

## 2026-2027 - ESEA Consolidated Application

### Purpose

The New Hampshire Department of Education (NHED) has developed the online *2026-2027 ESEA Consolidated Application for Federal Title Programs* to support the timely administration of programs funded by the Every Student Succeeds Act (ESSA) to local educational agencies (LEAs) across the state of New Hampshire. The application is streamlined to focus on the fiscal and programmatic requirements of ESSA for the following programs:

1. Title I, Part A- Improving the Academic Achievement of the Disadvantaged
2. Title I, Part D, Subpart 2- Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk
3. Title II, Part A- Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
4. Title III, Part A- Language Instruction for English Learners and Immigrant Students
5. Title IV, Part A- Student Support and Academic Enrichment
6. Title V, Part B, Subpart 2- Rural and Low-Income School Program (RLIS)

The information and documentation requested in this application will allow NHED reviewers to ensure that all LEAs are fully prepared to effectively address key provisions of ESSA regulations. To streamline ESSA requirements, documentation such as *Program Assurances and Equitable Services Affirmation* will be uploaded as part of this application process. The online application process will not only ensure the compliance of ESSA regulations but will also allow NHED to collect and analyze data in a timely manner to provide LEAs quicker access to funding.

### Guidance

Per section 8305 [20 U.S.C. 7845] Consolidated Local Plans or Applications, a state educational agency (SEA) that has an approved consolidated State plan or application under section 8302 may require local educational agencies in the State receiving funds under more than one program included in the consolidate State plan or consolidated State application to submit consolidated local plans or applications under those programs, but may not require those agencies to submit separate plans. Additionally, the SEA shall require only descriptions, information, assurances, and other material that are absolutely necessary for the consideration of the LEA plan or application.

Based on this legislation, NHED is requiring LEAs to annually submit a consolidated application for the programs listed above.

This version of the application is for planning purposes only and shall not be submitted. Applications must be submitted through the Grants Management System (GMS) by utilizing the *Apply Now- 2026-2027 ESEA Consolidated Application* button on the home page for the proper grant year.

Please note narrative responses from your prior year application will automatically be carried over into the current year application. Responses shall be modified as appropriate to ensure accuracy. Additionally, the responses within your application must reflect those activities that are written within GMS at a later date. If your application and activities do not align, an amendment to the application form will need to be executed and reviewed for approval prior to proceeding with the activity. Therefore, it is imperative that the application be executed thoughtfully and through collaboration with the required stakeholders.

Per 2 CFR § 200.334 the request, form, supporting documentation, and NHED's response must be maintained for record retention purposes.

### Overview

The Consolidated Application is the LEA's plan to use federal funds via an application/budget summary for the use of the federal funds to the SEA (NHED).

An LEA may receive a subgrant under this part for any fiscal year only if the SEA has on file an approved application. Substantial and final approval of specific grant activities will still be processed through GMS, general budget information however must be provided within this application.

Specific program sections will only populate in the electronic application for those programs an LEA has opted to participate in. All other sections are required regardless of program selection. Applications with incomplete sections will not be able to be submitted; if a section does not apply to you and states "if applicable" please put N/A in that field. Applications that are fully executed, however require additional or revised information may be returned to the LEA for revisions. An LEA will not receive a subaward under any of the above mentioned title programs unless there is an approved application on file with NHED.

Applications must be submitted by July 1, 2026. Final allocations will be uploaded into GMS on or around July 1, 2026 or once the application receives approval. An LEA that fails to apply by the deadline will not be eligible for a subaward under this part for 2026-2027. Funding will be forfeited and eligible for reallocation to LEAs with a completed application on file.

An application extension may be requested by emailing [Jessica.L.Lescarbeau@doe.nh.gov](mailto:Jessica.L.Lescarbeau@doe.nh.gov). Extensions may be granted up to September 1, 2026.

### Application Contact Information

#### Contact Information

School Administrative Unit (SAU) #:	36
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District Name:	White Mountains Regional
Superintendent Name:	Marion Anastasia
Email Address:	manastasia@sau36.org
Phone Number:	6038379363
Business Administrator Name:	Melisa Wadsworth
Email Address:	mwadsworth@sau36.org
Phone Number:	6038379363
Grant Manager Name (if applicable):	Jennifer Tetreault
Email Address:	jtetreault@sau36.org
Phone Number:	6038379363

Individual contact information for programs will be collected via the applicable application section and be available for editing/review in the Grants Management System.

