



Maine Department of Education
NO CHILD LEFT BEHIND (NCLB) ACT
CONSOLIDATED APPLICATION
FOR FUNDS FY 2010
(School Year 2009-2010)



NAME OF UNIT **MSAD 11**
 UNIT ADDRESS **150 Highland Ave.
 Gardiner, ME 04345**
 TELEPHONE # **207-582-5346**
 FAX # **207-582-8305**

NAME OF CONTACT PERSON **Howard Tuttle**
 SCHOOL/DISTRICT OFFICE ADDRESS **150 Highland Ave.
 Gardiner, ME 04345**
 TELEPHONE # **207-582-5346**
 FAX # **207-582-8305**
 E-MAIL **htuttle@msad11.org**

I HEREBY CERTIFY that, to the best of my knowledge, the information contained in this application is correct; the school board of the unit named above has authorized me, as its representative, to submit this application.

THE APPLICANT HEREBY ASSURES THE MAINE DEPARTMENT OF EDUCATION THAT THE SCHOOL UNIT WILL COMPLY WITH ALL ASSURANCES LISTED IN THIS APPLICATION.

For Information Call:

Title IA 624-6705
 Title IIA 624-6830
 Title IID 624-6815
 Title III 624-6788
 Title IVA 287-6475
 Title V/REAP-Flex 624-6815
 Technology Plans 1-800-322-8899
 FAX #: 624-6706

Certified by Electronic Signature on 08/10/2009
 Paul D. Knowles Superintendent
 pknowles@msad11.org

USDE Grant Awards for the following programs:
 Title IA-Basic Disadvantaged
 Title I-B, Even Start
 Title IIA- Teacher Qualify
 Title IID - Ed Tech (Technology)
 Title III - Language Instruction for LEP & Immigrant Students
 Title IVA - Safe & Drug Free Schools & Communities Act
 Title IVB, 21st. Century
 Title V - Innovative Education
 REAP - Rural Education Achievement Program
 McKinney Homeless

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

Due: August 1, 2009

Check the box to indicate acceptance of Federal Assurances:

Yes, Accept Federal Assurances

NDE 06-067
 Lower Tier Covered Transaction for FY2010

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) 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.

(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 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

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;

- (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

(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;

(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 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 the 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.

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.
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).

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.

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

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 NCLB 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. Should such barriers exist, a

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).

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.

Check the box to indicate acceptance of NCLB General Assurances:

Yes, Accept NCLB 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)(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.

Check the box to indicate acceptance of Special Purpose Private School Assurances:

Yes, Accept Special Purpose Private School Assurances

ASSURANCES REGARDING NCLB SERVICES FOR STUDENTS PLACED BY THE LEA IN SPECIAL PURPOSE PRIVATE SCHOOLS AND FOR THE STAFF TEACHING THEM

The Superintendent of the LEA identified below hereby assures the following requirements will be met, as applicable:

If the LEA places a student in a special purpose private school, the LEA will execute an agreement with the special purpose private school that is providing services that ensures that:

Title 1A - Students: Students placed by the LEA who are eligible for Title I, Part A will be given the opportunity to receive these services to the same extent as students who receive these services in the public schools of the LEA that placed them.

Title 1IA - Staff: The LEA will determine whether those teachers in special purpose private schools who will teach the placed students have need for services available under Title II, Part A (Improving Teacher Quality), in accordance with the needs assessment requirements in Section 2121(c) of the ESEA, and will provide the services identified to the same extent as they are provided in the public schools of the LEA that placed the students.

Title 1II - Students: Students placed by the LEA who are eligible for Title III will be given the opportunity to receive these services to the same extent students who receive these services in the public schools of the LEA that placed them.

Title 1III - Staff: The LEA will determine whether those teachers in special purpose private schools who will teach the placed students have need for services available under Title III, in accordance with the needs assessment requirements in Section 3115 (c) of the ESEA, and will provide the services identified to the same extent as they are provided in the public schools of the LEA that placed the students.

Title 1IV -- The LEA will determine the needs of students and teachers under Title IV, Part A (Safe and Drug Free Schools) as outlined in Section 4114 (c) and (d) (1) (E) of the ESEA, and will provide the services identified to the same extent as they are provided in the public schools of the LEA that placed the students.

The requirement of providing services to students placed by the LEA in special purpose private schools, and the staff teaching them, "to the same extent as they are provided in the public schools of the LEA that placed the students" is understood by the LEA as meaning that the students and teachers in Special Purpose Private Schools will be considered for NCLB services using the same criteria per NCLB Title as those that are applied to students and teachers in the LEA that placed them.

Certified by Electronic Signature on 08/10/2009
Paul D. Knowles Superintendent
MSAD 11

Consolidated Request for Disbursement of NCLB Federal Funds for FY2010

Unit MSAD 11

Contact Person: Howard Tuttle
Business Manager Andrea Disch

Phone 207-582-5346

Instructions: Complete the table in consultation with your business manager for each of the programs in which your school participates. In order to avoid cash management issues, please request funds based on how expenditures will be made. Use whole dollars only (no decimals, commas, or dollar signs) and include non-public school amounts. The total for each program should equal the school year 2009-2010 allocation amount, prior to any transfer of funds. Do not include carryover amounts from the previous year.

NCLB Program →	IA Basic Disadvantaged Program (3702)	IA Basic Disadvantaged Program ARRA	IIA Improving Teacher Quality Program (2001)	IID Ed Tech (Technology) (1901)	IID Ed Tech (Technology) ARRA	IVA Safe & Drug Free Schools (Office of Substance Abuse)
Allocation → Month ↓	520880	387371	128016	6611	16249	11158
May 2009		0				
June 2009		0				
July 2009		0				
August 2009		0				
September 2009	0	0	0	0	0	
October 2009	0	120000	0	3389	16249	5301
November 2009	127250	40000	32614	0	0	
December 2009	0	40000	32614	3222	0	
January 2010	127250	0	0	0	0	0
February 2010	0	0	0	0	0	
March 2010	127250	0	32614	0	0	
April 2010	0	0	0	0	0	5857
May 2010	0	0	0	0	0	
June 2010	139130	0	30174	0	0	
July 2010	0	0	0	0	0	
August 2010	0	0	0	0	0	
September 2010		31228				
October 2010		31228				
November 2010		31228				
December 2010		31228				
January 2011		31228				
February 2011		31231				
March 2011		0				
April 2011		0				
May 2011		0				
June 2011		0				
July 2011		0				
August 2011		0				
Total	\$520,880	\$387,371	\$128,016	\$6,611	\$16,249	\$11,158

Financial Transfer Worksheet for FY2010

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

Unit MSAD 11

Contact Person: Howard Tuttle

Phone 207-582-5346

Email htuttle@msad11.org

Title	IA Basic Disadvantaged Program	IIA Teacher Quality	IID Ed Tech (Technology)	IID Ed Tech (Technology) ARRA	IVA Safe & Drug Free Schools and Communities Act	Totals
(a) Allocations	520880	128016	6611	16249	11158	682914
(b) Transfers To: Up to 50% of amount in row (a)		0 IA	0 IA	0 IA	0 IA	
		0 IID	0 IIA	6000 IIA	0 IIA	
		0 IVA	0 IVA	0 IVA	0 IID	
(c) Total to Be Transferred OUT: From Row (b)		0	0		0	6000
(d) Total to Be Transferred IN: From Titles listed in Row (b)	0	6000	0		0	6000
(e) Adjusted Title Totals (a)-(c)+(d) Funds available for projects	520880	134016	6611	10249	11158	682914

MSAD 11's transfer limit for each title is 50%

Program Contact Sheet

Please ensure accurate e-mail addresses.

Title IA Basic Disadvantaged Program

Contact Person	Howard Tuttle	Phone	1-207-5825346
Work Location	150 Highland Avenue	Ext.	
Address	150 Highland Avenue	FAX #	1-207-5828305
	Gardiner, ME 04345	E-mail	htuttle@msad11.org

Title IIA Improving Teacher Quality

Contact Person	Howard Tuttle	Phone	1-207-5825346
Work Location	150 Highland Avenue	Ext.	
Address	150 Highland Avenue	FAX #	1-207-5828305
	Gardiner, ME 04345	E-mail	htuttle@msad11.org

Title IID Ed Tech Program (Technology)

Contact Person	Howard Tuttle	Phone	1-207-5825346
Work Location	150 Highland Avenue	Ext.	
Address	150 Highland Avenue	FAX #	1-207-5828305
	Gardiner, ME 04345	E-mail	htuttle@msad11.org

Title IVA Safe & Drug-Free Schools & Communities Program

Contact Person	Anthony Anderson	Phone	1-207-5825346
Work Location	150 Highland Avenue	Ext.	
Address	150 Highland Avenue	FAX #	1-207-5828305
	Gardiner, ME 04345	E-mail	aanderson@msad11.org

Title V Innovative Education Program

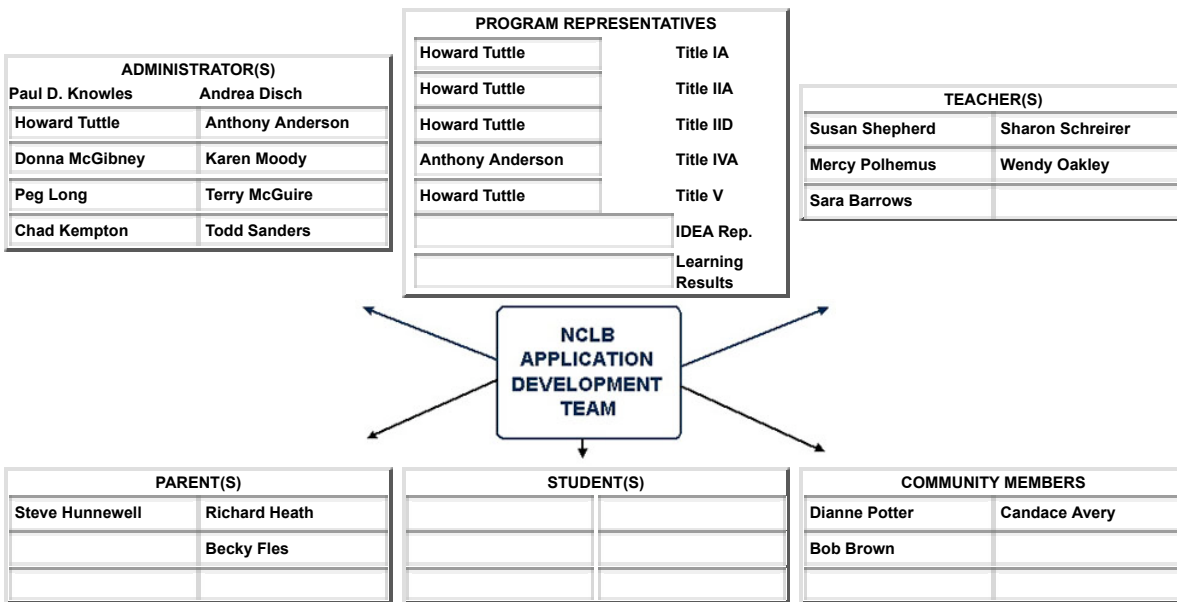
Contact Person	Howard Tuttle	Phone	1-207-5825346
Work Location	150 Highland Avenue	Ext.	
Address	150 Highland Avenue	FAX #	1-207-5828305
	Gardiner, ME 04345	E-mail	htuttle@msad11.org

