students have a transparent roadmap to success. A program called Seesaw will be piloted to investigate its implementation as a benchmarking system. Additionally, a K-8 Leadership Team will work to implement an RtI program at the elementary and middle levels to ensure that students who are not able to meet benchmarks are provided interventional instruction, progress monitored and supported through teams of invested practitioners.

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 will further delineate the outcomes necessary for students to take control of their learning and for teachers to differentiate instruction in their classrooms in the newly implemented proficiency-based educational model.

### Project Indicators and Outcomes

What will be the outcome(s) of this project and what indicators will the district use to measure the supports, interventions, and/or strategies outlined above to ensure that the project is effective in meeting the goal(s) of the district.

Proposed Outcomes		Indicators Used
100%	of the members of CIA team will contribute to the protocol put in place for measuring benchmarks in grade K-12.	Team agendas and minutes
100%	of the members of the K-8 Leadership Team will work to implement the new RtI protocol in the elementary and middle schools.	Leadership Team and Faculty Meeting agenda and minutes.

### 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	6000.00	0.00	0.00	0.00	0.00	0.00	0.00	6000.00
<b>Total</b>	6,000.00	0.00	0.00	0.00	0.00	0.00	0.00	6,000.00

## District Project Sheet

### Project Title Private School Project for Graham Lake School

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

Provide a description of the proposed project:

Graham Lake School or Kids Peace is a special purpose school. As the school moves towards proficiency teachers need training in how to write IEPs with a standards based grading system. In addition, Title IVA funds will be used for training on Social-emotional development.

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

Given the student challenges at Kids Peace, there are many students who will be working below grade level in several areas. The school is required to provide transparent plans for their students and be able to explain the grade progression of skills that students will be working through to achieve grade level proficiency in the educational model. The predominant number of IEPs contain goals for the development of reading

comprehension and fluency skills. The training in Fountas and Pinnell will help teachers assess these factors and tailor their instruction.

**Project Indicators and Outcomes**

What will be the outcome(s) of this project and what indicators will the district use to measure the supports, interventions, and/or strategies outlined above to ensure that the project is effective in meeting the goal(s) of the district.

Proposed Outcomes		Indicators Used
0%	Teachers will attend training in Fountas and Pinnell Training and in writing IEP goals	Attendance log ins, post workshop surveys.

**Project Budget**

Indicate which and how much of the district's Elementary and Secondary Education Act (ESEA) formula program funds will be used to support this project.

Funding Source	1000, 2000 Salaries & Benefits	3000 Purchased Services	5000 Travel	6000 Instructional Supplies	7000 Equipment	7300 Capital Equipment	8000 Other	Total
Title II, A	1000.00	1146.87	0.00	0.00	0.00	0.00	0.00	2146.87
Title IV, A	0.00	1062.98	0.00	0.00	0.00	0.00	0.00	1062.98
<b>Total</b>	1,000.00	2,209.85	0.00	0.00	0.00	0.00	0.00	3,209.85

**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:

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- The SAU agrees to comply with all regulations pertaining to fair selection of vendors.
- The SAU agrees to obtain multiple (as necessary and appropriate) quotes pertaining to the provision of contracted services.
- The SAU agrees to comply with EDGAR Section 80.20, which details the basic requirements for financial Management systems.
- The SAU agrees to comply with EDGAR 80.36, which specifies procurement requirements, and specifically Section 80.36(i), which specifies contracts provision requirements for subgrants. [www.ed.gov/policy/fund/reg/edgarReg/edlite-part80c.html](http://www.ed.gov/policy/fund/reg/edgarReg/edlite-part80c.html)

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

- The SAU's written code of standards of conduct governing the performance of those involved in the award/administration of contracts, including standards regarding conflict of interest
- The SAU's procurement procedures to avoid duplication of services and other measures to ensure cost-effectiveness
- The SAU's system for the maintenance of procurement records; and
- The SAU's process for dispute resolution for contracting.

