GRANT REQUEST COVER PAGE

Consolidated Application for Assistance Under Title IA-Basic Disadvantaged, Title I, Part D, Subpart 1, Title IIA- Teacher Qualify, Title IID - Ed Tech (Technology), Title III - Language Instruction for LEP & Immigrant Students, Title V - Innovative Education, REAP - Rural Education Achievement Program and McKinney Homeless.

Name of Grantee: Wells-Ogunquit CSD
Grantee Address: 1460 Post Road
Wells, ME 04090
Grantee Office: Wells-Ogunquit Community School District
Address: 1460 Post Road
Wells, ME 04090
Fax #: 207-646-8331
Telephone #: 207-646-4236
Email: sschatzabel@wocsd.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.); 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-A/sec6051.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:
Stacey Schatzabel, Director of Instruction and Special Services
Certified by Electronic Signature on 08/07/2017
by James Daly, Superintendent

Certified by Electronic Signature on 2017-08-07
by April Noble, Principal for Wells Elementary School
For Information Call:

Title IA 624-6705
Title ID 624-6705
Title IIA 624-6723
Title III 624-6788
Title V/REAP-Flex 624-6723
FAX #: 624-6706

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

**Due: August 1, 2017**

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

- Yes, Accept Federal Assurances

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### 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.

<table>
<thead>
<tr>
<th>Certification Requirement</th>
<th>Certification Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>(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.</td>
<td>(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) of this certification; and</td>
</tr>
<tr>
<td>(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, &quot;Disclosure Form to Report Lobbying,&quot; in accordance with this instruction;</td>
<td>(d) Have not within a three-year period proceeding this application had one or more public transactions (federal, state, or local) terminated for cause or default; and</td>
</tr>
<tr>
<td>(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.</td>
<td></td>
</tr>
</tbody>
</table>

### 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-

<table>
<thead>
<tr>
<th>Certification Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. The applicant certifies that it is its principals:</td>
</tr>
<tr>
<td>(a) Are not presently debarred, suspended for debarment, declared ineligible, or voluntarily excluded from covered transactions by any federal department or agency:</td>
</tr>
<tr>
<td>(b) Have not within three-year period preceding this application been convicted of or had a civil judgment rendered against them for conviction 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;</td>
</tr>
<tr>
<td>(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);</td>
</tr>
<tr>
<td>(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:</td>
</tr>
</tbody>
</table>

#### 1. Abide by the terms of the statement; and
(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

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

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

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

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

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

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

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 1989, 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.

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. 88-552) 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 handicap; (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 Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1980 (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


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.

**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 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.


https://www.4pcamaine.org/NCLB/FY2018/DOE/nclb_all.shtml
nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

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

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


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 Clean 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).

Check the box to indicate acceptance of ESEA General Assurances:

☐ Yes, Accept ESEA General Assurances

Sec. 9306 Other General Assurances

a. Any applicant shall have on file with the SEA whether applying separately or pursuant to section 9305 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) the control of funds provided under each such program and site 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) 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.

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.
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.4pcamaine.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

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  NA

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  NA

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

Yes  No  NA

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 FY18

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.

The Director of Instruction, Stacey Schatzabel, is responsible for updating and posting assessment data on the district website, including the NCLB report cards. As stated in our FY16: NCLB Application: "The NCLB Annual Report Card is posted on the WOCSD website as soon as it is made available to the school district."

A link on the main page leads directly to the NCLB Report Cards. The Curriculum and Assessment page also take visitors to NCLB Report Cards, which cover school years 2013 - present.
https://sites.google.com/a/wocsd.org/curriculum-instruction-assessment/

Ms. Schatzabel shared the report cards with the School Committee, and reported out at a televised meeting. Since these results were from the SBAC, she noted that they are for informational purposes and we would not be able to compare the data from the past. This was also mentioned in the Superintendent Update which is sent out to the community.

Annually, the Superintendent of Schools, James Daly, writes and shares the State of the District Report in order to educate parents and public on the elements and meaning of the NCLB Report Card.

What is the URL of the ESEA Report Cards?
https://sites.google.com/a/wocsd.org/curriculum-instruction-assessment/
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 ☐ NA

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.

We only hire qualified teachers. We have a PEPG system in place to make sure we do no have ineffective, inexperienced, or out-of-field teachers. Our Title students are taught by highly qualified teachers and not Ed Techs.

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.

Our preschools in the area are aware of our early education strategies so we are able to effectively transition students. We work closely with CDS to transition students into K. Our school counselors and teachers work together during transition years. We have vertical teams that meet throughout the school year and PLGs in place to make sure students are ready for middle grades, high school, and post-secondary education. Our proficiency-based system has provided transparency with what students need next.

