New Hampshire
Consolidated Application
Fiscal Year 2014
(School Year 2013-2014)

District Name
SAU #

Email one complete copy to:

Int.Programs@doe.nh.gov

These Common Pages will not be considered complete until all pages marked REQUIRED are submitted.

REQUIRED
Private School Participation

Duplicate this form as necessary.

For Title I, Part A – each designated private school is to complete and return to the District.
For Title IIA & Title III – each designated non-profit private school is to complete and return to the District.

School Year 2013-2014 Funds Available Through the “No Child Left Behind Act of 2001”

PL 107-110

Private School

Address

City                    State    Zip

Telephone      Fax Number

Email Address

The District must consult with the private school(s) on the following federal programs. Please ✓ Yes/No for every program. Yes, w/district indicates the private will participate in district sponsored initiatives. Will you participate with the district or on your own?

<table>
<thead>
<tr>
<th>Program</th>
<th>On your own</th>
<th>w/district</th>
<th>Not participating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title IA Basic Compensatory Education</td>
<td></td>
<td>✓ Yes</td>
<td></td>
</tr>
<tr>
<td>Title IIA Professional Development for Teachers</td>
<td></td>
<td>✓ Yes</td>
<td></td>
</tr>
<tr>
<td>Title IID Enhancing Education through Technology</td>
<td></td>
<td>✓ Yes</td>
<td></td>
</tr>
<tr>
<td>Title III Part A: Language Instruction for Limited English Proficient</td>
<td></td>
<td>✓ Yes</td>
<td></td>
</tr>
<tr>
<td>Title IV Part B 21st Century Community Learning Center Programs</td>
<td></td>
<td>✓ Yes</td>
<td></td>
</tr>
</tbody>
</table>

☐ This confirms the district has completed a consultation meeting with the appropriate private school official.

☐ This school does not wish to accept federal funds.

Funding is still based on the per pupil amount.

- The services, materials and/or equipment provided through any of the NCLB programs will be used to provide only secular, neutral, and non-ideological educational services to student and school personnel.
- Private schools which are controlled by a religious organization and which receive services under the IASA grant programs are in compliance with Title IV of the Civil Rights Act of 1964 and Section 504 of the Rehabilitation Act of 1973.
- Private schools which are not controlled by a religious organization and which receive services under the NCLB grant programs shall be in compliance with Title IV of the Civil Rights Act of 1964. Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (PL 101-336). Under the IASA, grant programs must be in compliance with Title IV of the Civil Rights Act of 1964 and Section 504 of the Rehabilitation Act of 1973.
- Any printed (or other media) description or discussion of NCLB programs will state the total amount being spent on the project or activity and will indicate the percentage of funds from the NCLB programs which are involved (Stevens Amendment).
- If you are a non-profit, IRS 501(c)(3), documentation or a certificate of good standing from the Secretary of State was submitted to the NH Department of Education.

Signature of authorized private school representative                                      Date

REQUIRED (Mark as N/A if not applicable)
## Verification of School Consultation

### School Year 2013-2014

Funds Available Through the “No Child Left Behind Act of 2001”

PL 107-110

Check the boxes that apply:
- [ ] Title IA
- [ ] Title IIA
- [ ] Title IID
- [ ] Title III
- [ ] Title IVB
- [ ] Title V

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Was a school based needs assessment conducted to determine the requested teacher/student activities?</td>
<td></td>
</tr>
<tr>
<td>What services are to be offered?</td>
<td></td>
</tr>
<tr>
<td>What service delivery mechanisms were considered? How, where, and by whom will the services be provided?</td>
<td></td>
</tr>
<tr>
<td>Describe the size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel.</td>
<td></td>
</tr>
<tr>
<td>Describe the consultation. What decisions were made about the delivery of services? What were the private school’s views on the provision of services?</td>
<td></td>
</tr>
<tr>
<td>Was the private school allocation discussed?</td>
<td></td>
</tr>
</tbody>
</table>

____

Name of Private School

____

Name of School District

____

Signature – School District

____

Date of Consultation

Common Page 3-FY14
LOCAL TRANSFERABILITY ACT (Section 6123)

LEAs may transfer up to 50% of funds allocated for a given fiscal year. Priority and Focus Schools may transfer 100% of funds allocated for a given fiscal year.