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

Yes  No

**District Project Sheet**

**Project Title Student Engagement/ Attendance**

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

Provide a description of the proposed project:

Jen Stanchfield, a consultant on experiential learning and team-building, will work with teachers in all four schools during the opening days of the school year to help teachers incorporate engaging strategies into their lesson plans to encourage students to connect to each other, and to their academic interests. Strategies in her book will be discussed throughout the year at staff meetings and during PLCs. Additional project-based science materials will be purchased to supplement the standard StemScopes physical science curriculum in the 8th grade so as to engage students as they prepare for high school and to help them understand the project-based investigations used in high-school science labs. This will meet our need of easing the transition to high school for many struggling students and to ignite interest in the sciences with hands-on exploration. Support for an arts outreach educator from The Grand, the local theater, will be provided to integrate improvisational theater games around Common Core State Standards that are being used in ELA classes grades K-12 that also relate to the play that each student is to attend throughout the year. (For example, second and third grade classes were prepared by the outreach educator for the show of Alice in Wonderland by accessing student work on character, narrative and sequencing in a story. This was paid for by PTF funds). This program was provided as a small pilot last year in grades K-8 and was extremely successful so it will be expanded to grades K-12 this year.

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

To meet our goal in our Comprehensive Needs Assessment to improve our attendance rates and to improve the experiences of students who are not engaged and are not finding connections to the curriculum, these projects have been developed. Also, to meet our goal of increasing academic proficiency, we resolved to support further integration of reading and math into other content areas and vice versa (such as literary exploration through improvisational theater) and to enhance the 7th and 8th grade science curriculum to provide additional experiences for experiential learning.

**Project Indicators and Outcomes**

What will be the outcome(s) of this project and what indicators will the district use to measure the supports, interventions, and/or strategies outlined above to ensure that the project is effective in meeting the goal(s) of the district.

Proposed Outcomes		Indicators Used
4%	greater number of students will perform at or above grade level on the local diagnostic assessment and the MEA.	NWEA, MEA, SAT, and PSAT scores.
2%	fewer students will be chronically absent ( missing 10% or more school days) in the next school year.	Attendance lists.

**Project Budget**

Indicate which and how much of the district's Elementary and Secondary Education Act (ESEA) formula program funds will be used to support this project.

Funding Source	1000, 2000 Salaries & Benefits	3000 Purchased Services	5000 Travel	6000 Instructional Supplies	7000 Equipment	7300 Capital Equipment	8000 Other	Total
Title IV, A	0.00	9000.00	0.00	10745.92	0.00	0.00	0.00	19745.92
<b>Total</b>	0.00	9,000.00	0.00	10,745.92	0.00	0.00	0.00	19,745.92

**1. PURCHASED SERVICES :**

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- The SAU agrees to obtain multiple (as necessary and appropriate) quotes pertaining to the provision of contracted services.
- The SAU agrees to comply with EDGAR Section 80.20, which details the basic requirements for financial Management systems.
- The SAU agrees to comply with EDGAR 80.36, which specifies procurement requirements, and specifically Section 80.36(i), which specifies contracts provision requirements for subgrants.  
[www.ed.gov/policy/fund/reg/edgarReg/edlite-part80c.html](http://www.ed.gov/policy/fund/reg/edgarReg/edlite-part80c.html)

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

- The SAU's written code of standards of conduct governing the performance of those involved in the award/administration of contracts, including standards regarding conflict of interest
- The SAU's procurement procedures to avoid duplication of services and other measures to ensure cost-effectiveness
- The SAU's system for the maintenance of procurement records; and
- The SAU's process for dispute resolution for contracting.

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

Yes  No

## School Profile Page

### Comprehensive Needs Assessment:

#### School Level Needs Assessments

School Name: Ellsworth High School

#### Dates School Level Needs Assessment Conducted:

April 12, April 26, May 10, May 24, and May 31, 2018.