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

Title II A Assurances ☐ Yes ☐ No ☐ NA

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

Title III Assurances ☐ Yes ☐ No ☐ NA

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 ☐ NA

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 ☐ NA

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: Choose File  No file chosen  Upload File

NON-PUBLIC SCHOOL PARTICIPATION FORM

NON-PUBLIC SCHOOL
Morrison Center at Wells
526 Post Road
Wells,

NAME AND TITLE OF PERSON COMPLETING FORM
Karen LeBourdais
K-12 Education Director, K-12 Education Director
207-641-2555
klebourdais@morrison-maine.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.

☐ Yes ☐ No
Participation Certification

The non-public school wishes to participate in the following title programs:

| Title I—Supplemental Instructional Services | ○ Yes ○ No |
| Title II—Teacher Quality Professional Development | ○ Yes ○ No |
| Title IV—Student Support & Academic Enrichment | ○ Yes ○ 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.

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-public school should request this correspondence. The Ombudsman will also follow-up with the LEA.

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/esa/guidance/PrivateComplaintProcess.doc](http://www.maine.gov/doe/esa/guidance/PrivateComplaintProcess.doc)

Certified Electronically by Karen LeBourdais, K-12 Education Director
Signature & Title of Authorized Non-Public School Representative 08/07/2017
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

Program Contact Sheet

Please ensure accurate e-mail addresses.

ESEA Program Coordinator
Contact Person  Stacey Schatzabel
Work Location  1460 Post Road
               Wells, ME 04090
Phone 2076416903
Ext.  
FAX #  
E-mail sschatzabel@wocsd.org

McKinney-Vento Homeless Liaison Contact
Contact Person  Lisa Fallo
Work Location  WOCSD Central Office
               1460 Post Road
               Wells, ME 04090
Phone 2076468331
Ext.  
FAX #  
E-mail lfallo@wocsd.org

Foster Care Liaison Contact
Contact Person  Lisa Fallo
Work Location  1460 Post Road
               Wells, ME 04090
Phone 2076468331
Ext.  
FAX #  
E-mail lfallo@wocsd.org
Title IA Basic Disadvantaged Program

Contact Person: April Noble  
Work Location: Wells Elementary School  
Address: Sanford Road, Wells, ME 04090  
Phone: 2076465953  
Ext.  
FAX #  
E-mail: anoble@wocsd.org

Title IIA Improving Teacher Quality

Contact Person: Stacey Schatzabel  
Work Location: WOCSD Central Office  
Address: 146 Wells, ME 04090  
Phone: 2076416903  
Ext.  
FAX #  
E-mail: sschatzabel@wocsd.org

Title IVA Student Support and Academic Enrichment

Contact Person: Stacey Schatzabel  
Work Location: WOCSD Central Office  
Address: 16 Quail Run, Wells, ME 04043  
Phone: 2074670356  
Ext.  
FAX #  
E-mail: staceyschatzabel@gmail.com

ESEA Application Development Team

UNIT Wells-Ogunquit CSD School Year 2018

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).

<table>
<thead>
<tr>
<th>Full Name</th>
<th>Title</th>
<th>Stakeholder Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>James Daly</td>
<td>Superintendent</td>
<td>Administration</td>
</tr>
<tr>
<td>Edward McDonough</td>
<td>Business Manager</td>
<td>Administration</td>
</tr>
<tr>
<td>Barbara Maurer</td>
<td>Community Member</td>
<td>Community Members</td>
</tr>
<tr>
<td>Denise Morin</td>
<td>Parent</td>
<td>Parents</td>
</tr>
<tr>
<td>Stacey Schatzabel</td>
<td>Title IIA</td>
<td>Program Representative</td>
</tr>
<tr>
<td>Josh Gould</td>
<td>Learning Results</td>
<td>Program Representative</td>
</tr>
<tr>
<td>Stacey Schatzabel</td>
<td>IDEA</td>
<td>Program Representative</td>
</tr>
<tr>
<td>April Noble</td>
<td>Title IA</td>
<td>Program Representative</td>
</tr>
<tr>
<td>Stacey Schatzabel</td>
<td>ESEA Program Coordinator</td>
<td>Program Representative</td>
</tr>
<tr>
<td>Stacey Schatzabel</td>
<td>Title IVA</td>
<td>Program Representative</td>
</tr>
<tr>
<td>Karen McNeil</td>
<td>School Committee</td>
<td>Students</td>
</tr>
<tr>
<td>Pam Lear</td>
<td>Teacher</td>
<td>Teachers</td>
</tr>
<tr>
<td>MB Clason</td>
<td>Teacher</td>
<td>Teachers</td>
</tr>
</tbody>
</table>

Describe how the above planning team members were selected.