## Preliminary Allocations

Title Program	2026-2027 Preliminary Allocation Amount	Opt-In to Participate	Opt-Out of Participating
Title I, Part A	\$579,624.42	<input checked="" type="radio"/>	<input type="radio"/>
Title I, Part D, Subpart 2	Pending	<input type="radio"/>	<input checked="" type="radio"/>
Title II, Part A	\$76,601.12	<input checked="" type="radio"/>	<input type="radio"/>
Title III, Part A	Pending	<input type="radio"/>	<input checked="" type="radio"/>
Title III Immigrant Set-Aside	Pending	<input type="radio"/>	<input checked="" type="radio"/>
Title IV, Part A	\$77,389.74	<input checked="" type="radio"/>	<input type="radio"/>
Title V, Part B, Subpart 2	Pending	<input checked="" type="radio"/>	<input type="radio"/>

Please note the following:

### 568 White Mountains Regional

Submitted by manastasia on 6/9/2026 3:40 PM Due on 7/1/2026

- If an LEA opts out of participating in Title I, Part A or does not participate in Title I, Part A, that LEA will not be eligible to participate in Title IV, Part A the following year. If your LEA did not participate in Title I, Part A in the 2025-2026 grant year you may not participate in Title IV, Part A for the 2026-2027 grant year.
- \* Please indicate if you intend to accept Title V, Part B, Subpart 1 (SRSA) funding from the U.S. Department of Education:  Opt-In  Opt-Out (do not qualify or choosing to opt-in to RLIS)

By opting in to participate in one or more title programs, the LEA agrees to provide all necessary information and documentation requested. If an LEA opts out of participating in a title program, that section shall be skipped.

## Title I, Part A

SEC. 1112. [20 U.S.C. 6312] LOCAL EDUCATIONAL AGENCY PLANS

SUBGRANTS.—A local educational agency may receive a subgrant under this part for any fiscal year only if such agency has on file with the State educational agency a plan, approved by the State educational agency, that— is developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (in a local educational agency

that has charter schools), administrators (including administrators of programs described in other parts of this title), other appropriate school personnel, and with parents of children in schools served under this part; and as appropriate, is coordinated with other programs under this Act, the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Rehabilitation Act of 1973 (20 U.S.C. 701 et seq.), [ A ] the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.), the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.), the Head Start Act (42 U.S.C. 9831 et seq.), the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.), the Adult Education and Family Literacy Act (29 U.S.C. 3271 et seq.), and other Acts as appropriate.

CONSOLIDATED APPLICATION.—The plan may be submitted as part of a consolidated application under section 8305.

**Program Contact Information**

This information will be used to automatically populate the contact fields within the appropriate grant in GMS.

<b>Project Manager:</b>	Marion Anastasia	Phone Number:	6038379363
Title:	Superintendent		
Fax Number:		Email Address:	manastasia@sau36.org
<b>Fiscal Contact:</b>	Melisa Wadsworth	Phone Number:	6038379363
Title:	Director of Finance		
Fax Number:		Email Address:	mwadsworth@sau36.org
<b>Contact Person (if different):</b>	Jennifer Tetreault	Phone Number:	6038379363
Fax Number:		Email Address:	manastasia@sau36.org

**Step 1**

Please select which school(s) will be operating a Title I, Part A program this year and which type of program will be operated.

1. If a school is not a Title I, Part A eligible school this year, but you would like to continue programming, please ensure the one-time eligibility waiver box is selected and the approved waiver is uploaded below.
2. If a school does not qualify to operate a schoolwide program, but you would like to, please upload your approved schoolwide eligibility waiver.

**Title I Part A School Participation, Program Selection**

**Title I Part A School Participation, Program Selection**

District Average: 38.9000% ● Eligible ● May Be Eligible ● Not Eligible											
	School Id	School	One-Time Eligibility Waiver	Grade Span	School ADMA	Low Income Student ADMA	Percent Low Income	Eligible (Yes/No or NA)	Participating in Title I Select All	TAS Select All	SWP Select All
●	21475	Lancaster Elementary School	<input type="checkbox"/>	P-8	311	121	38.9100%	Yes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
●	21480	White Mountains Regional High School	<input type="checkbox"/>	9-12	187	58	31.0200%	Yes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
●	26930	Whitefield Elementary School	<input type="checkbox"/>	P-8	250	112	44.8000%	Yes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**Step 2**

Upload the following documents (if applicable):

1. [One-Time Eligibility Waiver](#)

Attachments:

**No attachment found.**

2. [Schoolwide Eligibility Waiver](#)

Attachments:

**No attachment found.**

**Step 3**

Upload your fully executed Title I, Part A School Site Plan Summary. The plan template can be found on the NHED website [here](#).

Please upload a summary for **each** Title I school in the LEA. This summary must be for implementation of the Title I program in the upcoming school year.

Attachments:

wes plan.pdf Upload by manastasia on 5/21/2026 3:01:15 PM

les plan.pdf Upload by manastasia on 5/26/2026 10:39:56 AM

wmrrhs.pdf Upload by manastasia on 5/27/2026 10:32:59 AM

**Title II, Part A**

SEC. 2102. [20 U.S.C. 6612] SUBGRANTS TO LOCAL EDUCATIONAL AGENCIES. LOCAL APPLICATIONS.