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

D. Alteri - Parent  
 L. Backman, J. Freeman, J. Berry - Teachers  
 D. Richards - Instructional Coach  
 J. Newett - Principal  
 R. Kohrman Ramos, L. Maddocks - Administrators  
 H. High, B. Frost - Counselors  
 N. Turner - Community Member  
 A. Van Dorn - Homeless Liaison  
 A. Clifford - Data Administrator  
 C. Mutlu - EL Coordinator  
 B. Thomas - School Board Member

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

The Curriculum Director (CD) for the Ellsworth School Department, Rachel Kohrman Ramos, coordinates this process. The CD shares the suggested planning team list in the Comprehensive Needs Assessment with the Administrative Leadership Team and asks for input on who would best fill the team roles. The high school principal, assistant principal and high school social worker and guidance counselor are assigned 1-2 members to identify and invite so as to create a team of diverse voices, visions and perspectives. Once the members of the team are identified, the CD

**contacts each member and shares the schedule for the 4 meetings that would cover the topics to be discussed.**

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

**Increase in Academic Proficiency, Formative and Summative Assessments, Attendance, Graduation Rate, Use of Rtl Model.**

### **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 By 2023, the graduation rate will increase from an average of 84% (2015-2017) to 90%.**

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

Student graduation list.

18-19 outcomes: 2% more students will graduate from Ellsworth High School than in previous year.

**Goal #2 By 2023, the attendance rate (percent of students who miss 10% or more school days) at EHS will drop from 28% to 18 %.**

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

Daily attendance lists.

18-19 outcomes: 2% fewer students will be chronically absent (missing 10% or more school days).

**Goal #3**

**Goal #4**

**Goal #5**

## **School Project Sheet**

School: Ellsworth High School

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

[You must click "Post Update" before you can enter the Alt Use funds in the budget.](#)

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.

The following two projects will support safe and healthy students, a well-rounded education and professional development.

The assistant principal, Rebecca Wright, along with other district administrators, and teachers at Ellsworth High School have created a mentoring program for teachers to be matched up with students struggling with attendance issues, social -emotional health, and academic progress. Training has been provided to all teachers and administrators on the parameters of a mentoring relationship, ways of helping students and how to form a relationship that will help students become more resilient to challenges they face. Two field trips will be taken in a group to encourage a supportive group dynamic as well.

A new peer coaching initiative will begin this year at the Ellsworth High School. This is a reinvention of a former program at EHS. This year, a facilitator who is working with the Student Centered Coaching cohort through the Maine Curriculum Leaders Association is providing guidance on this model by Diane Sweeney. The ESD instructional coach, who has also been part of this cohort will conduct a coaching cycle with each of 9 teachers who are part of the program to model the methods. They will then begin their work with other teachers after attending two conferences, one on Student Centered Coaching and the other on Efficacy of Instructional Coaching.

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

At EHS there are several mechanisms for following student progress, including grade level teams, risk review teams, counseling, etc. Still, teachers and administrators see that many students still "fall through the cracks" academically, with social-emotional issues, and with home issues as measured often through attendance.

This mentoring program is being piloted to address these issues with students that faculty and staff have identified as potentially benefiting from one-on-one mentors who can work through these issues with them. This project will address the goals of improving attendance rates and graduation rates.

The peer coaching project arose from the identified need in the district to improve student academic proficiency and graduation rates. Additionally there is a need to improve teacher efficacy. Research-based interventions such as instructional coaching and peer support for teachers produce marked improvement in instructional strategies in the classroom and in turn, increased student academic proficiency.

Is this school operating a Title I Schoolwide Program?  Yes  No

If YES, which Title funding was included in the Schoolwide Plan?

Title I,  Title IIA,  Title III,  Title IVA,  Title V

**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 IV, A	\$ 1300.00	\$ 1500.00	\$ 1700.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 4500.00
<b>Total</b>	<b>\$1,300.00</b>	<b>\$1,500.00</b>	<b>\$1,700.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$4,500.00</b>

**1. PURCHASED SERVICES :**

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- The SAU agrees to comply with EDGAR Section 80.20, which details the basic requirements for financial Management systems.
- The SAU agrees to comply with EDGAR 80.36, which specifies procurement requirements, and specifically Section 80.36(i), which specifies contracts provision requirements for subgrants. [www.ed.gov/policy/fund/reg/edgarReg/edlite-part80c.html](http://www.ed.gov/policy/fund/reg/edgarReg/edlite-part80c.html)

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

- The SAU's written code of standards of conduct governing the performance of those involved in the award/administration of contracts, including standards regarding conflict of interest
- The SAU's procurement procedures to avoid duplication of services and other measures to ensure cost-effectiveness
- The SAU's system for the maintenance of procurement records; and
- The SAU's process for dispute resolution for contracting.