Invitation- Members of our Curriculum Coordinating Council

List the planning meetings that occurred to create this application.

<table>
<thead>
<tr>
<th>Purpose of Meeting</th>
<th>Date of Meeting</th>
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</thead>
</table>
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)

Where/when notice posted, where/when meeting advertised, how the posting & advertisement were disseminated to parents and public.

Prior to submitting our ESEA applications, WOCSD provides several opportunities for public comment. As posted on our website, “Public comments for the FY 2018 NCLB Application are always welcomed. Please contact Stacey Schatzabel, at 641-6903, or at sschatzabel@wocsd.org”. https://sites.google.com/a/wocsd.org/curriculum-instruction-assessment/

Our district has a Curriculum Coordinating Council made up of stakeholders who have input about our priorities and receive updates from our Title teachers. Our Title teachers did a presentation to this group and asked for input for the new application. We met in November, February, and May. The Director of Instruction also reports out on each of these meetings to the public during a school committee meeting.

Along with social media and our website, the Superintendent of Schools sends out an update twice a month to inform the public of the happenings of the district along with celebrating successes of students and staff. The agendas for School Committee Meetings are posted on our website and all meetings are open to the public and are broadcast on the public access channel and online. Meetings of the WOCSD School Committee are held at 6:30 p.m. on the first Wednesday of each month. Agendas are prepared by the Superintendent and Board Chair, are published at least three weekdays in advance of each meeting and are posted in the Superintendent's Office, at each school, Town Halls, Town Library, Post Offices, the local cable network, and in area newspapers.

At the November 2016 School Committee Meeting the Director of Instruction reported out on the Title I and Title II grants. Public input was encouraged for the future application.

Superintendent of Schools, James Daly, sends out an update twice a month newsletter “Superintendent’s Update” to build interest, engagement, and knowledge among multiple stakeholder groups (parents, community, school committee) about WOCSD District’s programs, children’s learning, best practices, and local, state and federal resources to support education. It is distributed to parents, School Committee Members, school employees, and town managers via email and placement on the school website. In the Fall of 2016, we included an item on the School Committee Agenda describing opportunities for input on the EASA 2018 Application.

Date or period allowed for public comment: 9/01/16- 6/15/2017

---

Financial Transfer Worksheet for FY2018
This form is completed only by districts using any of the transferability options of ESEA; all others skip.

Unit Wells-Ogunquit CSD
Contact Person: Stacey Schatzabel Phone: 207-641-2555
Email: sschatzabel@wocsd.org

<table>
<thead>
<tr>
<th>Title</th>
<th>IA Basic Disadvantaged Program</th>
<th>IIA Teacher Quality</th>
<th>IVA Student Supports &amp; Academic Enrichment</th>
<th>V Rural Education</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Allocations</td>
<td>$117,732.00</td>
<td>$32,980.00</td>
<td>$9,855.61</td>
<td>$0.00</td>
<td>$160,567.61</td>
</tr>
</tbody>
</table>

https://www.4pcamaine.org/NCLB/FY2018/DOE/nclb_all.phtml
1/23/2018

<table>
<thead>
<tr>
<th>(b) Transfers To:</th>
<th>$0.00 IA</th>
<th>$0.00 IA</th>
<th>$0.00 IA</th>
<th>$0.00 V</th>
</tr>
</thead>
<tbody>
<tr>
<td>Up to 100% of amount in row (a)</td>
<td>$0.00 IA</td>
<td>$0.00 IA</td>
<td>$0.00 IA</td>
<td>$0.00 V</td>
</tr>
</tbody>
</table>

| (c) Total to Be Transferred OUT: From Row (b) | $0.00 | $0.00 | $0.00 | $0.00 |

| (d) Total to Be Transferred IN: From Titles listed in Row (b) | $0.00 | $0.00 | $0.00 | $0.00 |

| (e) Adjusted Title Totals (a)+(c)+(d) Funds available for projects | $117,732.00 | $32,980.00 | $9,855.61 | $0.00 | $160,567.61 |

District Profile Page

Comprehensive Needs Assessment:

District Level Needs Assessment and Planning
District Name: Wells-Ogunquit CSD

Dates District Level Needs Assessment Conducted:
May 7, 2017

Stakeholders Involved in District Level Needs Assessment (Provide Name & Position):
Stacey Schatzabel, Director of Instruction; Denise Morin, Parent; Barbara Maurer, Community member; Robert Griffin, Principal; Josh Gould, Assistant Principal; Steve Kayser, Teacher; Pam Lear, Teacher; MB Clason, Teacher; Amy Rosenberg, Parent; Ken Spinney, Assistant Principal; Chris Milliken, Teacher; Karen MacNeill, School Committee Member

Summarize the SAU's current process for conducting a Comprehensive Needs Assessment to inform the use of these federal funds.
We survey staff every couple of years, meet as a Curriculum Coordinating Council 3x a year, work with administration team monthly, and have a school committee retreat each year.