APPLICATION DEVELOPMENT TEAM FOR FY2010

UNIT MSAD 11

School Year 2010

PLEASE LIST THE MEMBERS OF YOUR TEAM IN THE APPROPRIATE BOXES



NCLB Summary of Project Totals By Title for FY2010

Unit MSAD 11

Contact Person: Howard Tuttle

Phone 207-582-5346

Email htuttle@msad11.org

Title	IA Basic Disadvantaged Program	IA Basic Disadvantaged Program ARRA	IIA Teacher Quality	IID Ed Tech (Technology)	IID Ed Tech (Technology) ARRA	IVA Safe & Drug Free Schools and Communities Act	Totals

(a) Allocation -- Or -- Adjusted Totals from Row(e) of the NCLC Financial Transfer Worksheet	\$520,880	\$387,371	\$134,016	\$6,611	\$10,249	\$11,158	\$1,070,285
(b) Project Totals These amounts match the Project Total from each Project Sheet	\$200 \$9,082 \$511,598	\$40,000 \$38,000 \$30,838 \$7,791 \$38,250 \$125,033 \$107,459	\$37,700 \$77,614 \$3,000 \$9,702 \$6,000	\$6,611	\$10,249	\$6,645 \$4,513	\$1,070,285
(c) Column Totals Sum of Project Totals listed in Row (b)	\$520,880	\$387,371	\$134,016	\$6,611	\$10,249	\$11,158	\$1,070,285

MSAD 11 has no NCLB administrative projects.

FY 2010 Assurances, Needs Assessment & Planning Title IA

Unit MSAD 11

Phone # 207-582-5346

Contact Person Howard Tuttle

E-mail htuttle@msad11.org

DIRECTIONS: Federal law requires each local educational agency (LEA) to have a plan to address specific components of its educational program that is approved by the state educational agency (SEA). **The required components are to be addressed in the box below each statement.**

Title IA, Sec. 1112 requires each LEA plan to be coordinated with other NCLB programs, the Individuals with Disabilities Education Act, the Carl D. Perkins Vocational and Technical Education Act of 1998, the McKinney-Vento Homeless Assistance Act and other acts as appropriate. Use the guiding questions in the HELP link above to address each of the items below.

A. Describe how the LEA will coordinate and integrate Title I services with other education services at the LEA or school level, specifically coordination between Title I and Even Start, Head Start, Reading First Early Reading First and other preschools programs.

MSAD #11 has a successful pre-school program that will service 120 children during the 2009/10 school year. The PreK program has developed a curriculum, which matches closely with the kindergarten curriculum. PreK teachers participate in district professional development and curriculum work. These also join Professional Learning Groups in their host elementary school.

MSAD #11 also works closely with the Head Start programs in Gardiner. Elementary Principals, Kindergarten Teachers, and PreK teachers communicate with these programs. MSAD #11 has also invited Head Start staff to participate in any applicable professional development.

There is no Even Start or Reading First Program in MSAD #11. However, MSAD #11 has adopted the components of Reading First and is actively improving the Reading curriculum based on the foundations of Reading First. Common Assessments and a Scope and Sequence have been developed based on Reading First Guidance.

A Reading First instructor, Paula Bourque, has provided many professional development opportunities for the staff of MSAD #11. She held a graduate course this summer in MSAD #11 which was highly successful.

B. Describe how the LEA plans to coordinate services for children with limited English proficiency, children with disabilities, migratory children, neglected or delinquent youth, homeless children, and immigrant children to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program.

The Curriculum Director oversees the coordination of services for all students. Specific tasks to oversee the education of children with disabilities and children with limited English proficiencies lie with the Special Education Director. There are no migrant children in MSAD# 11 at this time. We have a Homeless Liaison to monitor access to educational opportunities for homeless students. The school nurses, the guidance counselors, and the principals are the primary overseers of the needs of students in the categories of neglect or delinquent students. Each school has a Student Assistance Team and/or Response to Intervention Team for any students not responding to the educational programs in place. In addition, each school administrator is responsible for seeing that the district policies in place are enforced. Opportunities are provided at our Administrator Team meetings for principals to share challenges and gain ideas and support from all district administrators. MSAD #11 has policies to insure coordination of services.

The following MSAD #11 District Policies can be found on the District Website.

<http://www.msad11.org/node/259> File: IHBEA - ELL students

<http://www.msad11.org/node/2095> File: IHBEA-PLan - ELL students

<http://www.msad11.org/node/2096> File: IHBEA-R - ELL students

<http://www.msad11.org/node/248> File: IHBA - Students with Disabilities

<http://www.msad11.org/node/249> File: IHBA - Students with Disabilities

<http://www.msad11.org/node/356> File: JLG -Homeless Students

C. Describe how the LEA uses additional high-quality student academic assessments in its Title IA program other than the state educational agency (SEA) mandated Maine Educational Assessment (MEA) and comprehensive local assessments.

The Title 1 staff uses a variety of assessments to determine if a child qualifies for Title 1 services and to monitor progress once a child is identified for services. Letter Identification and Phonological Awareness assessments are used to identify Kindergarten students for Title 1 services. These assessments are used to monitor progress as well. The Developmental Reading Assessment (Joetta Beaver) is used in grades one through three to identify students for Title 1 Services. Other factors are taken into consideration for identification for Title 1 services including the Slosson Sight Word test (Slosson) and teacher observations. At the third, fourth, and fifth grade levels, The Northwest Evaluation Association's Measures of Academic Progress is used to identify students for Title 1 services. The Rigby Benchmark Kit, a series of formalized Running Records is used to monitor progress in grades one through five.

D. Describe how the LEA ensures that teachers, in consultation with parents, administrators, and pupil services personnel, will identify the eligible children most in need of services under Title IA and how Migrant students will be selected on the same basis as other children.

The Title 1 program in MSAD #11 has a team-based consistent identification process. A team meets to discuss the needs of struggling students. The team is generally made up of the classroom teacher, a Literacy Specialist/Math Specialist, the Principal, and the parents. At this meeting, Tier 1, Tier 2, and possibly Tier 3 interventions may be suggested and documented. A plan is developed for the student and documented in the Interventions database. Tier 1 and Tier 2 interventions may be assigned to the teacher. Title I staff may be assigned to deliver a Tier 2 or Tier 3 supplemental intervention. If this is deemed appropriate, then the student is identified for Title I. The student is referred to Title 1, using the MSAD #11 standard Title 1 referral form. The classroom teacher is responsible for contacting the parent and informing the parents that their child has been referred to Title 1 for supplemental services. The referral form is passed to the principal who reviews the form for accuracy and appropriateness and then gives it to the Title 1 staff. Title 1 staff review the information provided by the teacher and do assessments as necessary. The parents are mailed a letter informing them that their child qualifies for Title 1 services. Title I staff conduct the intervention for 4-6 weeks while monitoring and documenting progress. The team will meet again with the parents to review progress and perhaps change or augment interventions. Parents are always welcomed to visit and/or communicate with Title 1 staff; they are urged to participate in the Title 1 program for the sake of their child and his/her academic success. Every communication sent to parents verbalizes the recommendation that they contact Title 1 staff with any questions.

There are no migrant students currently attending MSAD #11. The admission/registration process identifies any students with migrant status. There are no students recognized as migrant students in the district. MSAD #11 Title 1 staff would use the same identification process in the event a migrant student was referred for Title 1 services. Migrant students would be selected for Title I using the same identification process that is used for any other student in MSAD #11.

Parents are invited to be involved in their child's education and the Title I program. They are invited to Parent Information sessions every trimester that offers parents information about the Title 1 program in MSAD #11. Parents also sign a Home/School Compact. Parents are kept informed by trimester reports that are sent home with the regular classroom report. Parents are always encouraged to keep tabs on their child's reading skills and ask for evaluation for Title 1 services as they deem necessary. For students who were identified Title I during the school year, a Family Literacy program and a Family Mathematics program is offered during the summer.

E. Describe the strategy the LEA will use to coordinate programs under this part with programs under Title II, Part A to provide professional development for teachers, paraprofessionals, and principals, and if appropriate, other staff to meet the requirements of Sec. 1119 Teacher Quality.

The NCLB coordinator plans professional development opportunities focused on establishing constructivist classrooms conducted by highly qualified staff. Our ambition is to have this teacher training embedded in the work the teachers do relative to curriculum writing, assessment development and instruction. Over the years, we have trained teachers K-5 to administer the DRA assessment. In addition, we continue to train all Title 1 staff in the area of Title 1 mathematics supplemental instruction. We are now providing this staff with the assistance of a consultant right in the classroom. We will do this in the areas of Mathematics. We are focusing on a Title 1 program outfitted with only highly qualified staff personnel. We will employ the services of Maine Mathematics and Science Alliance and Educational Development Center providing consultation in the classroom. All K-5 staff have been trained extensively in the Investigations model during the 2005/06 school year in Relearning Arithmetic. This was part of a three year professional training plan in mathematics. Funds will be set aside, if necessary, to provide training for any personnel in need of gaining required credentials. We will not hire any staff members who are not already highly qualified.

F. Describe the strategy the LEA will use to implement effective parent involvement under Section 1118 including how it will communicate with parents and include Title IA parents in the development and evaluation of the Title IA program.

The MSAD #11 Title 1 staff consistently keeps parents informed of their child's status in the Title 1 program. Bi-annual parent/teacher conferences have been offered and trimester reports are provided along with the trimester report from the classroom. Parent Informational sessions are held once every trimester. All parents of children participating in the Title 1 program are contacted personally for parent/teacher conference appointments with Title 1 staff. As much as possible conference appointments are made to accommodate parents.