IN GENERAL.—To be eligible to receive a subgrant under this section, a local educational agency shall submit an application to the State educational agency at such time, in such manner, and containing such information as the State educational agency may reasonably require.

CONTENTS OF APPLICATION.—Each application submitted under paragraph (1) shall include the following:

A description of the activities to be carried out by the local educational agency under this section and how these activities will be aligned with challenging State academic standards.

A description of the local educational agency’s systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

A description of how the local educational agency will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under section 1111(d) and have the highest percentage of children counted under section 1124(c).

A description of how the local educational agency will use data and ongoing consultation described in paragraph (3) to continually update and improve activities supported under this part.

An assurance that the local educational agency will comply with section 8501 (regarding participation by private school children and teachers).

An assurance that the local educational agency will coordinate professional development activities authorized under this part with professional development activities provided through other Federal, State, and local programs.

CONSULTATION.—In developing the application described in paragraph (2), a local educational agency shall—

meaningfully consult with teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of this title;

seek advice from the individuals and organizations described in subparagraph (A) regarding how best to improve the local educational agency’s activities to meet the purpose of this title; and

coordinate the local educational agency’s activities under this part with other related strategies, programs, and activities being conducted in the community.

LIMITATION.—Consultation required under paragraph (3) shall not interfere with the timely submission of the application required under this section.

**Program Contact Information**

This information will be used to automatically populate the contact fields within the appropriate grant in GMS.

<b>Project Manager:</b>	Marion Anastasia	Phone Number:	6038379363
Title:	Superintendent		
Fax Number:		Email Address:	manastasia@sau36.org
<b>Fiscal Contact:</b>	Melisa Wadsworth	Phone Number:	6038379363
Title:	Director of Finance		
Fax Number:		Email Address:	mwadsworth@sau36.org
<b>Contact Person (if different):</b>	Jennifer Tetreault	Phone Number:	6038379363

To meet this requirement, the LEA must provide the following information.

1 - A description of the activities to be carried out by the local educational agency under this section and how these activities will be aligned with challenging State academic standards.

WMRSD will use Title IIA funds to support professional learning aligned with challenging State academic standards in English Language Arts and Mathematics. Activities include contractual services with literacy and math consultants to strengthen teachers' content knowledge, instructional practices, and use of data.

In literacy, the district is expanding its approach to the Science of Reading—covering phonemic awareness, phonics, fluency, vocabulary, and comprehension—alongside brain-based strategies. Consultant Carrie Thurston provides coaching, models lessons, supports data use, and helps integrate reading and writing instruction. 26-27

In math, the district partners with the Vermont Mathematics Initiative (VMI) to develop a District-Wide Math Learning Team. VMI supports 18 teachers and administrators through professional development, lesson design, and PLC facilitation focused on deepening math content knowledge and pedagogy.

Title IVA funds may be flexed into Title IIA to support these goals, including necessary resources and consultation services. These efforts are directly aligned with improving instructional quality to meet State academic standards. 26-27: WMRSD will continue to use Title II, Part A funds to implement sustained, job-embedded professional learning aligned with New Hampshire's challenging State academic standards in English Language Arts (ELA) and Mathematics. These activities are designed to deepen educator content knowledge, strengthen instructional practices, and improve the use of data to ensure all students meet grade-level expectations.

In ELA, the district will continue to expand and refine its implementation of the Science of Reading, with a focus on phonemic awareness, phonics, fluency, vocabulary, and comprehension, alongside brain-based instructional strategies. Contracted literacy consultants may be utilized to provide coaching, model standards-aligned, Competency-Based Learning lessons and curriculum, support the use of student assessment data, and assist in evaluating and refining curricular materials that may be adopted during the school year to ensure alignment with State standards.

In Mathematics, WMRSD will continue partnerships with external consultants to support teachers and administrators through professional development, instructional modules, collaborative lesson design, and access to high-quality resources aligned to State standards. In addition, the district will build internal capacity by continuing to develop in-house math leaders who will sustain and scale this work through coaching, facilitation of Professional Learning Communities (PLCs), and ongoing support for standards-aligned instruction.

Embedded in all the content areas will be professional development, including consultation with NH experts, with creating and expansion of Competency Based Learning and CBL curriculum design, implementation and development.

In addition, professional development will continue to address student behaviors, social-emotional support, and classroom structures and routines to support learning.

Title IV, Part A funds may continue to be flexed into Title II, Part A, as appropriate, to expand access to high-quality professional learning resources and consultation services. These coordinated efforts ensure continuity of practice, strengthen instructional systems, and support improved student outcomes aligned with New Hampshire's challenging State academic standards. The use of funds will include improving our administrative team's leadership effectiveness.