Describe the high need areas identified as a result of the comprehensive needs assessment.
Instructional Practice, Assessment, Early Intervention, Technology

District Level Goals
As a result of the district level needs assessment; list 1-5 district-wide goals to be achieved through leveraging the district’s ESEA federal program funds.

Goal #1  Academic and School Improvement
Indicator (Assessment or mechanism used to track progress in meeting goal):
Local Standardized Assessment Results from DRA, DNA & NWEA
17-18 outcomes: 80% Of students will show yearly growth in NWEA Math scores from fall to spring.
80% Of students will show yearly growth in NWEA Reading scores from fall to spring
80% Of students identified as title will make more that one year’s growth on the NWEA.

Goal #2  Assessment and Instruction
Indicator (Assessment or mechanism used to track progress in meeting goal):
Common assessments measure our performance indicators
17-18 outcomes: 80% Of performance indicators are measured and reported out on using Jupiter Grades

Goal #3  Early Intervention Improvement
Indicator (Assessment or mechanism used to track progress in meeting goal):
Local Standardized Assessment Results from NWEA and DRA
17-18 outcomes: 90% Of our Kindergarten students meet K bench mark on the NWEA
90% Of our Kindergarten students reach a level 4 on the DRA

District Project Sheet

District Project #1

https://www.4pcamaine.org/NCLB/FY2018/DOE/nclb_all.phtml

10/22
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:
The Homeless Liaison with identify homeless children for appropriate services. The Title IA funds will be used to meet basic needs that may act as barriers to academic success such as providing transportation, supplies, or additional academic support.

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 provide supplemental support for help educationally disadvantaged children to achieve the district graduation standards.

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.

<table>
<thead>
<tr>
<th>Proposed Outcomes</th>
<th>Indicators Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>90% Daily attendance</td>
<td>Attendance records</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>1000, 2000 Salaries &amp; Benefits</th>
<th>3000 Purchased Services</th>
<th>5000 Travel</th>
<th>6000 Instructional Supplies</th>
<th>7000 Equipment</th>
<th>7300 Capital Equipment</th>
<th>8000 Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I, A</td>
<td>0.00</td>
<td>0.00</td>
<td>500.00</td>
<td>200.00</td>
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<td>0.00</td>
<td>0.00</td>
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<td>200.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>700.00</td>
</tr>
</tbody>
</table>

District Project Sheet

Project Title ESEA Accountability Set Aside Project for Wells Elementary 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:
We will implement Kindergarten JumpStart Early Literacy Program and work with consultants throughout the school year to ensure students who reach benchmarks to not fall behind.

Provide a justification for how the proposed project relates to a particular need(s) outlined in the school and/or district level goal(s).
We believe if we focus on our youngest learners we will close the achievement gap before it begins. The number of first graders who begin school behind is too high.

We will in be in the second year of the Kindergarten JumpStart program. We saw early results with this 26 day early intervention program. The disconnect occurred after the the 26 days and the transition back to the old curriculum and instructional practices. The staff will have their third principal in three years. This has also impacted initiatives and priorities.

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.

<table>
<thead>
<tr>
<th>Proposed Outcomes</th>
<th>Indicators Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>90% Of Kindergarten students will meet NWEA grade level benchmarks in literacy,</td>
<td>NWEA</td>
</tr>
<tr>
<td>90% Of Kindergarten students will reach a DRA Level 4.</td>
<td>DRA</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>1000, 2000 Salaries &amp; Benefits</th>
<th>3000 Purchased Services</th>
<th>5000 Travel</th>
<th>6000 Instructional Supplies</th>
<th>7000 Equipment</th>
<th>7300 Capital Equipment</th>
<th>8000 Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
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<td>0.00</td>
<td>0.00</td>
<td>3500.00</td>
</tr>
</tbody>
</table>

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.


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

District Project #6

Project Title Family Engagement Reservation

Will this project involve an Alternative Use budget line? Yes [ ] No [ ]

If yes, chose which Alternate Use Project to link with this project.