MSAD #11 continues to improve upon their parent involvement program. During the last four years, parents were invited to participate in a series of Parent Events. The Parent Events were held at different times during the day to ensure that they were convenient for all parents. Parent Events have included an evening when the Title 1 policy was reviewed, a luncheon; the parents came to have lunch with their child and they had an opportunity to meet with Title 1 staff, and also a breakfasts, and games nights. The district's Title 1 Home/School Compact was brought to parents attention at these events. These Parent Events have been a huge success. All schools send home Title I Newsletters consistently with information for parents about how to help their student.

AMOUNT FOR STAFF FUNDING FOR SCHOOLS (Less district-wide salaries)	\$542,436
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* If the NCLB or the Title IA Coordinator is paid with Title IA funds, list on this form as district level employee. List the person's name twice if already listed in another position.

Teacher: Count = 5, Number of hours = 200, FTE based on 35 hrs. = 5.71
 Ed Tech III: Count = 8, Number of hours = 285, FTE based on 35 hrs. = 8.14
 Total FTE is 13.85

District Setaside Project for FY2010
Unit MSAD 11

TITLE IA
Project Title: Homeless

1. **Purpose:** Describe what need(s) will be addressed by this project.

Provide services for homeless students. We aim to establish conditions for the homeless students so that there are no barriers for these students to access the educational opportunities afforded to all students here in MSAD#11.

2. **Project Description:** Describe the activities/strategies to be undertaken to accomplish the purpose.

Our Homeless Liaison, Dan Connolly receives referrals from staff and then proceeds to make parent contacts and checks on student needs. He will keep a log of activities and survey parents and students. This project will fund supplies for homeless students.

3. **Outcome/Performance Indicators:** Describe how you will know that the project is successful. (A well-written outcome is realistic, clear, specific and measurable.)

Our Homeless Liaison will provide a narrative report that shows consistent support for our homeless population.

4. **Project Budgets:**

4a. **Title IA NCLB Allocation (3702)**

FY 2010, MSAD 11, Funds from the NCLB Allocation							
1000, 2000 Salaries & Benefits	3000 Contracts	5000 Travel	6000 Supp/Books	7000 Equipment	7300 Capital Equipment	8000 Other	Total
0	0	0	200	0	0	0	200

4b. **Title IA American Recovery and Reinvestment Act (ARRA) Allocation**

FY 2010, MSAD 11, Funds from the ARRA Allocation							
1000, 2000 Salaries & Benefits	3000 Contracts	5000 Travel	6000 Supp/Books	7000 Equipment	7300 Capital Equipment	8000 Other	Total
0	0	0	0	0	0	0	0

NOTE: As part of the Federal transparency reporting requirements, job creation and retention will need to be determined and expressed in terms of full-time equivalents. As Title IA ARRA funds are placed in the salary/benefit or contracted service categories, you need to be prepared to answer appropriate job related questions i.e. description of job type, # of jobs created through payroll and/or contracted services, # of jobs retained, # of hours that current positions may have been extended for before/after school programs, etc.

District Setaside Project for FY2010
Unit MSAD 11

TITLE IA
Project Title: Highly Qualified Teachers

1. **Purpose:** Describe what need(s) will be addressed by this project.

Enable teachers to become Highly Qualified.

2. **Project Description:** Describe the activities/strategies to be undertaken to accomplish the purpose.

Funds do not need to be set aside for this provision. No new staff members are hired unless they are Highly Qualified.

3. **Outcome/Performance Indicators:** Describe how you will know that the project is successful. (A well-written outcome is realistic, clear, specific and measurable.)

100% of teachers who teach core academic subjects must meet highly qualified requirements under NCLB

4. **Project Budgets:**

4a. **Title IA NCLB Allocation (3702)**

FY 2010, MSAD 11, Funds from the NCLB Allocation							
1000, 2000 Salaries & Benefits	3000 Contracts	5000 Travel	6000 Supp/Books	7000 Equipment	7300 Capital Equipment	8000 Other	Total
0	0	0	0	0	0	0	0

4b. **Title IA American Recovery and Reinvestment Act (ARRA) Allocation**

FY 2010, MSAD 11, Funds from the ARRA Allocation							
1000, 2000 Salaries & Benefits	3000 Contracts	5000 Travel	6000 Supp/Books	7000 Equipment	7300 Capital Equipment	8000 Other	Total
0	0	0	0	0	0	0	0

NOTE: As part of the Federal transparency reporting requirements, job creation and retention will need to be determined and expressed in terms of full-time equivalents. As Title IA ARRA funds are placed in the salary/benefit or contracted service categories, you need to be prepared to answer appropriate job related questions i.e. description of job type, # of jobs created through payroll and/or contracted services, # of jobs retained, # of hours that current positions may have been extended for before/after school programs, etc.

District Setaside Project for FY2010
Unit MSAD 11

TITLE IA
Project Title: Parent

1. **Purpose:** Describe what need(s) will be addressed by this project.

This project will be used to purchase supplies to improve communication with parents. Supplies may include food for parent nights, parent breakfasts, parent lunches, supplies for educational games, and/or informational pamphlets about Title I. This project will also provide stipends for Title I staff who work beyond their FTE position in order to attend Parent Events and coordinate our Summer Family Literacy Program.

2. **Project Description:** Describe the activities/strategies to be undertaken to accomplish the purpose.

Parent Events will be held at least three times a year in all Title I schools in order to educate parents about Title I and to educate parents about some activities that can be done at home to help with reading and mathematics.

3. **Outcome/Performance Indicators:** Describe how you will know that the project is successful. (A well-written outcome is realistic, clear, specific and measurable.)

50% of parents will attend at least one parent event during the year. Title I staff will communicate with 100% of parents at least three times a year. 30% of Title I families will consistently participate in our Family Literacy Program.

4. **Project Budgets:**

4a. **Title IA NCLB Allocation (3702)**

FY 2010, MSAD 11, Funds from the NCLB Allocation							
1000, 2000 Salaries & Benefits	3000 Contracts	5000 Travel	6000 Supp/Books	7000 Equipment	7300 Capital Equipment	8000 Other	Total
5000	0	0	4082	0	0	0	9082

4b. **Title IA American Recovery and Reinvestment Act (ARRA) Allocation**

FY 2010, MSAD 11, Funds from the ARRA Allocation							
1000, 2000 Salaries & Benefits	3000 Contracts	5000 Travel	6000 Supp/Books	7000 Equipment	7300 Capital Equipment	8000 Other	Total
0	0	0	0	0	0	0	0

NOTE: As part of the Federal transparency reporting requirements, job creation and retention will need to be determined and expressed in terms of full-time equivalents. As Title IA ARRA funds are placed in the salary/benefit or contracted service categories, you need to be prepared to answer appropriate job related questions i.e. description of job type, # of jobs created through payroll and/or contracted services, # of jobs retained, # of hours that current positions may have been extended for before/after school programs, etc.

District Setaside Project for FY2010
Unit MSAD 11

TITLE IA
Project Title: Technology Supplies

1. **Purpose:** Describe what need(s) will be addressed by this project.

The purpose of this project is to provide Title I staff with up to date technology. We no longer have a Title I Coordinator. Instead, leadership will be shared with general oversight by the Curriculum Director. Shared leadership in five buildings depends on active communication. Technology will be used to create efficient methods of communicating. Technology such as laptops and desktops will also be used to deploy instructional software such as Lexia and iSucceed. We are continuing with this project from last year as we still need to continue to update technology for Title I staff.

2. **Project Description:** Describe the activities/strategies to be undertaken to accomplish the purpose.

Laptops and desktop computers as appropriate will be purchased and put in Title I teaching spaces.

3. **Outcome/Performance Indicators:** Describe how you will know that the project is successful. (A well-written outcome is realistic, clear, specific and measurable.)

All Literacy Specialists and Title I Ed Tech III's will have access to and actively use the laptops and desktop computers available to them in order to fulfill their Title I instruction and coordination.

4. **Project Budgets:**

4a. **Title IA NCLB Allocation (3702)**

FY 2010, MSAD 11, Funds from the NCLB Allocation							
1000, 2000 Salaries & Benefits	3000 Contracts	5000 Travel	6000 Supp/Books	7000 Equipment	7300 Capital Equipment	8000 Other	Total
0	0	0	0	0	0	0	0

4b. **Title IA American Recovery and Reinvestment Act (ARRA) Allocation**

FY 2010, MSAD 11, Funds from the ARRA Allocation							
1000, 2000 Salaries & Benefits	3000 Contracts	5000 Travel	6000 Supp/Books	7000 Equipment	7300 Capital Equipment	8000 Other	Total
0	0	0	0	40000	0	0	40000

NOTE: As part of the Federal transparency reporting requirements, job creation and retention will need to be determined and expressed in terms of full-time equivalents. As Title IA ARRA funds are placed in the salary/benefit or contracted service categories, you need to be prepared to answer appropriate job related questions i.e. description of job type, # of jobs created through payroll and/or contracted services, # of jobs retained, # of hours that current positions may have been extended for before/after school programs, etc.

District Setaside Project for FY2010
Unit MSAD 11

TITLE IA
Project Title: Professional Development

1. **Purpose:** Describe what need(s) will be addressed by this project.

Title staff need more training in various mathematics and literacy interventions.

2. **Project Description:** Describe the activities/strategies to be undertaken to accomplish the purpose.

Title I staff, especially literacy specialists, will attend conferences and bring back information to their home school in order to help all teachers understand how to implement various literacy interventions.

3. **Outcome/Performance Indicators:** Describe how you will know that the project is successful. (A well-written outcome is realistic, clear, specific and measurable.)

60% of Title I identified students will show more than typical growth on the NWEA MAP test for reading and mathematics.

4. **Project Budgets:**

4a. **Title IA NCLB Allocation (3702)**

FY 2010, MSAD 11, Funds from the NCLB Allocation							
1000, 2000 Salaries & Benefits	3000 Contracts	5000 Travel	6000 Supp/Books	7000 Equipment	7300 Capital Equipment	8000 Other	Total
0	0	0	0	0	0	0	0

4b. **Title IA American Recovery and Reinvestment Act (ARRA) Allocation**

FY 2010, MSAD 11, Funds from the ARRA Allocation							
1000, 2000 Salaries & Benefits	3000 Contracts	5000 Travel	6000 Supp/Books	7000 Equipment	7300 Capital Equipment	8000 Other	Total
0	6791	1000	0	0	0	0	7791

NOTE: As part of the Federal transparency reporting requirements, job creation and retention will need to be determined and expressed in terms of full-time equivalents. As Title IA ARRA funds are placed in the salary/benefit or contracted service categories, you need to be prepared to answer appropriate job related questions i.e. description of job type, # of jobs created through payroll and/or contracted services, # of jobs retained, # of hours that current positions may have been extended for before/after school programs, etc.