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

Yes  No

**School Profile Page**

**Comprehensive Needs Assessment:**

**School Level Needs Assessments**

**School Name: Ellsworth Elementary Middle School**

**Dates School Level Needs Assessment Conducted:**

**April 12, April 26, May 10, May 24, and May 31, 2018.**

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

**D. Alteri - Parent**  
**L. Backman, J. Freeman, J. Berry - Teachers**  
**D. Richards - Instructional Coach**  
**J. Newett - Principal**  
**R. Kohrman Ramos, L. Maddocks - Administrators**  
**H. High, B. Frost - Counselors**  
**N. Turner - Community Member**  
**A. Van Dorn - Homeless Liaison**  
**A. Clifford - Data Administrator**  
**C. Mutlu - EL Coordinator**  
**B. Thomas - School Board Member**

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

**The Curriculum Director (CD) for the Ellsworth School Department, Rachel Kohrman Ramos, coordinates this process. The CD shares the suggested planning team list in the Comprehensive Needs Assessment with the Elementary Principal, the Middle School Principal, the EEMS Assistant principal and the EEMS guidance counselor and asks for input on who would best fill the team roles. Each member of the team is assigned 1-2 members to identify and invite so as to create a team of diverse voices, visions and perspectives. Once the members of the team are identified, the CD contacts each member and shares the schedule for the 4 meetings that would cover the topics to be discussed.**

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

**Increase in Academic Proficiency, Formative and Summative Assessments, Attendance, Graduation Rate, Use of Rtl Model.**

**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 By 2023, the number of ESD students in grades K-12, who will perform at or above grade level on the local diagnostic assessment and the MEA will increase by 10%.**

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

NWEA and MEA scores.

18-19 outcomes: 2% more students will perform at or above grade level on the NWEA and MEA.

**Goal #2 By 2023, 100% of teachers will be able to effectively use formative and summative assessments to accurately measure learning and to inform instruction.**

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

Evaluations, observation, teacher reports on Needs Assessment Survey, increased differentiated instruction for students based on assessment analysis.

18-19 outcomes: 65% of teachers will be able to effectively use formative and summative assessments to accurately measure learning and inform instruction.

**Goal #3 By 2023, the attendance rate (percent of students who miss 10% or more school days) at EEMS will drop from 15.64% to 10 %.**

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

Attendance rosters.

18-19 outcomes: 2% fewer students will be chronically absent (missing 10% or more school days).

**Goal #4**

**Goal #5**

**Goal #6**

## School Project Sheet

School: Ellsworth Elementary Middle School

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

You must click "Post Update" before you can enter the Alt Use funds in the budget.

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.

Teachers, PI, Cathy Gage, KR Stipend, After School, Summer School, Candice Bray

At Ellsworth Elementary-Middle School, four teachers will work with Tier 2 and Tier 3 students in our Reading Recovery, Leveled Literacy Intervention, or small group targeted instruction in reading, writing, or math. Students who are identified as Tier 2 and 3 through the EEMS Rtl system through universal screening, follow-up Fountas and Pinnell assessment and teacher input will receive supplemental support through one-on-one or small group instruction of targeted skills that support classroom curricula. Cathy Gage, a reading consultant will provide training on using the F and P assessment for referral to the Title IA program. A literacy coach, Candice Bray, and our instructional coach, Debbie Richards, will work with the four Title IA-funded interventionists to analyze the most recent data collected on Title IA students at EEMS in our recently retooled Title IA reading program. Data indicates a need for more detailed referral information in Kindergarten and First Grade to facilitate a better rate of response to intervention. The literacy coach helped the interventionists identify more informative diagnostics for end-of-year kindergarten students so as to help differentiate the types of reading challenges students are having last year and in turn will now help develop alternate interventions, specifically for those students with foundational phonological awareness deficits. Also, this coach will identify developmentally appropriate phonemic awareness diagnostics and materials for middle school students to clarify which students need foundational skill intervention and which students can continue using the LLI intervention kits to assist in fluency and comprehension. The instructional coach will mentor and support the middle school Title IA interventionist and help her monitor student success and modify interventions as data determines.