Provide a description of the proposed project:

In order to increase math and reading achievement and growth family engagement programs (as substantiated by our parent survey) will focus on math and literacy supports for families. We will have a number of early morning and evening sessions to accommodate all families. Particular focus will be on our EL families to make sure they attend and have the additional support they need.

Title I staff will be provided professional development opportunities highlighting best practices around parent communication and collaboration to develop relationships between the classroom teachers and 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).

Recently we have seen a drop off in attendance at our typical "Title Family Nights." We look at increasing attendance and engagement around early intervention. With a new implementation of curriculum in math and KJS, involving parents provides a "double" or "triple" which can close the achievement gap.
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.

<table>
<thead>
<tr>
<th>Proposed Outcomes</th>
<th>Indicators Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>75% Of parents attending the session will identify one strategy they will implement or try at home with their student.</td>
<td>Exit slip</td>
</tr>
<tr>
<td>100% Of Title staff will attend parent engagement training and will initiate a minimum of 2 family contacts per trimester.</td>
<td>communication log and attendance log</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>1000, 2000 Salaries &amp; Benefits</th>
<th>3000 Purchased Services</th>
<th>5000 Travel</th>
<th>6000 Instructional Supplies</th>
<th>7000 Equipment</th>
<th>7300 Capital Equipment</th>
<th>8000 Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I, A</td>
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<td>500.00</td>
<td>0.00</td>
<td>1000.00</td>
<td>0.00</td>
<td>0.00</td>
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<td>1000.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>1500.00</td>
</tr>
</tbody>
</table>

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

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- 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

District Project #7

Project Title Title IVA Safe & Healthy Students
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:
To provide professional development around kinesthetic learning and the brain/body connection in education. This project would fund a guest speaker and pd around changing teacher practice.
Provide a justification for how the proposed project relates to a particular need(s) outlined in the school and/or district level goal(s).
Over the past decade, an enormous amount of research data has shown the positive impact that physical activity has on the brain and academic achievement when integrated into the school day. The current physical activity initiatives at WOCSD include before and during school walking clubs, after school intramural groups, yoga/mindfulness activities, dino-band classroom-based activities, “Go Noodle” breaks, but the deeper connection and impact of these offerings are not being addressed. The Wellness Team at WOCSD would like to invite Mike Kaczala to ignite our teacher’s thoughts about how they can improve their effectiveness in the classroom.

The Kinesthetic Classroom: Teaching and Learning through Movement is a brain-based approach to teaching and learning that helps teachers move from the traditional self-view of “teacher” to a new paradigm of “facilitator of learning” and “designer of the learning environment.” Teachers will learn strategies for K-12 classrooms across all disciplines, they will gain a more focused understanding of how the brain learns and a working knowledge of a 6-part theoretical framework for thoughtfully and purposefully using movement in order to raise student achievement. Teachers will learn (1) preparing the brain to learn, (2) using brain breaks, (3) supporting exercise and fitness, (4) creating class cohesion, (5) reviewing content using movement and (6) teaching content using movement. The training has hands-on involvement of the teachers themselves; teachers experience the transformation of theory and research into practical application in an exciting manner.

**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.

<table>
<thead>
<tr>
<th>Proposed Outcomes</th>
<th>Indicators Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% Classroom teachers will participate in the PD.</td>
<td>attendance</td>
</tr>
<tr>
<td>80% Teachers will report a change in instructional practice and students are more active during learning.</td>
<td>survey</td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>1000, 2000 Salaries &amp; Benefits</th>
<th>3000 Purchased Services</th>
<th>5000 Travel</th>
<th>6000 Instructional Supplies</th>
<th>7000 Equipment</th>
<th>7300 Capital Equipment</th>
<th>8000 Other</th>
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</thead>
<tbody>
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<td>4000.00</td>
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<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>4000.00</td>
</tr>
</tbody>
</table>

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• 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

District Project #1

Project Title Private School Project for Morrison Center at Wells
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:
We are implementing a proficiency-based IEPs. Our staff will need professional development in proficiency based instruction and support with tracking proficiency and what to do when a student isn’t demonstration proficiency.

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 professional development goal is to improve teacher quality. We want all teachers to apply knowledge of proficiency-based teaching and learning to improve current instruction to increase achievement and learning for our students.

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.