2 - A description of the local educational agency's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

Each year, we contract with Barney Keenan to facilitate site-based plans for our newly hired (intern authorization) teachers so that they can become fully certified NH credentialed teachers. Through this process, teachers have the resource of Mr. Keenan to plan appropriate activities that fulfill competency assessments.

We provide new administrators the support they need through principal mentorship and/or courses to strengthen leadership capacity. Teachers often request workshops or conferences that are unanticipated at the time of identifying specific activities, and if the funds are available and fit the needs of our professional growth goals, we will fund through Title IIA. Please read responses to all questions in this activity, professional growth is embedded in all areas. 26-27: For the 2025–2026 and 2026–2027 school years, the LEA maintains a comprehensive, multi-tiered system of professional growth designed to support educators across all stages of their careers, with a focus on improving instructional quality and student outcomes.

The district implements a structured induction system for teachers entering through alternative or intern authorization pathways. Through contracted support, newly hired teachers develop and implement individualized, site-based plans aligned to New Hampshire certification competencies. This system provides ongoing guidance, targeted professional learning activities, and performance-based assessments to ensure timely attainment of full certification.

For school leaders, the LEA provides differentiated supports including mentorship for new principals and access to leadership development opportunities designed to strengthen instructional leadership, data-informed decision-making, and school improvement practices.

The district also prioritizes continuous professional growth for all educators by maintaining flexible access to high-quality, job-embedded professional learning. Teachers may participate in workshops, conferences, and training aligned to district and school improvement goals. When needs emerge beyond initially planned activities, the LEA allocates Title II-A funds, as available, to ensure responsiveness to educator needs and alignment with student achievement priorities.

To build internal capacity and promote sustainability, the LEA supports a comprehensive mentoring program that includes trained teacher mentors and ongoing mentor development. This system fosters meaningful teacher leadership opportunities by empowering experienced educators to support novice teachers, lead professional learning, and contribute to school-based improvement efforts.

Across all components, professional growth is embedded within a coherent system focused on leadership development, instructional excellence, and continuous improvement.

3 - A description of how the local educational agency will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under section 1111(d) and have the highest percentage of

children counted under section 1124(c).

WMRSD prioritizes Title IIA funds to support schools with the greatest needs, particularly those identified for Additional Targeted Support and Improvement (ATSI), such as Lancaster Elementary School for its students with disabilities. Funds focus on strengthening instruction in grades K–8, where assessment data indicates the need for improvement.

All students receive Tier I, II, or III academic supports, monitored through progress monitoring tools and early literacy screeners in K–3. Title IIA also supports Curriculum Teams in refining priority standards, aligning instruction, and developing competency-based grading and reporting systems.

The district is partnering with NHLI to create learning progressions, assessment maps, and a Curriculum Handbook, with a communication plan for families. Title IIA funds are also used for Equitable Services to support professional development at a local private school serving eligible students. 26–27: 26–27 WMRSD will continue to prioritize Title IIA funds to support schools with the greatest needs, including students with disabilities. Funding priorities will remain focused on strengthening instructional practices and improving student outcomes in grades K–8, where assessment and achievement data continue to identify areas for growth.

All students receive Tier I, II, or III academic supports, monitored through progress monitoring tools and early literacy screeners in grades K–3. Title IIA funds will continue to support Curriculum Teams in refining priority standards, aligning curriculum and instruction, and advancing competency-based grading and reporting practices across the district.

For the 2026–2027 school year, the district will further prioritize professional development in mathematics, English Language Arts (ELA), and competency-based learning to strengthen instructional consistency and improve student achievement. Professional learning opportunities will include coaching, collaborative planning, curriculum alignment work, and training connected to evidence-based instructional practices and state academic standards.

WMRSD will also prioritize mentor support for newly hired teachers to strengthen teacher retention, instructional capacity, and professional growth. Mentor teachers and induction supports will provide guidance in curriculum implementation, classroom management, assessment practices, and district instructional expectations. These supports are intended to build teacher effectiveness and ensure continuity of high-quality instruction for all students.

In partnership with NHLI, the district will continue developing learning progressions, assessment maps, and a Curriculum Handbook, along with a communication plan to support families' understanding of competency-based education practices. Title IIA funds will also continue to support Equitable Services for professional development opportunities at local private schools serving eligible students.

4 - A description of how the local educational agency will use data and ongoing consultation described in paragraph (3) to continually update and improve activities supported under this part.

WMRSD ~~uses~~ will continue to use data from its local comprehensive assessment plan to guide and adjust instruction, professional development, and student supports in real time. Assessment results inform student groupings, instructional strategies, and the need for targeted PD, which may be supported by Title IIA funds.