One on one and small group tutoring will be provided to Title IA students in Grade K-8 who are 1-2 years below grade level in reading and/or mathematics. Tutoring will be provided before school, after school, and/or during the summer by highly qualified teachers.

Three parent events will be held at Ellsworth Elementary-Middle School during the 2017-2018 school year. The event will be coordinated by the Title IA faculty and coordinator. The events, including a Welcome Back Picnic and a Literacy Night will be based on the needs of the Title IA parents identified through our parent surveys and staff needs assessment. A contracted presenter will be invited and informational literature, home literacy games and other resources will be distributed to families.

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

These four teachers offer differentiated, personalized instruction to meet the individualized needs of their Title IA academically challenged students. Ms. Gage, Ms. Bray and Ms. Richards will strengthen the knowledge base of these teachers and support them to provide research-based effective instruction.

Based on assessment data and on parent surveys, students continue to struggle with reading. Students need support after the regular school day to improve deficits that get bigger as they grow. More strategies are needed for families to know how to provide literacy support at home. Research-based methods will be shared with parents to allow for supported learning at home.

At EEMS, analysis of the last 3 years of data shows that while students that most struggle are making their growth goals, there are still between 40-45% of our students who are below proficiency levels in math and reading. An educational consultant, who analyzed this data and worked with our teachers, advised that expanded, extended-day school opportunities for exposure to math, critical thinking skills activities, STEM

projects and incorporation of the arts would greatly influence our positive efforts to increase these achievement scores.

Is this school operating a Title I Schoolwide Program?  Yes  No

If YES, which Title funding was included in the Schoolwide Plan?

Title I,  Title IIA,  Title III,  Title IVA,  Title V

**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	\$ 263763.77	\$ 3019.10	\$ 0.00	\$ 1428.13	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 268211.00
Title II, A	\$ 0.00	\$ 1228.13	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 1228.13
Title V	\$ 14000.00	\$ 0.00	\$ 0.00	\$ 455.25	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 14455.25
<b>Total</b>	<b>\$277,763.77</b>	<b>\$4,247.23</b>	<b>\$0.00</b>	<b>\$1,883.38</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$283,894.38</b>

Answer the following questions in relation to how the Title V funds will be used

1. What is the primary allowable activity that this project is being developed under?

- Activities authorized under Title I-A
- Activities authorized under Title II-A (Professional Development & Teacher Quality)
- Activities authorized under Title II-A (Class Size Reduction)
- Activities authorized under Title III (Language Instruction for English Learner and Immigrant Students)
- Activities authorized under Title IVA (Student Support & Academic Enrichment, Ex: Education Technology & Innovative Project)
- Increase family engagement

2. What is the State Goal(s) that this project supports?

- Increase student academic achievement
- Improve teacher quality through staff development
- Support Technology use in classrooms
- Increase family engagement

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.
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- The SAU's process for dispute resolution for contracting.

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

Yes  No

## Ranking Of Schools & Distribution of FY2019 Funds - Title IA

### Unit Ellsworth 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
\$268,711.00	/ 0	* 1.25 =	0.00

Determination of Title IA Funds		FY2019 Funds
Title IA Allocation	=	\$268,711.00
+ Transfer to Title IA	=	\$0.00
Total	=	\$268,711.00
Total District Projects	=	- \$500.00
Amount Dedicated to Schools	=	\$ 268,211.00

### RANKING OF SCHOOLS & DISTRIBUTION OF FY2019 FUNDS IS BY PERCENT

ALL SAU SCHOOLS	1	2	3	4	5	6	7	8
	Grade Span Low High	School Level Enrollment	School Level # of Low Income Students	School Level Poverty % [Col 3 ÷ Col 2]	Low Income Data	Eligibility	School Level Funding	School Level Per Pupil Amount [Col 7÷Col 3]
Ellsworth Elementary Middle School	None	0	0	0	%		\$268,211.00	\$0.00
Ellsworth High School	None	0	0	0	%		\$0.00	\$0.00
<b>TOTALS</b>		0	0	0.0%			\$268,211.00	