<table>
<thead>
<tr>
<th>Proposed Outcomes</th>
<th>Indicators Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Of the teaching staff will be provided with proficiency based professional development.</td>
<td>attendance log</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>1000, 2000 Salaries &amp; Benefits</th>
<th>3000 Purchased Services</th>
<th>5000 Travel</th>
<th>6000 Instructional Supplies</th>
<th>7000 Equipment</th>
<th>7300 Capital Equipment</th>
<th>8000 Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
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<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>250.00</td>
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- 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**

**District Project #5**

**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:

We are implementing a proficiency-based diploma in all 8 contents areas. As we move toward this implementation, we have worked diligently on setting up a framework for a successful implementation. We have Early Release Wednesdays, but it doesn't seem to be enough. We still have a lot to do to ensure all students meet proficiency through a traditional or other pathway. Our staff will need professional development and support with tracking proficiency and what to do when a student isn't demonstration proficiency. We will work with a coach from Great School Partnership, however understand the need for teacher to have time to work together, look at assessments, and talk about student work. Teachers also need to attend conferences on best practice. We have PLG set up that meet monthly where they read texts related to teaching and 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).

The professional development goal is to improve teacher quality. We want all teachers to apply knowledge of proficiency-based teaching and learning to improve current instruction to increase achievement and learning for ALL students. We have trained PLG facilitators that need ongoing support. We will provide opportunities district-wide sharing of professional practices in curriculum, instruction and assessment.

**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.

<table>
<thead>
<tr>
<th>Proposed Outcomes</th>
<th>Indicators Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% Of teachers will have professional development with instructional practices.</td>
<td>survey, attendance records</td>
</tr>
<tr>
<td>85% Of Freshman will meet proficiency in the content areas of math reading</td>
<td>Jupiter Grades, common assessments</td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>1000, 2000 Salaries &amp; Benefits</th>
<th>3000 Purchased Services</th>
<th>5000 Travel</th>
<th>6000 Instructional Supplies</th>
<th>7000 Equipment</th>
<th>7300 Capital Equipment</th>
<th>8000 Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title II, A</td>
<td>0.00</td>
<td>25000.00</td>
<td>5000.00</td>
<td>2730.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Total</td>
<td>0.00</td>
<td>25,000.00</td>
<td>5,000.00</td>
<td>2,730.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
</tbody>
</table>

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. 


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

District Project #7

Project Title Title IVA Well-Round Education
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:
To provide additional enrichment opportunities in the areas of art and music at Wells Jr High.

Provide a justification for how the proposed project relates to a particular need(s) outlined in the school and/or district level goal(s).
In our district level assessment in May of 2017 we determined that our gifted students needed additional enrichment in art and music at Wells Jr. High specifically. We wanted to invite outside artists and musicians in to enrich our current programs in VPA. This project will allow opportunities for our identified gifted students, but also for others who have a passion for the arts. By bringing in these professionals we can offer opportunities that students do not have access to at this time. When we bring in outside artists and musicians we will open the opportunity to other students from Wells High School.

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.

<table>
<thead>
<tr>
<th>Proposed Outcomes</th>
<th>Indicators Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% Identified VPA students will have enrichment opportunities in music and art at WJHS and WHS.</td>
<td>Resident artists scheduled</td>
</tr>
<tr>
<td>100% Identified students will report that these opportunities increase their exposure and skills in art and music.</td>
<td>Survey</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>1000, 2000 Salaries &amp; Benefits</th>
<th>3000 Purchased Services</th>
<th>5000 Travel</th>
<th>6000 Instructional Supplies</th>
<th>7000 Equipment</th>
<th>7300 Capital Equipment</th>
<th>8000 Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title IV, A</td>
<td>0.00</td>
<td>4000.00</td>
<td>0.00</td>
<td>1855.61</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>5855.61</td>
</tr>
</tbody>
</table>
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 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

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

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- 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: Wells Elementary School

Dates School Level Needs Assessment Conducted:
6/13/17

Stakeholders Involved in School Level Needs Assessment (Provide Name & Position):
Nancy Colley, Literacy Specialist
Stacey Schatzabel, Director of Instruction
Ryan Fairchild, Director of Special Services
Chris Roche, Principal
Kim Richard, Title I Math teacher

Summarize the SCHOOL'S current process for conducting a Comprehensive Needs Assessment to inform the use of these federal funds.
At the school level we meet on a regular basis to look at data collected on identified students and the whole school population. We survey parents after each Title I parent night. We have a Parent Advisory Council that meets monthly and one of the items on the agenda is literacy and math instruction.

Describe the high need areas identified as a result of the school level comprehensive needs assessment beyond those identified in the district level goals.
Early intervention at the elementary school in math has been identified as a high needs area. The
district math score have decline (based on a comprehensive data analysis by LinkIt). Students need
to close the achievement gap in the younger years and have a strong foundation of math skills.

School Level Goals
As a result of each school level needs assessment; please list at least 2 goals per individual school to be
achieved through leveraging the district’s ESEA federal program funds.