Ongoing consultation with literacy and math consultants helps refine next steps based on student growth data. The district also uses this data to support its transition to competency-based learning by developing learning progressions, common assessments, and a Curriculum Handbook, with input from Curriculum Teams and feedback from all staff. Regular collaboration and consultation ensure continuous improvement of activities supported by Title IIA.

## Title IV, Part A

SEC. 4106. [20 U.S.C. 7116] LOCAL EDUCATIONAL AGENCY APPLICATIONS.

ELIGIBILITY.—To be eligible to receive an allocation under section 4105(a), a local educational agency shall— submit an application, which shall contain, at a minimum, the information described in subsection (e), to the State educational agency at such time, in such manner, and containing such information as the State educational agency may reasonably require; and complete a needs assessment in accordance with subsection (d).

(e) CONTENTS OF LOCAL APPLICATION.—Each application submitted under this section by a local educational agency, or a consortium of such agencies, shall include the following:

DESCRIPTIONS.—A description of the activities and programming that the local educational agency, or consortium of such agencies, will carry out under this subpart, including a description of— any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;

if applicable, how funds will be used for activities related to supporting well-rounded education under section 4107;

if applicable, how funds will be used for activities related to supporting safe and healthy students under section 4108;

if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under section 4109; and

the program objectives and intended outcomes for activities under this subpart, and how the local educational agency, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

ASSURANCES.—Each application shall include assurances that the local educational agency, or consortium of such agencies, will—

prioritize the distribution of funds to schools served by the local educational agency, or consortium of such agencies, that—

are among the schools with the greatest needs, as determined by such local educational agency, or consortium;

have the highest percentages or numbers of children counted under section 1124(c);

are identified for comprehensive support and improvement under section 1111(c)(4)(D)(i);

are implementing targeted support and improvement plans as described in section 1111(d)(2); or

are identified as a persistently dangerous public elementary school or secondary school under section 8532;

comply with section 8501 (regarding equitable participation by private school children and teachers);

use not less than 20 percent of funds received under this subpart to support one or more of the activities authorized under section 4107;

use not less than 20 percent of funds received under this subpart to support one or more activities authorized under section 4108;

use a portion of funds received under this subpart to support one or more activities authorized under section 4109(a), including an assurance that

the local educational agency, or consortium of local educational agencies, will comply with section 4109(b); and annually report to the State for inclusion in the report described in section 4104(a)(2) how funds are being used under this subpart to meet the requirements of subparagraphs (C) through (E).

SPECIAL RULE.—Any local educational agency receiving an allocation under section 4105(a)(1) in an amount less than \$30,000 shall be required to provide only one of the assurances described in subparagraphs (C), (D), and (E) of subsection (e)(2).

(c) CONSULTATION.—

IN GENERAL.—A local educational agency, or consortium of such agencies, shall develop its application through consultation with parents, teachers, principals, other school leaders, specialized instructional support personnel, students, community-based organizations, local government representatives (which may include a local law enforcement agency, local juvenile court, local child welfare agency, or local public housing agency), Indian tribes or tribal organizations that may be located in the region served by the local educational agency (where applicable), charter school teachers, principals, and other school leaders (if such agency or consortium of such agencies supports charter schools), and others with relevant and demonstrated expertise in programs and activities designed to meet the purpose of this subpart.

CONTINUED CONSULTATION.—The local educational agency, or consortium of such agencies, shall engage in continued consultation with the entities described in paragraph (1) in order to improve the local activities in order to meet the purpose of this subpart and to coordinate such implementation with other related strategies, programs, and activities being conducted in the community.

**Program Contact Information**

This information will be used to automatically populate the contact fields within the appropriate grant in GMS.

<b>Project Manager:</b>	Marion Anastasia	Phone Number:	6038379363
Title:	Superintendent		
Fax Number:		Email Address:	manastasia@sau36.org
<b>Fiscal Contact:</b>	Melisa Wadsworth	Phone Number:	6038379363
Title:	Director of Finance		
Fax Number:		Email Address:	mwadsworth@sau36.org
<b>Contact Person (if different):</b>	Jennifer Tetreault	Phone Number:	6038379363
Fax Number:		Email Address:	manastasia@sau36.org

To meet this requirement, the LEA must provide the following information.

1 - A description of the activities and programming that the local educational agency, or consortium of such agencies, will carry out under this subpart, including a description of any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart.

We will be flexing a portion of our Title IVA funds to support the PD activities needed in Title IIA.