District Setaside Project for FY2010
Unit MSAD 11

TITLE IA
Project Title: Instructional Supplies

1. **Purpose:** Describe what need(s) will be addressed by this project.

The bottom 40% of our students still continue to struggle. On the MEA and NWEA these students are in the bottom 20% nationally and 20% of them are in the Does Not Meet category on the NWEA. The instructional supplies in this project will be used to acquire much needed research-based intervention programs for our Title I program.

2. **Project Description:** Describe the activities/strategies to be undertaken to accomplish the purpose.

Intervention supplies with a research base will be purchased in order to support struggling students. Title I staff will be trained to work with these math and literacy instructional supplies.

3. **Outcome/Performance Indicators:** Describe how you will know that the project is successful. (A well-written outcome is realistic, clear, specific and measurable.)

60% of Title I students will show "typical growth" or better on the NWEA MAP test for both reading and mathematics.

4. **Project Budgets:**

4a. **Title IA NCLB Allocation (3702)**

FY 2010, MSAD 11, Funds from the NCLB Allocation							
1000, 2000 Salaries & Benefits	3000 Contracts	5000 Travel	6000 Supp/Books	7000 Equipment	7300 Capital Equipment	8000 Other	Total
0	0	0	0	0	0	0	0

4b. **Title IA American Recovery and Reinvestment Act (ARRA) Allocation**

FY 2010, MSAD 11, Funds from the ARRA Allocation							
1000, 2000 Salaries & Benefits	3000 Contracts	5000 Travel	6000 Supp/Books	7000 Equipment	7300 Capital Equipment	8000 Other	Total
0	0	0	38000	0	0	0	38000

NOTE: As part of the Federal transparency reporting requirements, job creation and retention will need to be determined and expressed in terms of full-time equivalents. As Title IA ARRA funds are placed in the salary/benefit or contracted service categories, you need to be prepared to answer appropriate job related questions i.e. description of job type, # of jobs created through payroll and/or contracted services, # of jobs retained, # of hours that current positions may have been extended for before/after school programs, etc.

**District Setaside Project for FY2010
Unit MSAD 11**

**TITLE IA
Project Title: Read 180**

1. **Purpose:** Describe what need(s) will be addressed by this project.

The purpose of this project is to address the needs of struggling readers in grades 3-5. 20% of our 3-5 students still Do Not Meet on the MEA. This is significantly higher than the state average. This project is attempting to address this population of students.

2. **Project Description:** Describe the activities/strategies to be undertaken to accomplish the purpose.

MSAD #11 will implement the Read 180 program in Grades 3-5 in the Title I program. Read 180 has a very strong research basis for reluctant readers. The Read 180 software and text-based materials are highly prescriptive and differentiate for each students needs. This program will provide extensive classroom libraries, tutoring software, tracking software, and a highly effective professional development component. Read 180 is a year long intervention program. It requires 90 minutes of reading instruction a day for one year in order to be effective. The research from this program shows that it truly helps reluctant readers to bridge the gap and get them up to speed.

MSAD #11 will implement Read 180 in 40 minute blocks every day for two years rather than 90 minute blocks for one year. Certain identified Title I students will participate in this program. The Response to Intervention team will determine if this intervention is appropriate for certain Title I students. Each Read 180 group will be no bigger than 12 students as dictated by the guidance in the program. This program will only be implemented through Title I at the 3-5 level. Title I staff will be the teachers of the Read 180 program.

READ 180 is a research-based, intensive reading intervention program with a proven track record of delivering measurable learning gains to the older, struggling reader. READ 180 designed to accelerate reading achievement with students in upper elementary through high school who are seriously below level. Data-driven, teacher-led instruction in whole or small groups, READ 180 provides teachers with a curriculum that supports the direct instruction of reading, writing, and grammar. The program includes a wide range of direct instructional materials to teach phonemic awareness, phonics, fluency, vocabulary development, and text comprehension plus specialized instructional strategies for writing, test-taking, and English-Language Learners. The READ 180 Teaching System offers a clear instructional path for whole- and small-group instruction, as well as guidance and resources for differentiating instruction to address individual student needs. Comprehensive, actionable reports and teacher alerts provide detailed and immediate feedback to identify student needs and to inform small-group instruction.

3. **Outcome/Performance Indicators:** Describe how you will know that the project is successful. (A well-written outcome is realistic, clear, specific and measurable.)

Through the Scholastic Achievement Manager (SAM), READ 180 EE continuously collects students' performance data and monitors their progress over time. SAM generates detailed reports that can help educators evaluate student learning gains. SAM can disaggregate student data by population subgroups to report adequate yearly progress (AYP), as well as aggregate assessment results to chart students' achievement at the classroom, building, and district levels. In addition, we will anticipate that all students participating in the program will achieve more than "Typical Growth" on the NWEA MAP test.

4. **Project Budgets:**

4a. **Title IA NCLB Allocation (3702)**

FY 2010, MSAD 11, Funds from the NCLB Allocation							
1000, 2000 Salaries & Benefits	3000 Contracts	5000 Travel	6000 Supp/Books	7000 Equipment	7300 Capital Equipment	8000 Other	Total
0	0	0	0	0	0	0	0

4b. **Title IA American Recovery and Reinvestment Act (ARRA) Allocation**

FY 2010, MSAD 11, Funds from the ARRA Allocation							
1000, 2000 Salaries & Benefits	3000 Contracts	5000 Travel	6000 Supp/Books	7000 Equipment	7300 Capital Equipment	8000 Other	Total
0	12250	0	83209	12000	0	0	107459

NOTE: As part of the Federal transparency reporting requirements, job creation and retention will need to be determined and expressed in terms of full-time equivalents. As Title IA ARRA funds are placed in the salary/benefit or contracted service categories, you need to be prepared to answer appropriate job related questions i.e. description of job type, # of jobs created through payroll and/or contracted services, # of jobs retained, # of hours that current positions may have been extended for before/after school programs, etc.

**District Setaside Project for FY2010
Unit MSAD 11**

**TITLE IA
Project Title: Computer Aided Instruction**

1. **Purpose:** Describe what need(s) will be addressed by this project.

The bottom 40% of our students still continue to struggle. On the MEA and NWEA these students are in the bottom 20% nationally and 20% of them are in the Does Not Meet category on the NWEA. Electronic Tutoring software is one more way to engage these students.

2. Project Description: Describe the activities/strategies to be undertaken to accomplish the purpose.

Compass Learning Software will be used with all identified Title I students. These students will be able to access this tutoring software in a supplemental way. They can use it during study halls, before school, after school, at home, at the Community Learning Center or during their Title I time. Compass Learning Software targets students at their learning level in Reading and Mathematics. It gives students the background knowledge in order to succeed in the classroom. It takes their NWEA MAP score and determines their learning level.

Title I staff will be responsible for monitoring a students progress on Compass Learning. Title I staff will be trained to read reports generated by Compass Learning and to adjust the software as needed in order to help students move forward. Title I staff will look for when a student is stuck on a certain reading or math concept and help them move forward by targeting instruction on this concept. Title I staff will also be responsible for communicating with the classroom teacher the specific areas where a student is struggling based on the reports generated by Compass Learning.

The advantage of having Computer Aided Instruction for Title I students is that students can get more, highly targeted direct instruction that is supplemental without adding more staff. Also, the computer aided instruction helps teachers and Title I staff to target areas that would otherwise be difficult to tease out.

The Title I program will also coordinate with the Community Learning Center afterschool program. Currently, 55% of Title I students also participate in the Community Learning Center Program. Students will use this after school time to continue their work with the Compass Learning Software Curriculum. Title I staff will communicate and coordinate with Community Learning Center Staff in order to create a whole wrap around program for students.

Computer Aided Instruction helps to maximize the Title I program. It will provide many more opportunities for direct instruction for Title I students.

3. Outcome/Performance Indicators: Describe how you will know that the project is successful. (A well-written outcome is realistic, clear, specific and measurable.)

60% of identified Title I students will show more than "typical growth" on the NWEA MAP test.

4. Project Budgets:

4a. Title IA NCLB Allocation (3702)

FY 2010, MSAD 11, Funds from the NCLB Allocation							
1000, 2000 Salaries & Benefits	3000 Contracts	5000 Travel	6000 Supp/Books	7000 Equipment	7300 Capital Equipment	8000 Other	Total
0	0	0	0	0	0	0	0

4b. Title IA American Recovery and Reinvestment Act (ARRA) Allocation

FY 2010, MSAD 11, Funds from the ARRA Allocation							
1000, 2000 Salaries & Benefits	3000 Contracts	5000 Travel	6000 Supp/Books	7000 Equipment	7300 Capital Equipment	8000 Other	Total
0	10000	0	103033	12000	0	0	125033

NOTE: As part of the Federal transparency reporting requirements, job creation and retention will need to be determined and expressed in terms of full-time equivalents. As Title IA ARRA funds are placed in the salary/benefit or contracted service categories, you need to be prepared to answer appropriate job related questions i.e. description of job type, # of jobs created through payroll and/or contracted services, # of jobs retained, # of hours that current positions may have been extended for before/after school programs, etc.

District Setaside Project for FY2010
Unit MSAD 11

TITLE IA
Project Title: Summer School

1. Purpose: Describe what need(s) will be addressed by this project.

Provide supplemental and extended year instructional opportunity for Title I students.

2. Project Description: Describe the activities/strategies to be undertaken to accomplish the purpose.

The District intends to operate a summer school in Title One buildings. The focus of the programs will be to help students meet the standards in reading and mathematics for their designated grade level. Title 1 students will be identified by their performance on local reading assessments and local mathematics assessments, NWEA MAP assessment growth and by teacher recommendation.

Highly qualified staff will run the program. At the 1-5 grade levels, the program will last six weeks and run three days a week for three hours each day.

The program will also include a family inclusion activities to encourage parents to read to their child, as well as a self-esteem and motivation component. Transportation will be provided for participants.

3. Outcome/Performance Indicators: Describe how you will know that the project is successful. (A well-written outcome is realistic, clear, specific and measurable.)