Goal #1  To improve math scores based on the NWEA.
Indicator (Assessment or mechanism used to track progress in meeting goal):
NWEA
17-18 outcomes: 80% Of students will meet grade level benchmark.
85% Of identified students will exceed growth target on the NWEA closing the
achievement gap.

Goal #2  To improve reading scores based on the NWEA.
Indicator (Assessment or mechanism used to track progress in meeting goal):
NWEA
17-18 outcomes: 80% Of students will meet grade level benchmark.
85% Of identified students will exceed growth target on the NWEA closing the
achievement gap.

School Project Sheet

Project #1: Wells Elementary 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.
To provide 1.5 Title I Math teachers to support students to reach high standards, at a minimum attaining
proficiency or better in mathematics. Our funds will be use to provide 75% of a full time teacher and 100%
funding of a half time teacher to support the identified students in grades 1-4 in the the content area of
mathematics. The teachers will used an intervention model of research based strategies to support students
based on data from our at-risk population.

We support three Title I Reading Teachers in our general fund. This project helps us fund materials and
instructional supplies as needed throughout the school 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).
We implemented a new BK-12 math program last year and we are already excited with the results. We have a
population of students who still struggle in the content area of mathematics. Our goal is to have all students
graduate proficient in math and this begins at the elementary school. We want all students to reach high
standards, at a minimum attaining proficiency or better in mathematics. We will pay particular attention to our
EL population. We believe that our neediest students need the highest qualified staff to work directly with
students. Our Title Math program has two highly qualified teachers. We keep our class sizes small and
support teaching and learning with our Title staff.

We also have a population of students who still struggle in literacy. Our goal is to have all students graduate
proficient in reading and writing and this begins at the elementary school. We want all students to reach high
standards, at a minimum attaining proficiency or better in ELA. We will pay particular attention to our EL
population. We believe that our neediest students need the highest qualified staff to work directly with
students. Our Title Literacy program has two highly qualified literacy specialist and one high qualified teacher.
We keep our class sizes small and support teaching and learning with our Title staff.

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 school project.

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>School's Educational Program Budget (state/local</td>
<td>$109,532.00</td>
</tr>
<tr>
<td>funds)</td>
<td></td>
</tr>
</tbody>
</table>

https://www.4pcamaine.org/NCLB/FY2018/DOE/nclb_all.phtml
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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 FY2018 Funds**

**Title IA**

**Unit Wells-Ogunquit CSD**

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%.

<table>
<thead>
<tr>
<th>Total Allocation</th>
<th>Total # of Low Income Students</th>
<th>125% Rule</th>
<th>Per Pupil Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>$117,732.00</td>
<td>277</td>
<td>1.25</td>
<td>$531.28</td>
</tr>
</tbody>
</table>

**Determination of Title IA Funds**

<table>
<thead>
<tr>
<th>FY2018 Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>$117,732.00</td>
</tr>
</tbody>
</table>

**RANKING OF SCHOOLS & DISTRIBUTION OF FY2018 FUNDS IS BY PERCENT**

<table>
<thead>
<tr>
<th>ALL SAU SCHOOLS</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Span</td>
<td>School Level Enrollment</td>
<td>School Level # of Low Income Students</td>
<td>School Level Poverty % [Col 3 + Col 2]</td>
<td>Low Income Data</td>
<td>Eligibility</td>
<td>School Level Funding</td>
<td>School Level Per Pupil Amount [Col 7+Col 3]</td>
</tr>
<tr>
<td>Low High</td>
<td>Wells Junior High School</td>
<td>5-8</td>
<td>389</td>
<td>90</td>
<td>23.1</td>
<td>F&amp;R%</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Wells Elementary School</td>
<td>K-4</td>
<td>485</td>
<td>103</td>
<td>21.2</td>
<td>F&amp;R%</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Wells High School</td>
<td>9-12</td>
<td>447</td>
<td>84</td>
<td>18.8</td>
<td>F&amp;R%</td>
<td>No</td>
</tr>
<tr>
<td>TOTALS</td>
<td>1321</td>
<td>277</td>
<td>21.0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**ESEA Summary of ESEA Funding for Wells-Ogunquit CSD**