### ESEA Summary of ESEA Funding for Ellsworth School Department

Contact Person: Rachel E. Kehrman Ramos Phone 664-1275 Email rkehrmanramos@ellsworthschools.org; cheller@ellsworthschools.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>	\$268,711.00	\$51,116.00	\$25,308.90	\$14,455.25
<b>TRANSFER ADJUSTMENTS</b>	\$0.00	\$0.00	\$0.00	\$0.00
<b>ADJUSTED TITLE ALLOCATIONS</b>	\$268,711.00	\$51,116.00	\$25,308.90	\$14,455.25
1. Ellsworth High School	\$0.00	\$0.00	\$4,500.00	\$0.00
2. Ellsworth Elementary Middle School	\$268,211.00	\$1,228.13	\$0.00	\$14,455.25
4. Title IA Homeless	\$500.00	\$0.00	\$0.00	\$0.00
5. Title IIA Teacher Quality	\$0.00	\$41,741.00	\$0.00	\$0.00
6. Professional Development	\$0.00	\$6,000.00	\$0.00	\$0.00
7. Private School Project for Graham Lake School	\$0.00	\$2,146.87	\$1,062.98	\$0.00
8. Student Engagement/ Attendance	\$0.00	\$0.00	\$19,745.92	\$0.00
<b>TOTAL FOR EACH TITLE</b>	\$268,711.00	\$51,116.00	\$25,308.90	\$14,455.25
The Total for each Title must equal the Adjusted Title Allocations.	\$0.00	\$0.00	\$0.00	\$0.00

### COMPLETE CHART OF TITLE IV-A FUNDING

TITLE IV-A	(1) Well-Rounded Education	(2) Safe & Healthy Students	(3a) Effective use of Technology	(3b) Technology Infrastructure	Total
(a) Requirements if funds are used for activities in content area	Minimum 20% of total allocation	Minimum 20% of total allocation	A portion of the total allocation	Maximum of 15% of amount in column 3a, row b	-
(b.) Funding Amount for each Category	\$15,063.00"	\$9,245.90"	\$1,000.00"	\$0.00"	\$25,308.90
(c) Percentage of total allocation	59.52%	36.53%	3.95%	0.00% *	

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

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

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

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

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

Yes  No

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

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

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

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

**Calculating Funds for Non-Public School for All Titles for FY2019**

**Unit Ellsworth School Department**

Contact Person: Rachel E. Kohrman Ramos Phone 664-1275 Email [rkohrmanramos@ellsworthschools.org](mailto:rkohrmanramos@ellsworthschools.org); [cheller@ellsworthschools.org](mailto:cheller@ellsworthschools.org)

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

\$ 268,711.00 is the Title IA FY18 Allocation.

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

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

\$ 268,711.00 is the amount of Title IA funds to be used by public and non-public schools for projects.

Column A	Column B	Column C	Column D	Column E
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
Ellsworth School Department	\$ 268,711.00			

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

\$ 51,116.00 is the Title IIA FY18 Teacher Quality Allocation.

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

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

\$ 51,116.00 is the amount of Title IIA funds to be used by public and non-public schools for professional development.

Column A	Column B	Column C	Column D	Column E
Non-Public Schools Participating in Title IIA	Non-public Enrollment Percent	Title IIA PD Funds	Non-public Amount based on Enrollment and Title IIA PD Funds (B * C)	IIA Non-public Projects (Includes Alt Use Funds)
Graham Lake School	4.2	51,116.00	\$2,146.87	\$0.00

**Calculating Title IVA Funds for Non-Public Schools**

\$ 25,308.90 is the Title IVA FY18 Student Support & Academic Enrichment.

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

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

\$ 25,308.90 is the amount of Title IVA funds to be used by public and non-public schools for Student Support & Academic Enrichment.

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Column A	Column B	Column C	Column D	Column E
<b>Non-Public Schools Participating in Title IVA</b>	<b>Non-public Enrollment Percent</b>	<b>Title IVA Funds</b>	<b>Non-public Amount based on Enrollment and Title IVA Funds (B * C)</b>	<b>IVA Non-public Projects (Includes Alt Use Funds)</b>
Graham Lake School	4.2	25,308.90	1,062.97	\$0.00