Grades K-2 Reading: Students' spring DRA level will be used as a baseline. 100% of students with good attendance will either maintain their reading level or increase their DRA reading Level.

Grades 3-5 Reading: Students' spring NWEA MAP RIT level will be used as a baseline. 100% of students with good attendance will either maintain their reading RIT level or increase their reading RIT Level.

Grades 1-5 Math: 100% of students with good attendance will maintain or grow their mathematics RIT Level.

4. **Project Budgets:**

4a. **Title IA NCLB Allocation (3702)**

FY 2010, MSAD 11, Funds from the NCLB Allocation							
1000, 2000 Salaries & Benefits	3000 Contracts	5000 Travel	6000 Supp/Books	7000 Equipment	7300 Capital Equipment	8000 Other	Total
0	0	0	0	0	0	0	0

4b. **Title IA American Recovery and Reinvestment Act (ARRA) Allocation**

FY 2010, MSAD 11, Funds from the ARRA Allocation							
1000, 2000 Salaries & Benefits	3000 Contracts	5000 Travel	6000 Supp/Books	7000 Equipment	7300 Capital Equipment	8000 Other	Total
20000	0	18250	0	0	0	0	38250

NOTE: As part of the Federal transparency reporting requirements, job creation and retention will need to be determined and expressed in terms of full-time equivalents. As Title IA ARRA funds are placed in the salary/benefit or contracted service categories, you need to be prepared to answer appropriate job related questions i.e. description of job type, # of jobs created through payroll and/or contracted services, # of jobs retained, # of hours that current positions may have been extended for before/after school programs, etc.

**Ranking Of Schools & Distribution of FY2010 Funds
Unit MSAD 11**

Title IA

Low Income Measure Used
 This information was collected: of

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
520880	/ 873	* 1.25 =	745.82

Determination of Title IA Funds	NCLB	ARRA
Title IA Allocation =	\$520,880	\$387,371
+ Transfer =	\$0	\$0
Total =	\$520,880	\$387,371
NCLB Administrative Projects =	- \$0	- \$0
LEA Set-asides		
Salary Differential =	- \$0	
Homeless =	- \$200	- \$0
Highly Qualified Teachers =	- \$0	- \$0
Parent =	- \$9,082	- \$0
Technology Supplies =	- \$0	- \$40,000
Professional Development =	- \$0	- \$7,791
Instructional Supplies =	- \$0	- \$38,000
Read 180 =	- \$0	- \$107,459
Computer Aided Instruction =	- \$0	- \$125,033
Summer School =	- \$0	- \$38,250
Sub-total: =	\$ 511,598	\$ 30,838
Amount Dedicated to Schools =		\$ 542,436

ALL LEAs MUST COMPLETE THE TABLE BELOW:
ALL DISTRICT SCHOOLS RANK ORDER BY GRADE SPAN

Priority (1)	GRADE SPAN (2)	SCHOOL (3a)	CIPS (3b)	ENROLLMENT (4)	# OF LOW INCOME (5)	PERCENT LOW INCOME (6)	ELIGIBLE (7)	STAFF FUNDING (8)	FUNDING OTHER THAN STAFF (9)	TOTAL SCHOOL FUNDING (10)	PER PUPIL EXPENDITURE (11)	ACTION
1	K-5	Teresa C Hamlin Elem School ()	N	97	56	57.7 %	Yes	104979	0	\$ 104979	\$ 1,874.63	
1	K-5	Laura E Richards School ()	N	205	115	56.1 %	Yes	147768	0	\$ 147768	\$ 1,284.94	
1	K-5	Pittston Consolidated School ()	N	159	72	45.3 %	Yes	90862	0	\$ 90862	\$ 1,261.97	
1	K-5	Helen Thompson School ()	N	229	88	38.4 %	Yes	100884	0	\$ 100884	\$ 1,146.41	
2	3-5	River View Community School ()	N	199	121	60.8 %	Yes	97943	0	\$ 97943	\$ 809.45	

3	6-8	Gardiner Regional Middle School ()	Y	503	209	41.6 %	Yes	0	0	\$ 0	\$ 0.00
4	9-12	Gardiner Area High School ()	Y	703	212	30.2 %	No	0	0	\$ 0	\$ 0.00
TOTALS				2095	873	41.7%		\$542,436	\$0	\$542,436	

Comparability

Title IA

Sec. 1120A(c): An LEA may receive Part A funds only if it uses State and local funds to provide services in Part A schools that are at least comparable to the services provided in schools that are not receiving Part A funds. An LEA that services all of its schools must ensure comparable services using State and local funds at each school. An LEA may determine comparability on a districtwide basis or on a grade-span basis. The comparability requirement does not apply to an LEA that has only one building at each grade level. An LEA may also exclude schools with 100 or fewer students from its comparability determinations.

Section I. The LEA has only one building at each grade level.

- Yes [If yes, comparability does not apply. Return to NCLB Menu.]
- No [If no, go to Section II.]

Section II. For your convenience, the SEA has developed a procedure and calculations to measure comparability compliance based on student/instructional staff ratios and/or student/instructional staff salary ratios as outlined in the Annual Title IA Comparability Report.

[See <http://www.maine.gov/education/nclb/tia/comparability.htm>]

The LEA agrees to complete and submit the Annual Title IA Comparability Report to document compliance with comparability requirements?

- Yes [If yes, the notice for completing this report and the posting of this report will be distributed to LEAs in October for submission by November 1. Return to NCLB Menu.]
- No. [If no, go to Section III.]

Section III. LEA developed procedures.

Part A: An LEA shall be considered to have met the comparability requirement if the LEA has established and implemented a-

- Districtwide salary schedule
- Policy or written procedure to ensure equivalence among schools in teachers, administrators, and other staff; and
- Policy or written procedure to ensure equivalence among schools in providing curriculum materials and instructional supplies.

The LEA has established the above items. Yes No. [If no, go to Section II.]

- - -AND- - -

Part B: The LEA must describe procedures and calculations it has developed to determine that the salary schedule and policies were implemented and that equivalence was achieved among the schools in staffing, materials, and supplies.

The LEA agrees to submit the calculations and comparability results to the Title IA Office by November 1.

- Yes No. [If no, go to Section II.]

[If you answered "Yes" to Part A and Part B; Return to NCLB Menu.]

NCLB Project Sheet for FY2010

TITLE IA

Unit MSAD 11

Project Title: Supplemental Instruction for Math and Literacy

1. Purpose: Describe what need(s) will be addressed by this project.

The specific need that will be met will be availing Title I identified students in need of additional targeted instructional assistance to gain greater competencies in reading and mathematics. Direct services will be provided for Title I identified students by a Literacy Specialist/Ed Tech III. Title I identified Students in all schools will be identified using a team approach. The team will review district common assessments such as letter identification, DRA, phonics, phonemic awareness, vocabulary, comprehension, fluency assessments, and NWEA MAP assessments. For math, the team will review the results from the Early Mathematical Thinking Assessment, classroom common assessments, and NWEA MAP assessments. Services will be provided to increase proficiency in Reading and Mathematics at elementary schools. Students will receive direct instruction from a Title I staff member outside of the classroom. They will be pulled out of the classroom at times that will have the least amount of impact on the regular classroom instruction. The instruction from Title I identified tutors will be supplemental instruction. Title I tutors will work with students about 30 minutes a day. If their caseload does not fill their day, then these tutors will also support these same Title I identified students in their classrooms.

2. NCLB Goals:

Listed below are four of the five NCLB goals. To the right of each is a link to data specific to your district and the schools in it. The data include MEA scores, MEA participation rates, Teacher Certification Data, and Graduation/Dropout data. Please review these "Snapshot" data when completing this sheet to determine whether this project is pertinent to any of these goals and objectives. If so, click on the radio button beside the specific objective this project will address.

- NCLB Goal 1** By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading language arts and mathematics and science
- Objective 1.1.1 Increase the percentage of students who are at or above the proficient level in reading/language arts on state and local assessments.
 - Objective 1.2.1 Increase the percentage of students who are at or above the proficient level in mathematics on state and local assessments.
- NCLB Goal 2** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading language arts and mathematics.
- Objective 2.1 Increase the percentage of limited English proficient (LEP) students who have attained English proficiency by end of school year.
- NCLB Goal 3** By 2005-2006, all students will be taught by highly qualified teachers.
- Objective 3.1 Increase the percentage of classes being taught by teachers who are highly qualified in the core academic areas both the aggregate and in high poverty schools
 - Objective 3.2 Increase the percentage of paraprofessionals with instructional duties (excluding those with sole duties as translators and parental involvement assistants and personal assistants) who are highly qualified.
- NCLB Goal 5** All students will graduate from high school.
- Objective 5.1.1 Increase the percentage of students who graduate each year from high school with a regular diploma.
 - Objective 5.1.2 Decrease the percentage of students who dropout of school.

3. Project Description: Describe the activities/strategies to be undertaken to accomplish the purpose.

Provision for direct services for Title I identified students through a Literacy Specialist/Ed Tech III team. Title I identified Students in all schools will be identified using a team approach. The team will review district common assessments including letter identification, DRA, phonics, phonemic awareness, vocabulary, comprehension, and fluency assessments. For math, the team will review the results from the Early Mathematical Thinking Assessment and NWEA MAP assessments. Services will be provided to increase proficiency in reading and math at elementary schools and students will be given a grade level pre & post test of the Early Mathematical Thinking Assessment, MAP test, and/or iSucceed pre/post for math and the DRA pre/post for reading.

4. Outcomes/Performance Indicators: Describe how you will know that the project was successful and the purpose met. (A well-written outcome is realistic, clear, specific and measurable.)

Title I students participating in the math and reading sessions of the Title I program will be assessed in the fall and in the spring.