Contact Person: Stacey Schatzabel  
Phone 207-641-2555  
Email sschatzabel@wocsd.org

https://www.4pcamaine.org/NCLB/FY2018/DOE/nclb_all.phtml

20/22
<table>
<thead>
<tr>
<th>PROJECT TITLES</th>
<th>ESEA formula funds to be utilized</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Title I, A</td>
</tr>
<tr>
<td>TOTAL TITLE ALLOCATIONS</td>
<td>$117,732.00</td>
</tr>
<tr>
<td>TRANSFER ADJUSTMENTS</td>
<td>$0.00</td>
</tr>
<tr>
<td>ADJUSTED TITLE ALLOCATIONS</td>
<td>$117,732.00</td>
</tr>
<tr>
<td>1. Wells Elementary School</td>
<td>$112,032.00</td>
</tr>
<tr>
<td>4. Title IA Homeless</td>
<td>$700.00</td>
</tr>
<tr>
<td>5. ESEA Accountability Set Aside Project for Wells Elementary School</td>
<td>$3,500.00</td>
</tr>
<tr>
<td>6. Family Engagement Reservation</td>
<td>$1,500.00</td>
</tr>
<tr>
<td>7. Title IVA Safe &amp; Healthy Students</td>
<td>$0.00</td>
</tr>
<tr>
<td>8. Private School Project for Morrison Center at Wells</td>
<td></td>
</tr>
<tr>
<td>9. Title IIA Teacher Quality</td>
<td>$0.00</td>
</tr>
<tr>
<td>10. Title IVA Well-Round Education</td>
<td>$0.00</td>
</tr>
<tr>
<td>TOTAL FOR EACH TITLE</td>
<td>$117,732.00</td>
</tr>
</tbody>
</table>

**COMPLETE CHART OF TITLE IV-A FUNDING**

<table>
<thead>
<tr>
<th>TITLE IV-A</th>
<th>(1) Well-Rounded Education</th>
<th>(2) Safe &amp; Healthy Students</th>
<th>(3a) Effective use of Technology</th>
<th>(3b) Technology Infrastructure</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Requirements if funds are used for activities in content area</strong></td>
<td>Minimum 20% of total allocation</td>
<td>Minimum 20% of total allocation</td>
<td>A portion of the total allocation</td>
<td>Maximum of 15% of amount in column 3a, row b</td>
<td>-</td>
</tr>
<tr>
<td><strong>Funding Amount for each Category</strong></td>
<td>$5,855.61**</td>
<td>$4,000.00**</td>
<td>$0.00**</td>
<td>$0.00**</td>
<td>$9,855.61</td>
</tr>
<tr>
<td><strong>Percentage of total allocation</strong></td>
<td>59.41%</td>
<td>40.59%</td>
<td>0.00%</td>
<td>0.00% *</td>
<td></td>
</tr>
</tbody>
</table>

*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

---

**Calculating Funds for Non-Public School for All Titles for FY2018**

Unit Wells-Ogunquit CSD  
Contact Person: Stacey Schatzabel  
Phone 207-641-2555  
Email sschatzabel@wocsd.org

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

$117,732.00  
$0.00  
$0.00  
$117,732.00  
is the amount being transferred into (+) Title IA.

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

$117,732.00  
is the amount of Title IA funds to be used by public and non-public schools for projects.

---

https://www.4pcamaine.org/NCLB/FY2018/DOE/nclb_all.phtml  
21/22
<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
<th>Column C</th>
<th>Column D</th>
<th>Column E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Public Schools Participating in Title IIA</td>
<td>Title IIA Funds</td>
<td>State Derived Title IA Funds</td>
<td>Low-Income Students in Title I Schools</td>
<td>Per Pupil Comparison</td>
</tr>
<tr>
<td>Wells-Ogunquit CSD</td>
<td></td>
<td></td>
<td>277</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

$32,980.00$ 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.

$32,980.00$ is the amount of Title IIA funds to be used by public and non-public schools for professional development.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
<th>Column C</th>
<th>Column D</th>
<th>Column E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Public Schools Participating in Title IIA</td>
<td>Non-public Enrollment Percent</td>
<td>Title IIA PD Funds</td>
<td>Non-public Amount based on Enrollment and Title IIA PD Funds ($B \times C$)</td>
<td>IIA Non-public Projects (Includes Alt Use Funds)</td>
</tr>
<tr>
<td>Morrison Center at Wells</td>
<td>0.5</td>
<td>32,980.00</td>
<td>$164.90</td>
<td>$250.00</td>
</tr>
</tbody>
</table>

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

$9,855.61$ 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.

$9,855.61$ is the amount of Title IVA funds to be used by public and non-public schools for Student Support & Academic Enrichment.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
<th>Column C</th>
<th>Column D</th>
<th>Column E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Public Schools Participating in Title IVA</td>
<td>Non-public Enrollment Percent</td>
<td>Title IVA Funds</td>
<td>Non-public Amount based on Enrollment and Title IVA Funds ($B \times C$)</td>
<td>IVA Non-public Projects (Includes Alt Use Funds)</td>
</tr>
</tbody>
</table>