We have partnered with White Mountains Science Institute (WMSI) for after school science activities for both our elementary schools. Given our needs for 2024-2025 and beyond, we have not determined if we will continue with these activities. (Well-rounded activity) For the 2026–2027 school year, WMRSO will utilize Title IVA funds to support activities that provide students with a well-rounded education, improve school conditions for student learning, and enhance the effective use of technology. A portion of Title IVA funds will continue to be flexed to support professional development activities aligned with Title IIA priorities, including training in mathematics, English Language Arts (ELA), competency-based learning, and instructional practices that improve student achievement.

The district will continue to provide well-rounded educational opportunities through partnerships with community organizations, local educational programs, and regional resources that support science, technology, career exploration, environmental education, and hands-on learning experiences for students. Activities may include after-school enrichment programs, STEM-based learning opportunities, experiential learning activities, and classroom partnerships that enhance student engagement and real-world application of skills.

Title IVA funds will also support programs and activities that promote safe and healthy students, including social-emotional learning, student wellness initiatives, behavioral supports, and staff training related to creating positive learning environments.

In addition, the district will use funds to strengthen the effective use of technology through professional development, instructional technology integration, and digital learning opportunities that improve teaching and learning. Technology-related activities may include training for staff on instructional tools, digital citizenship, blended learning practices, and improving equitable access to educational resources for students.

2 - If applicable, how funds will be used for activities related to supporting well-rounded education under section 4107.

If we flex our Title IVA funds to Title IIA, (partial) we may be under the \$30,000 threshold for reporting out the three areas. However, we will use some of the Title IV funds for Lexia Core 5/Power Up subscriptions for literacy learning, mostly in the middle level grades and some high school students who need the support. We also subscribe to Mystery Science for grades K-6. We also provide some Equitable Services to our neighboring private

school, usually within the well-rounded category. If WMRSD flexes a portion of its Title IVA allocation to Title IIA for professional development activities, the district may remain below the federal threshold requiring expenditures across all three Title IVA content areas. However, the district will continue to utilize available Title IVA funds to support activities that promote a well-rounded education under Section 4107.

For the 2026–2027 school year, funds may be used to support digital instructional resources and educational subscriptions that strengthen literacy, mathematics, science, and other core academic areas. These resources may include adaptive literacy intervention programs, mathematics instructional platforms, science enrichment resources, and other supplemental instructional tools designed to support student engagement, differentiated instruction, and academic achievement across grade levels.

The district will continue to provide access to standards-aligned instructional resources and enrichment opportunities that support hands-on learning, critical thinking, problem solving, and STEM-related experiences for students in grades K–12. These resources will support both classroom instruction and intervention efforts to address diverse student learning needs.

Additionally, WMRSD will continue to provide Equitable Services, as applicable, to eligible students and educators in neighboring private schools. Services and resources provided may include professional development, instructional materials, and well-rounded educational supports aligned with allowable Title IVA activities.

3 - If applicable, how funds will be used for activities related to supporting safe and healthy students under section 4108.

~~The SSIS (SEL Brief) and MH (Mental Health) Scale from Resonant Education, allows us to determine students' needs~~ Social emotional screeners are used in grades K-8. ~~It ensures~~ They ensure that teachers develop targeted lessons with participation from students in grades K-8. The ~~SSIS-SEL Edition~~ screener is a brief, time efficient (30 mins), class wide-focused, criterion-referenced set of rating rubrics completed by teachers. This is given to all elementary school students in order to design and assess the effectiveness of SEL and behavioral interventions. We will be identifying other safe and healthy students activities using this data. We continually update and grow our CPI training and certifications for staff, annually. We routinely have bullying and harassment training or presentations yearly for all students, that comes from this section:

4 - If applicable, how funds will be used for activities related to supporting the effective use of technology in schools under section 4109.

The district seeks to improve the effectiveness and efficiency of professional development tracking and evaluation in order to increase educator capacity and ensure professional learning is aligned with district improvement goals and Title IVa needs assessment. By implementing a centralized digital solution, the district will enhance data-informed decision-making, monitor the impact of PD on student outcomes, and ensure compliance with state and local requirements. This initiative aligns with the district's priority of improving instructional quality through more targeted and effective professional learning, as well as ensuring equitable access to high-quality PD for all educators. The district will purchase and implement the Vector Solutions platform to support two main functions: Professional Development Evaluation Tool and the Professional Development Tracking System (Vector Solutions - funded by Title V) Purpose: To assess the effectiveness and outcomes of professional development activities through surveys, evaluation rubrics, and alignment with educator and student performance data and o allow for centralized tracking of all staff PD hours, completion, topic coverage, and compliance with required training.