Reading:
 Students identified for Title I reading will be evaluated using the following assessments for the fall pre-assessment and the spring post assessment
 Kindergarten: Rhyming Tool, Concepts About Print and Letter Identification form the Observation Survey by Marie Clay, Candace Brae's Phonological Awareness
 First Grade: Developmental Reading Assessment K-3 and Letter Identification, Candace Brae's Phonological Awareness
 Second Grade and Third Grade: Developmental Reading Assessment K-3 and the Slosson Sight Word Test, MAP test Lexile Level
 Fourth Grade and Fifth Grade: Developmental Reading Assessment 4-8 (DRA - Bridge) and the Slosson Sight Word Test, MAP test Lexile Level

Based upon the results of the spring post assessments as compared to the fall pre- assessments, the following gains are expected in reading:
 80% of the Kindergarten students identified for Title Title I reading services will increase their Letter Identification score to 54/54 by the end of the school year.
 80% of the First Grade students identified for the Title I reading services will progress 10 levels as determined by the DRA K-3 by the end of the school year.
 80% of the Second Grade students identified for Title I reading services will progress 10 levels as determined by the DRA K-3 by the end of the school year.
 80% of the Third Grade students identified for Title I reading services will progress 10 levels as determined by the DRA K-3.
 50% of the Fourth Grade students identified for Title I reading services will progress 10 levels as determined by the DRA2
 50% of the Fifth Grade students identified for Title I reading services will progress 10 levels as determined by the DRA2

Mathematics:
 Students identified for Title One math services will be evaluated using the following assessments for the fall pre-assessment and the spring post assessment:
 Kindergarten and Fifth Grade: Early Mathematical Thinking Assessment
 Based upon the results of the spring post assessments as compared to the fall pre- assessments, the following gains are expected in math:
 All students will show improvement in all sub-concepts of the Early Mathematical Thinking Assessment.

5. Project Budgets:
5a. Title IA NCLB Allocation (3702)

FY 2010, MSAD 11, NCLB Funding for Supplemental Instruction for Math and Literacy							
1000, 2000 Salaries & Benefits	3000 Contracts	5000 Travel	6000 Supp/Books	7000 Equipment	7300 Capital Equipment	8000 Other	Total
500598	5000	0	6000	0	0	0	511598

5b. Title IA American Recovery and Reinvestment Act (ARRA) Allocation

FY 2010, MSAD 11, ARRA Funding for Supplemental Instruction for Math and Literacy							
1000, 2000 Salaries & Benefits	3000 Contracts	5000 Travel	6000 Supp/Books	7000 Equipment	7300 Capital Equipment	8000 Other	Total
16838	3000	3000	8000	0	0	0	30838

NOTE: As part of the Federal transparency reporting requirements, job creation and retention will need to be determined and expressed in terms of full-time equivalents. As Title IA ARRA funds are placed in the salary/benefit or contracted service categories, you need to be prepared to answer appropriate job related questions i.e. description of job type, # of jobs created through payroll and/or contracted services, # of jobs retained, # of hours that current positions may have been extended for before/after school programs, etc.

6. Contracted Services:

Your application contains funding for contracted services. To meet audit guidelines, 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

The NCLB 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 Contracted Services in this project.

Yes No



No Child Left Behind (NCLB) Act
Application Website
For Funds FY 2010
School Year 2009-2010



FY 2010 Assurances, Needs Assessment & Planning Title IIA

Unit MSAD 11
Phone # 207-582-5346

Contact Person Howard Tuttle
E-mail htuttle@msad11.org

The ESEA's requirements for Title II, Part A planning are intended to have each school district "think outside the box." In carrying out the planning process, school administrators, teachers, other school staff and parents should work together to examine comprehensively all approaches and strategies that can help the LEA ensure that all of its teachers - current and those newly hired - are "highly qualified", and also that teachers are able to help all students succeed academically to the fullest extent. This process will help ensure that all students are able to achieve challenging content and student academic achievement standards. **While information supporting these requirements does not need to be submitted with this application, documentation must be available for review upon request and should be kept in the NCLB section of the CEP.** (Section 2122) (Refer to Systemic Professional Training and Development: A How To for No Child Left Behind - at (<http://www.ed.gov/policy/elsec/quad/edpicks.jhtml>),.)

A. A local professional development needs assessment has been conducted to determine the needs of the LEA's educators (including principals) to provide all students the opportunity to achieve Maine's Learning Results.

Yes No (if "no", describe how this will be accomplished and the date for completion.)

We have conducted an Academic Audit Needs Assessment. This was a thorough, two year process of data collection, surveys, focus groups, etc. to determine what our needs are. We have embarked on an All-District School Improvement Plan. Title IIA funds will help us address the needs of this Assessment. This Improvement Plan is being monitored closely with regular reports to the school board about progress. The All-District Improvement Plan progress timeline will be posted on the MSAD #11 website Fall of 2009. A follow up survey was conducted with 3-12 students last winter and many quality indicators showed gains in student engagement, curriculum consistency, and safety. Also, MSAD #11's MEA scores are showing three year gains compared with the state average in most areas.

The results of the needs assessment are available for review. The following elements have been included in the needs assessment:

Groups involved:

- Administrators
- Teachers from each school
- Community members

Data used in planning:

- Teacher survey
- Parent and community input
- Student achievement data
- National and state initiatives data
- Highly Qualified Teacher data
- Information on scientifically based research
- Projections of teacher supply in critical areas
- Student enrollment data
- Program assessment data
- Identification of the needs of private school teachers

B. The activities that the LEA will carry out with Title II, Part A funds align with Maine's Learning Results, the Maine Education Assessment, Grade Level Expectations and curricula and programs tied to these standards.

Yes No (If "no", describe how this will be accomplished and the date for completion.)

C. The proposed activities are based on the needs identified through the local professional development needs assessment and a review of scientifically based research. These activities will have a substantial, measurable, and positive impact on student academic achievement and will be used as part of a broader strategy to eliminate the achievement gap that separates the performance of low-income and minority students from other students.

Yes No (If "no", describe how this will be accomplished and the date for completion.)

D. The LEA has coordinated the professional development activities authorized under Title II, Part A with professional development activities provided through other Federal (including Title I and Title II, Part D), State, and local programs.

Yes No (If "no", describe how this will be accomplished and the date for completion.)

E. The LEA's teachers, paraprofessionals, principals, other relevant school personnel and parents have collaborated in the planning process and will collaborate in the activities to be undertaken.

Yes No (If "no", describe how this will be accomplished and the date for completion.)

F. The LEA provides training to enable teachers to (1) teach to the needs of students with different learning styles - particularly students with disabilities, students with special learning needs (including those who are gifted and talented), and those with limited English proficiency; (2) improve student behavior in the classroom; (3) involve parents in their child's education; and (4) understand and use data and assessments to improve classroom practice and student learning.

Yes No (If "no", describe how this will be accomplished and the date for completion.)

G. If your LEA does not have 100% of its teachers highly qualified, there is an LEA Action Plan outlining the needs and how they will be met. Additionally, each teacher who is not highly qualified has an individual action plan.

Yes No

H. The LEA has set goals to achieve an annual increase in the percentage of teachers who receive high-quality professional development. (Section 2122) (See High Quality Professional Development at <http://www.ed.gov/policy/elsec/quad/edpicks.jhtml?src=fp>.)

Yes No

I. The LEA has targeted funds to schools that have the lowest proportion of "highly qualified" teachers, have the largest average class size, and /or are identified for school improvement under Title I, section 1116(b), (Section 2122)

Yes No (If "no", describe how this will be accomplished and the date for completion.)

J. The LEA has determined the professional development needs of teachers in special purpose private schools that are attended by students from the LEA. A copy of this agreement is provided for your use. Please retain these agreements for your records. Click here for the [Memorandum of Agreement Form](#)

Yes No (If "no", describe how this will be accomplished and the date for completion.)

**NCLB Project Sheet
MSAD 11**

**Class Size Reduction Projects - TITLE IIA
Project: Grade 4 Teacher River View Community School**

1. **Need:** Describe the current class size situation.

Grade Level	Enrollment without position	Enrollment with position
4	26	19

Professional Development Projects
MSAD 11

TITLE IIA
Project: Professional Networks

1. **Need: What need(s) based on the local professional development needs assessment will be addressed by this project?**

MSAD#11 Curriculum Committees and the MSAD#11 Curriculum Coordinating Committee have determined through the on-going needs assessments that teachers want to better address student learning by working on the following areas:

- 1. English Language Arts - Spelling, Vocabulary, Literacy Intervention Strategies.
- 2. The use of technology as a tool for learning. The use of equipment such as a Smartboard.
- 3. Feedback provided to students on their work relative to standards, ie. Formative Assessment.
- 4. Increase student comprehension through literacy instruction in all content areas.
- 5. Develop relevant lessons that engage students.
- 6. Continue to develop a guaranteed and viable curriculum that is aligned to the Maine Learning Results.
- 7. Develop a system that will actively monitor student progress. All educators will actively use this system of readily available student information in order to inform their instruction.

2. **Goals: What specific professional development goal(s) has been established to meet this need(s)?**

- 1. Professional development for staff in the area of Literacy.
- 2. Embedded professional development for staff in their area of technology-based instruction.
- 3. Continue to fully implement standards-based grading K-8
- 4. Continue to align curriculum to the new Learning Results K-12 using Atlas software and the curriculum mapping process.
- 5. A strong system of mentoring for new teachers.
- 6. Implement the use of the INFORM database to track local assessment system, MEA, and NWEA student achievement information. Train all staff in the use of this database.
- 7. Use the train the trainer structure to send people to conferences in order to address the Needs above. Teacher leaders will return to the district and share information.
- 8. Use in-house instructional coaches to provide teachers with content knowledge and instructional strategies.

3. **Duration: Please specify the total number of hours of professional development that will take place with each professional development initiative on this project page.**

300

4. **Project Description: Describe the activities/strategies to be undertaken to achieve this professional development goal(s).**

- 1. Technology - The Instructional Technology Specialist will work with teachers K-12 during and after school hours in order to improve the use of technology in the classroom
- 2. Response to Intervention - Provide training to folks on response to intervention and specific interventions that can be used with students in mathematics, literacy, behavior, and other content areas.
- 3. Student Achievement Database - Provide training in the use of the Inform database.
- 4. Curriculum - Teachers will be provided the time after school hours in order to initiate and complete the process of curriculum mapping. They will be using Atlas curriculum mapping software. Curriculum Committees will meet consistently in order to check alignment to the Maine Learning Results and work towards a guaranteed and viable curriculum.
- 5. New Teacher Mentoring - Mentoring program will provide training and support time for new teachers.
- 6. Teacher Leadership - Grade Level Facilitators and Content Area Facilitators will continue to help with strong communication throughout the district.
- 7. Standards-Based Reporting - Teachers will have time to meet and discuss the implications of year two of the K-8 standards-based report card implementation and the impact on student achievement.
- 8. Mathematics PD - Sue Williamson, Math Specialist, will work with teachers K-6 during and after school hours in order to improve mathematics instruction in the classroom.
- 9. NWEA MAP test - attending workshops and having discussions about how best to use this tool. Provide training on how to read and react to NWEA achievement results.
- 8. NECAPS- A focus on developing instructional strategies that align to the NECAPS. Attend NECAP workshops in order to learn strategies to improve state test scores.