<table>
<thead>
<tr>
<th>Funds Available for Transfer (50% Limit)</th>
<th>Dollars to be Transferred Out of Each Program</th>
<th>Dollars to be Transferred Into Each Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title II-A, Teacher Quality - Section 2121 *</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title I, Part A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III- Language Instruction for LEP Students (qualified districts only)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Districts intending to transfer Title II-A funds must submit activities in the Title II-A application and complete the program application. **Program Assurances are required for the transfer Title program.**

REQUIRED (Mark as N/A if not applicable)
Eligible districts will be allowed to combine up to 100% of the funds from Subpart 2 Title II-A – Teacher Quality. **See next page for eligible districts.**

<table>
<thead>
<tr>
<th>Funds to be transferred to another program:</th>
<th>Funds to be combined:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title IIA – Teacher Quality – Section 2121*</td>
<td></td>
</tr>
</tbody>
</table>

**The funds identified above will be used for the following purpose(s):**

<table>
<thead>
<tr>
<th>Funds to be combined:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Request to transfer form required)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The funds identified above will be used for the following purpose(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I, Part A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The funds identified above will be used for the following purpose(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title IID** – Technology - Section 2412(a)(2)(A) (control &amp; click to follow link to complete form to transfer funds to Title IID) <a href="http://www.nheon.org/oet/nclb/">http://www.nheon.org/oet/nclb/</a></td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>The funds identified above will be used for the following purpose(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title III – Language Instruction for LEP Students</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>The funds identified above will be used for the following purpose(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title IVA, Safe and Drug-Free Schools- Section 4114</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The funds identified above will be used for the following purpose(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title IVB – 21st Century Community Learning Center</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The funds identified above will be used for the following purpose(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title V, Part A – Innovative Programs</td>
</tr>
</tbody>
</table>

**REQUIRED (Mark as N/A if not applicable)**
Districts Eligible for REAP-FLEX 2013-2014

Allenstown
Alton
Andover
Ashland
Auburn
Barnstead
Bartlett
Bath
Bethlehem
Brentwood
Campton
Candia
Chester
Chesterfield
Chichester
Colebrook
Cornish
Croydon
Deerfield
Dunbarton
East Kingston
Epsom
Errol
Freedom
Fremont
Gilmanton
Gorham, Randolph, Shelburne
Goshen-Lemspter
Grantham
Greenland
Hampton Falls
Harrisville
Henniker
Hill
Hinsdale
Holderness
Hollis
Jackson
Kensington
Lafayette
Landaff
Lincoln-Woodstock
Lisbon
Lyme
Madison
Marlborough
Marlow
Mason
Milan
Milton
Monroe
Mont Vernon
Moultonborough
Nelson
New Boston
New Castle
Newfields
Newington
North Country Charter School
North Hampton
Northumberland
Northwood
Nottingham
Pierrmont
Pittsburg
Pittsfield
Plainfield
Plymouth
Profile
Prospect Mountain
Rivendell Academy
Rollinsford
Rumney
Rye
South Hampton
Stark
Stewartstown
Stoddard
Strafford
Stratford
Strong Foundations Charter School
Sullivan (7/1/13)
Sunapee
Surry Village Charter School
Tamworth
Thornton
Unity
Wakefield
Warren
Washington
Waterville Valley
Wentworth
Westmoreland
Winchester
GEPA 427 General Educational Provisions Act

Section 427 requires each district applying for funds to include in its application a description of the steps the district proposes to take to ensure equitable access to and participation in its federally assisted programs for students, teachers, and other program beneficiaries with special needs. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, et al from such access to, or participation in, the federally funded project or activities.

1. How does the district ensure equitable access for students and teachers to participate in federally assisted programs?

2. The New Hampshire DOE has created NECAP Longitudinal Reports for each district to analyze NECAP data related to equitable access. The NECAP Longitudinal Reports can be found on the department website at http://www.education.nh.gov/longitudinalreports/index.htm. Gap analysis reports for subgroups are available at the district and school level. This information may be used to examine trends and results for ELA and mathematics for the following disaggregated populations: gender, race, national origin (LEP), color, disability, and age. If discrepancies for subgroups when compared to the whole are identified please indicate the gap and provide a statement of what efforts the district will undertake to address the discrepancies to ensure that all students become proficient in ELA and mathematics. Please present the information in the District Level Data Analysis template below.

EXAMPLE

<table>
<thead>
<tr>
<th>District</th>
<th>Content Area</th>
<th>Subgroup</th>
<th>Trend and Gap Analysis</th>
<th>Plan to Ensure Equitable Access</th>
</tr>
</thead>
<tbody>
<tr>
<td>District name here</td>
<td>Math</td>
<td>IEP</td>
<td>Trend: Gained 10% percentage points; Gap of 30% remains</td>
<td>Intervention: Students will be provided with increased instructional time for “catch up” growth in identified math deficiencies.</td>
</tr>
<tr>
<td>District name here</td>
<td>ELA</td>
<td>SES</td>
<td>Trend:</td>
<td></td>
</tr>
<tr>
<td>District name here</td>
<td>ELA</td>
<td>Female</td>
<td>Trend:</td>
<td></td>
</tr>
<tr>
<td>District name here</td>
<td>Math</td>
<td>Male</td>
<td>Trend:</td>
<td></td>
</tr>
<tr>
<td>District name here</td>
<td>ELA</td>
<td>Grade Level</td>
<td>Trend:</td>
<td></td>
</tr>
<tr>
<td>District name here</td>
<td>Math</td>
<td>Grade Level</td>
<td>Trend:</td>
<td></td>
</tr>
</tbody>
</table>

DISTRICT LEVEL DATA ANALYSIS (Template)

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