- To provide high quality digital learning opportunities. We will be using technology to administer computer based assessments, and we will need to provide professional learning tools to do this effectively and implement and support school- and district-wide approaches for using technology to inform instruction, support teacher collaboration, and personalize learning. The implementation of Vector Solutions will result in a more efficient, transparent, and data-driven professional development system. Educators will benefit from improved access to PD records and clearer alignment between PD and instructional priorities. District leaders will use evaluation data to refine offerings and improve educator effectiveness. Ultimately, this strategy supports the goal of increasing student achievement in all academic areas by ensuring that professional learning is high-quality, relevant, and demonstrably impactful. 26-27 In order to provide high quality digital learning opportunities, we will be using technology to administer computer based assessments and program. We will need to provide professional learning tools to do this effectively and implement and support school and district-wide approaches for using technology to inform instruction, support teacher collaboration, and personalize learning.

5 - Describe the program objectives and intended outcomes for activities under this subpart, and how the local educational agency, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

Given

WMRSD's program objectives for activities supported through Title IVA are to provide students with access to a well-rounded education, improve school conditions for learning, support safe and healthy students, and enhance the ~~overarching goal~~ effective use of technology to improve instruction and ~~outcomes~~ student achievement. The district will continue to align Title IVA activities with identified academic, behavioral, and instructional needs through ongoing review of ~~providing~~ student performance data, school climate information, and staff input.

A portion of Title IVA funds may continue to be flexed to Title IIA to support professional development activities related to mathematics, English Language Arts (ELA), competency-based learning, instructional technology, and evidence-based instructional practices. The intended outcome is to strengthen instructional effectiveness, increase student engagement, and improve academic outcomes for all students.

To support well-rounded educational opportunities, the district may utilize funds for digital instructional resources, enrichment programming, STEM-related activities, literacy and mathematics intervention tools, science-based instructional resources, and other supplemental educational programs as needed. The district will evaluate the effectiveness of these resources through student performance data, progress monitoring tools, local assessment results, educator feedback, and program usage data.

WMRSD will also continue to support activities that promote safe and healthy students. Social-emotional and behavioral screening tools will continue to be utilized in grades K–8 to identify student needs and guide the development of targeted interventions and supports. Screening data will assist educators in designing and evaluating social-emotional learning (SEL) activities, behavioral interventions, and other student support ~~and academic achievement, w~~eservices. The district will ~~measure~~ use this information to identify additional safe and healthy student activities aligned with student needs.

The district will continue to provide annual training opportunities for staff related to Crisis Prevention Intervention (CPI), student wellness, behavioral supports, bullying prevention, harassment prevention, and school safety practices. Student-focused presentations and activities related to bullying and harassment prevention will also continue annually. Intended outcomes include improved school climate, increased student safety, reduction in behavioral incidents, and stronger social-emotional supports for students.

To support the effective use of technology, WMRSD will continue utilizing technology-based instructional programs, computer-based assessments, and digital learning tools to support teaching and learning. Professional development and instructional support will be provided to ensure staff can effectively implement technology-rich instructional practices, use assessment data to inform instruction, support teacher collaboration, and personalize learning opportunities for students.

The district will periodically evaluate the effectiveness of Title IVA-supported activities through the multiple measures, including student assessment data, progress monitoring results, of the The SSIS (SEL Brief) behavioral and MH (Mental Health) Scale School attendance data, school climate - behavioral referrals indicators, participation data, and data (safestaff feedback. Program adjustments will be made as needed to ensure activities remain aligned with district goals and healthy schools) and outcomes from well rounded activities in academic assessment results student needs.

6 - An LEA or consortium of such agencies shall conduct a comprehensive needs assessment of the LEA or agencies proposed to be served under this subpart in order to examine needs to improvement of—

- A) access to, and opportunities for, a well-rounded education for all students;
- B) school condition for students learning in order to create a healthy and safe school environment; and
- C) access to personalized learning experiences supported by technology and professional development for the effective use of data and technology.

An LEA receiving an allocation less than \$30,000 shall not be required to conduct a comprehensive needs assessment. Each LEA or consortium required to conduct a comprehensive needs assessment must do so once every three years. Regardless of the preliminary allocation amount, if an LEA accept funds under this grant a needs assessment is required.

Please upload your needs assessment here (comprehensive needs assessment for preliminary allocations of \$30,000 or more, any other needs assessment that decisions were based off of for those receiving less than \$30,000.).

Attachment:

Title IV Part A Comprehensive Needs Assessment July 3, 2025 (1).xlsx Upload by manastasia on 5/5/2026 9:06:56 AM

## Title V, Part B, Subpart 2

SEC. 5225. [20 U.S.C. 7351d] CHOICE OF PARTICIPATION.

1. IN GENERAL.—If a local educational agency is eligible for funding under both this subpart and subpart 1, such local educational agency may receive funds under either this subpart or subpart 1 for a fiscal year, but may not receive funds under both subparts for such fiscal year.
2. NOTIFICATION.—A local educational agency eligible for funding under both this subpart and subpart 1 shall notify the Secretary and the State educational agency under which of such subparts the local educational agency intends to receive funds for a fiscal year by a date that is established by the Secretary for the notification.