Principals are also developing professional learning communities in each of the schools with a focus on the development of high quality instruction and development of Response to Intervention strategies.

The salaries and benefits line will be used to pay teachers to come together after school for various professional development, curriculum, instruction, and/or assessment activities which address the above goals of the district. This line will also be used to pay for substitutes in order for teachers to receive training during the school day.

The contracts line will be used to bring consultants to the district as well as send staff to conferences related to the goals of this project.

5. Outcomes/Performance Indicators:

MSAD#11 Curriculum Committees and the MSAD#11 Curriculum Coordinating Committee are expecting that student learning will improve as measured by the NWEA MAP test.

NWEA MAP test for Reading - 53% of students in grades K-9 will show "typical growth" or better.
 NWEA MAP test for Mathematics - 53% of students in grades K-9 will show "typical growth" or better.

B. NCLB Goal 3: By 2005-2006, all students will be taught by highly qualified teachers.

Please check the objectives for which you will identify strategies.

- Objective 3.1 Increase the percentage of classes being taught by teachers who are highly qualified in the core academic areas both the aggregate and in high poverty schools
- Objective 3.2 Increase the percentage of paraprofessionals with instructional duties (excluding those with sole duties as translators and parental involvement assistants and personal assistants) who are highly qualified.

5. Project Budget:

FY 2010, MSAD 11, Funding Application for Get Pages Professional Development							
1000, 2000 Salaries & Benefits	3000 Contracts	5000 Travel	6000 Supp/Books	7000 Equipment	7300 Capital Equipment	8000 Other	Total
6702	3000	0	0			0	9702

Professional Development Projects
MSAD 11

TITLE IIA
Project: Coaching/Mentoring

1. Need: What need(s) based on the local professional development needs assessment will be addressed by this project?

Provide on site coaching and mentoring for K-5 elementary teachers in mathematics. We have seen our MEA mathematics scores rise and hope they will continue to rise through the help of our K-5 Mathematics Specialist

2. Goals: What specific professional development goal(s) has been established to meet this need(s)?

The Mathematics Specialist will target classrooms with low growth scores on the NWEA MAP test as well as work with new teachers to the district. The Mathematics Specialist will be focusing on three projects this year - continuation of the Early Mathematical Thinking Assessment professional development and training, implementation of the new Investigations Mathematics Curriculum, and bridging the divide between Grade 5 and Grade 6 curriculum/instruction.

3. Duration: Please specify the total number of hours of professional development that will take place with each professional development initiative on this project page.

300

4. Project Description: Describe the activities/strategies to be undertaken to achieve this professional development goal(s).

The Mathematics Specialist will use in-class modeling, coaching, and team teaching to support teachers in their teaching of mathematics. The Mathematics Specialist will have a focus on the use of technology to help students understand mathematics better. The Mathematics Specialist will also conduct workshops during and after school for teachers.

5. Outcomes/Performance Indicators:

Elementary Schools as a whole will show at least 53% of students achieving "typical growth" on the NWEA MAP test in grades K-5.

B. NCLB Goal 3: By 2005-2006, all students will be taught by highly qualified teachers.

Please check the objectives for which you will identify strategies.

- Objective 3.1 Increase the percentage of classes being taught by teachers who are highly qualified in the core academic areas both the aggregate and in high poverty schools
- Objective 3.2 Increase the percentage of paraprofessionals with instructional duties (excluding those with sole duties as translators and parental involvement assistants and personal assistants) who are highly qualified.

5. **Project Budget:**

FY 2010, MSAD 11, Funding Application for Get Pages Professional Development							
1000, 2000 Salaries & Benefits	3000 Contracts	5000 Travel	6000 Supp/Books	7000 Equipment	7300 Capital Equipment	8000 Other	Total
75614	0	1500	500			0	77614

Title IID Staff Development Waiver Request Form

A waiver can be awarded to exempt the SAU or Co-op from the 25% of the Title IID Staff Development requirement. The SAU must provide data/information that the equivalent of the 25% of the Total Title IID Grant including non-public school projects is being expended on technology based staff development.

Check the applicable circle:

- I request a waiver of the 25% Technology Staff Development Requirement (evidence provide below)
- No waiver requested

If requesting a waiver, list examples of training activities including the cost and the funding source.

[Examples: The SAU employs at Technology Integrator at \$20,000 locally funded
We run a summer technology academy, \$12,000 funded from a BEAN Grant]

Use whole dollars only; no decimals, commas, or dollar signs

Activity	Amount	Funding Source
MSAD #11 employs a Technology Integrator at \$77,000 locally fund. This integrator works with staff PK-12	\$77,000	Locally Funded
MSAD #11 runs a Tech Camp every summer for three days. This is extremely popular and well attended.	\$5,000	Locally Funded
Total	\$82,000	

Notes:

**NCLB Project Sheet
MSAD 11**

**TITLE IID
Project: Smartboards/Projectors**

1. **Project Description** (Include staff development information)

Purchasing smartboards and projectors for 6-12 teachers. We are starting a major initiative to get smartboards and projectors in every classroom in the district. We will start at the 7-8 level. MSAD #11 has a goal to get to 1-1 computing for all students in Grades 5-12. However, a first step is to have teachers teaching using their laptops. To do this, they need ready access to permanently projectors and smartboards.

2. **Outcomes/Performance Indicators:** (A well written outcome is realistic, clear, specific and measurable) How will you know your project is successful?

100% of classrooms at the 7-8 level will have a mounted projector (and) smartboard. 20% of 9-12 teachers will have a mounted projector (and) smartboard.

3. **Staff Development:** A minimum of 25% of your Ed Tech funds must be used for staff development. Indicate how you plan to comply with the regulation.

See waiver request

4. **Project Budget:**

4a. **Title IID Ed Tech (Technology)**

FY 2010, MSAD 11, NCLB Funding for Smartboards/Projectors							
1000, 2000 S	3000 C	5000 T	6000 S	7000 E	7300 C	8000 O	T
0	0	0	0	6611	0	0	6611

4b. **Title IID -ARRA Funds**

FY 2010, MSAD 11, ARRA Funding for Smartboards/Projectors							
1000, 2000 S	3000 C	5000 T	6000 S	7000 E	7300 C	8000 O	T
0	0	0	0	10249	0	0	10249

Assurances, Needs Assessment & Planning for FY2010
LEA Name: MSAD 11

Agreement to Comply with Title IV-A General Assurances and Principles of Effectiveness:

In accepting Title IV-A funds, the LEA agrees to comply with the Title IV-A General Assurances contained in NCLBA, sec. 4114, and the Principles of Effectiveness contained in NCLBA, sec. 4115.

Yes No (If "No", the district cannot apply for money under Title IV-A)

A. CONSULTANTS:

Identify, by name and title, all persons who serve as consultants to your Title IV-A, Safe & Drug-Free Schools & Communities Program. Make sure that your consultation group includes parents and student representatives!

Members of the School Health Leadership Team Include:

Howie Tuttle-Director of Curriculum and Instruction
 Chad Kempton-High School Principal
 Todd Sanders- Middle School Principal
 Jeff Turnbull-HS Assistant Principal and Athletic Director
 Phyllis Worthly- HS Guidance Counselor
 Millie Gould-Food Service Director
 Pat Philbrook-MS Nurse
 Stori Shaw-MS Health Teacher
 Tiffany Pullen-GAHS Freshman Student

Members of the Parent Health Advisory Committee Include

John Burgess-Parent
 Susan Caldwell-Parent
 Billie Jo Cookson-Parent
 Tom Cookson-Parent
 Richard Delgall-Parent
 Katherine Kollman-Viet-Parent
 Jack Fles-Parent
 Karen Montell-Parent
 Susan Montell-Parent
 Jessica Bell-Gardiner Curves Owner

B. CONSULTATION PROCESS:

Describe the consultation process as it applies to your Safe & Drug-Free Schools and Communities Program.

Both the School Health Leadership Team (SHLT) and Parent Health Advisory Committee (PHAC) worked together to review the MYDAUS data from 2002, 2004, 2006, and 2008. Both committees agreed that we should have a system's approach to drug prevention and it should be a coordinated approach. During the 9/10/08 SHLT meeting, Stori Shaw and Anthony Anderson highlighted the positive effects the the Lifeskills Training Program is having on the impact of the students at the middle school. Students that attending the meeting agreed that the curriculum is worthwhile and interactive. LST curriculum updates were given at the 12/1/08 and 2/2/09 SHLT meetings. Fruthermore, the PHAC proposed the need to create a two day drug resistance training model for all freshman for the 2009-2010 school year. A Sub-Committee was formed at the HS from the SHLT to explore the possibility of Kieve Leadership team to present their program to the freshman and to "reinforce" the LifeSkills Training concepts during a two day on-site training during the 2009-2010 School Year. The HS Principal, HS Assistant Principal, HS Guidance Counselor, and School Health Coordinator made up the sub-committee. Both the SHLT and PHAC will provide oversight of the project throughout the 2009-2010 School Year.

C. PUBLIC REPORTING:

State the method(s) that the LEA will employ to publicly report progress toward attainment of performance measures.

We plan to use the following methods to report on progress toward meeting the objectives outlined in our performance measures: District Newsletter, Reports to the School Board, reports to the Parent Health Advisory Committee and School Health Leadership Team, and the District website.

D. NEEDS ASSESSMENT:

List the specific local objective data that were reviewed and analyzed as part of your substance use/violence needs assessment.

1. Results from 2009 Bullying Survey
2. Results from Fall 2007 Academic Audit survey
3. School Discipline Data
4. 6-12 Academic Audit Bullying and Drug Prevention sections.
5. 2009 and 2011 Maine Youth Integrate Health Survey (formerly MYDAUS) given every two years.
6. Attitudinal/skill survey given to all freshman pre/post.

E. RISK FACTORS:

Identify at least three significant risk factors that exist in your community.

Student Alcohol Use
 Student Tobacco Use
 Student Marijuana Use
 Student Bullying (hitting and teasing)

F. PROTECTIVE FACTORS:

Identify at least three significant protective factors that exist in your community.

Southern Kennebec County Underage Drinking Task Force
 Boys & Girls Club of Greater Gardiner
 Grades 3-8 Community Learning Center
 Strong parent support groups
 Low student to teacher ratio
 Healthy Communities of the Capital Area-Healthy Maine Partnership
 A MSAD #11 Coordinated School Health Program
 A District-wide AntiBullying Initiative
 Responsive Classroom Training
 Academic Audit focus on Student Safety

G. PRIORITY ISSUES:

As a result of the assessment of local objective data and community risk & protective factors, identify the priority issues that your LEA will address during this school year.

Priority Issue 1. The data shows that although we are improving we need to target a significant number

of students that are using tobacco. According to the 2008 MYDAU Survey, 9.9% of freshman students at Gardiner Area High School report using tobacco the previous 30 days.

Priority Issue 2. The data shows that although we are improving we need to target a significant number of students that are using tobacco. According to the 2008 MYDAU Survey, 28% of freshman report using alcohol the previous 30 days.

Priority Issue 3. The data shows that although we are improving we need to target a significant number of students that are using tobacco. According to the 2008 MYDAU Survey, 10.8% of freshman students report using marijuana.

Priority Issue 4. The local academic audit reported 36% of freshman students being hit by their classmates and 43% report being teased.

H. COMPREHENSIVE K-12 SUBSTANCE USE AND VIOLENCE PREVENTION PROGRAM:

From the list below, please choose the programs, services, or activities that your LEA employs (not just those that are Title-IV A funded) to promote safe and drug-free learning environments.

- Curriculum-Based Drug Prevention Instruction
- Curriculum-Based Violence Prevention Instruction
- Counseling / Student Referral Services
- Special (One-Time) Prevention-Related Events
- Bullying Prevention
- Conflict Resolution / Peer Mediation
- Before/After School Programs
- Community Service Projects
- Alternative Education Programs
- Services for Out-of-School Youth
- Other (explain below)

Clubs

Outdoor Adventure Club, Science Club, Cooking Club, Computer Club, Reading Club, Theatre Club, Knitting Club, Guitar Club, Afterschool Fitness Rooms

Academic Support

Academic Tutorial, Community Learning Center for grades 3-8

Counseling, etc

Kennebec Valley Mental Health Services, counselor from Spurwink (LCPC), Peer Mediation, Civil Rights Team, Second Step Curriculum

Other Supports

student Assistance Teams, silent mentors, Foster Grandparent Program, Big Brothers and Big Sisters Program, Life Skills Substance Abuse Curriculum, Superkids Assemblies

Training

Wellness Conference for staff, Violence prevention training, Conflict resolution and mediation training, Friendship Group Social Training, Second Step Curriculum training, Life Skills substance abuse training, Crisis Training.

Coordinated Services

Availability of a K-12 Health Coordinator, Resource officer is part of disciplinary processes and does classroom presentations, Crisis Teams, All-School Improvement Plan to address needs expressed in the Academic Audit. After school bussing provided throughout the district.

NCLB Project Sheet for FY

Title IVA - Safe & Drug-Free Schools & Communities Act

Unit MSAD 11

Project: Life Skills Training (LST)

1. DESCRIBE THE PRIORITY ISSUE THAT THIS TITLE IV-A FUNDED PROJECT WILL ADDRESS:

Priority Issue 1. The data shows that although we are improving we need to target a significant number of students that are using tobacco. According to the 2008 MYDAU Survey, 9.9% of freshman students at Gardiner Area High School report using tobacco the previous 30 days. Priority Issue 2. The data also shows that although we are improving we need to target a significant number of students that are using alcohol. According to the 2008 MYDAU Survey, 28% of freshman report using alcohol the previous 30 days. Priority Issue 3. The data shows that although we are improving we need to target a significant number of students that are using marijuana. According to the 2008 MYDAU Survey, 10.8% of freshman students report using marijuana.

2. THIS PROJECT WILL EMPLOY THE FOLLOWING "MODEL" PREVENTION PROGRAM STRATEGY:

- LifeSkills Training (LST) The NREPP model prevention program is

3. JUSTIFY THE USE OF THE SELECTED PREVENTION STRATEGY TO ADDRESS THE PRIORITY ISSUE:

Since the 2002-2003 School year Gardiner Regional Middle School has been implementing the LifeSkills Training Curriculum in grades 6, 7, and 8. Since 2002 MSAD 11 has seen our tobacco use, marijuana use, and alcohol rates slowly improve. In 2008 MSAD 11 began implementing LST in grade 5 as well. The School Health Leadership Team and the Parent Health Advisory Committee both recommended grades 5 and HS implement the LST curriculum. Clearly, MSAD 11 is ready to become a model school for LST. Therefore, beginning in September 2009 we will teach LST in grades 5-HS. By expanding LST into the other grade levels we are confident we will continue to see a marked improvement in our drug use prevention efforts.

4. DESCRIBE HOW THE SELECTED PREVENTION STRATEGY WILL BE IMPLEMENTED:

The HS health teacher will be implementing the LST program during the Sophomore year. Anthony Anderson is a certified trainer for LifeSkills Training. As the School Health Coordinator for MSAD 11 he will be available to train the HS health teacher with the help of the MS health teacher Stori Shaw. Grade 5 teachers have already been trained. A fidelity checklist will be used by all teachers implementing LST to determine the % of fidelity and implementation. A representative from Maine Office of Substance Abuse has offered to review the checklists and determine the fidelity.

5. ESTABLISH ANTICIPATED ATTITUDE AND/OR BEHAVIOR CHANGE OUTCOMES FOR THE PROJECT:

Our priority areas for LST are clearly tobacco, alcohol and marijuana.

1. A 15% reduction in tobacco use after getting the LST intervention.
2. A 15% reduction in alcohol use after receiving the LST intervention.
3. A 14% reduction in marijuana use after receiving the LST intervention.
4. We also anticipate an improvement in the number of students that report favorable attitudes toward tobacco, alcohol and marijuana.

We will give the student a pre and post test at the beginning and end of the LST curriculum.

6. ESTABLISH A PROJECT BUDGET:

FY 2010, MSAD 11, Funding Application for Get Pages SDFSCA							
1000, 2000 Salaries & Benefits	3000 Contracts	5000 Travel	6000 Supp/Books	7000 Security Equipment	7300 Capital Equipment	8000 Other	Total
0	0	0	6645	0		0	6645

NCLB Project Sheet for FY Title IVA - Safe & Drug-Free Schools & Communities Act Unit MSAD 11 Project: Kieve Leadership

1. DESCRIBE THE PRIORITY ISSUE THAT THIS TITLE IV-A FUNDED PROJECT WILL ADDRESS:

Priority Issue #1: According to our academic audit data we have 37% of students report being bullied at Gardiner Area High School. Priority Issue #2: According to our MYDAUS data from 2002, 2004, 2006 and 2008 tobacco use, marijuana, and alcohol rates all rise as students move from freshman year toward graduation. We need to target students as freshman to change their behaviors and attitudes toward drugs so they are making healthy choices.

2. THIS PROJECT WILL EMPLOY THE FOLLOWING "OTHER ALLOWABLE" PREVENTION STRATEGY:

(By selecting this type of prevention strategy you are automatically applying to the State for a waiver to use your Title IV-A funds for "non-model" prevention programs, services, or activities. If your project is approved you can consider that the waiver has been granted.)

- Substance Abuse and/or Violence Prevention Activities

Age appropriate and developmentally based activities that address the consequences of violence and the illegal use of drugs, as appropriate; promote a sense of individual responsibility; teach students that most people do not illegally use drugs; teach students to recognize social and peer pressure to use drugs illegally and the skills for resisting illegal drug use; teach students about the dangers of emerging drugs; engage students in the learning process; and incorporate activities in secondary schools that reinforce prevention activities implemented in elementary schools.(For example, this would be the applicable "Other Allowable" strategy category that you would select for a Camp Kieve project.)

3. JUSTIFY THE USE OF THE SELECTED PREVENTION STRATEGY TO ADDRESS THE PRIORITY ISSUE:

Bullying and drugs and alcohol are often related issues for our youth today. The paramount skills that freshman need as they move toward graduation are communication, team building, relationships, decision making, goal setting and resiliency. All of these skills are part of the Kieve Leadership experience. The skills they build will enable them to be experience decreased incidences of bullying and decrease alcohol, tobacco and other drug use. The pre and post surveys administered at the beginning and end of the year and will focus on these skills. Additionally, it is important to note that the Kieve program will be run congruent to the LifeSkills Training (LST) curriculum. Research clearly indicates that program such as Kieve are much more effected if they are connected to a long term, sustainable program.

4. DESCRIBE HOW THE SELECTED PREVENTION STRATEGY WILL BE IMPLEMENTED:

Sustainability of our programs is always an critical issue to consider when planning a event. Therefore, Kieve will work with our freshman in two ways. First, Kieve will train our freshman advisers (teachers) three times throughout the school year. The trainings will focus on teaching our teachers how to facilitate the lessons related to problem communication, team building, relationships, decision making, and goal setting. By getting this training our teachers will have the skills necessary to implement the Keive experience during the adviser time. Secondly, Gardiner Area High School will send 2 student representatives from each adviser group to Keive for a one-day training and a group of student leaders (also from the freshman class) The focus of this training will be how to be student leaders and effect positive change when they return from Kieve. The students will have clear tasks to complete with their peer groups when they return. A pre and post survey will be use to determine the intervention effectiveness. Again, the Kieve experience is made more meaningful because the LST curriculum focuses on these similar skills in grades 4-10 in MSAD 11.

5. ESTABLISH ANTICIPATED ATTITUDE AND/OR BEHAVIOR CHANGE OUTCOMES FOR THE PROJECT:

1. A 5-10% decrease in drug and alcohol use from pre/post survey. The pre-event survey will be given on September 8th.

2. A 10-15% decrease in incidences of bullying as reported by the discipline referrals from fall to spring.

A Sub Committee from the School Health Leadership will be responsible for implementing the pre and post surveys to the freshman class. Jeff Turnbull (assistant principal) Anthony Anderson (school health coordinator) and Phyllis Worthley (guidance) will serve as the survey implementation team and sub-committee. The surveys will be constructed using samples provided by a representative from the State of Maine.

6. ESTABLISH A PROJECT BUDGET:

FY 2010, MSAD 11, Funding Application for Get Pages SDFSCA							
1000, 2000 Salaries & Benefits	3000 Contracts	5000 Travel	6000 Supp/Books	7000 Security Equipment	7300 Capital Equipment	8000 Other	Total
0	4513	0	0	0		0	4513

7. Contracted Services:

Your application contains funding for contracted services. To meet audit guidelines, 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

The NCLB 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 Contracted Services in this project.

Yes No