At this time, NHED does not require any specific information related to the application of Title V, Part B, Subpart 2. An LEA must elect to participate with the U.S. Department of Education for either Title V, Part B, Subpart 1 or Subpart 2. NHED shall act as the pass-through entity for Subpart 2 (RLIS).

### Program Contact Information

This information will be used to automatically populate the contact fields within the appropriate grant in GMS.

<b>Project Manager:</b>	Marion Anastasia	Phone Number:	6038379363
Title:	Superintendent		
Fax Number:		Email Address:	manastasia@sau36.org
<b>Fiscal Contact:</b>	Melisa Wadsworth	Phone Number:	6038379363
Title:	Director of Finance		
Fax Number:		Email Address:	mwadsworth@sau36.org
<b>Contact Person (if different):</b>	Jennifer Tetreault	Phone Number:	6038379363
Fax Number:		Email Address:	jtetreault@sau36.org

## Transferability

Currently, NHED does not require an LEA to provide a notice of transfer between eligible Title Programs prior to receiving a subaward. LEAs are required, however, to meet the requirements of transferability as established in this technical assistance document found [here](#).

Keep in mind that transferability should be proactive based on the needs of the LEA and not reactive. To make a transfer an LEA must:

- 1. Review of the District needs assessment.** While the LEA has the authority to transfer funding, it doesn't mean that they should. Decisions regarding the transfer of funding should be made in conjunction with needs outlined in the needs assessment. Keeping in line with the needs and goals outlined in this assessment is the best way to determine whether transferring funds is the correct course of action.
- 2. Consult with the appropriate stakeholders.** All federal programs require meaningful consultation with stakeholders, which should include (but is not limited to), families, community members and educators that represent all faculty and staff.
- 3. Consult with participating private schools.** The equitable share provided to participating private schools is impacted when the Districts transfer funds. The District needs assessment must be shared with the private schools during meaningful and timely consultation regarding the services for which they will and will not be eligible due to a transfer of funds. Due to this requirement, any transfer of funds should be done timely (beginning of a grant) to minimize the impact of equitable share calculations throughout the grant period.

An LEA that has already met the above requirements and intends to notify NHED via GMS of a transfer can state below their intention to transfer by indicating the amount to transfer from one qualifying grant to another. **This does not meet the requirements of a transfer notice, which must happen via GMS.**

Title Program	Transfer Out	Title Program	Transfer In
Title IA			
Title IIA			
Title IVA	\$20,000.00	Title IA	\$20,000.00
Title IVA	\$30,000.00	Title IIA	\$30,000.00
Title V			

## Budget Summary

NHED requires a budget summary be uploaded in support of the descriptions provided as part of this consolidated application. A general category with budget must be provided to demonstrate that the LEA is being proactive in their consultation and prospective use of federal funds. The LEAs budget should include the equitable share amount for nonprofit nonpublic schools and indirect costs. Specific grant activities will be outlined in GMS and subsequently either receive approval or denial.

The budget summary provided is preliminary information. Specific activities will still be written in GMS and may be updated throughout the performance period.

Annually, in January, a budget amendment period will be offered for budget changes. Please refer to the Amendment Request Form tab in the budget summary template for additional information.

The budget summary provided within the application **and** amendment (if applicable) must align with narratives provided in the specific Title Program sections of this application, be a result of stakeholder feedback and student needs, and align to future activities written in GMS.

**There are no changes to the GMS process.**

Please upload your [budget summary](#) here.

Attachment:

2026-2027-budget-summary-v2 (7).xlsx Upload by manastasia on 6/9/2026 3:39:09 PM

Template provided [here](#).

## Equitable Services

Sections 1117(b) and 8501(c) of ESSA require that timely and meaningful consultation occur between the LEA and private-school official(s) prior to any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs subject to equitable participation. Consultation must continue throughout the implementation and assessment of activities in programs subject to equitable participation requirements.

The goal of consultation is agreement between the LEA and the nonpublic school officials on how to provide equitable and effective programs for eligible students, teachers, families, and/or other educational personnel. Each LEA must maintain records via written affirmation that meaningful consultation has occurred. There shall also be an option for the nonpublic school official to indicate that consultation has not occurred or that the services proposed are not equitable.

Please upload the 2026-2027 ESEA Title Programs Equitable Services Affirmation document here. Download the [PDF](#) form here.

Attachments:

2026-2027-esea-equitable-services-affirmation-final-Salve1.pdf Upload by manastasia on 6/5/2026 11:58:59 AM

If there are no eligible non-public schools within or outside of your LEAs boundaries, you must still upload the affirmation and certify to that.

The following tools are available to aid you in calculating equitable shares:

- [USED Title I, Part A Equitable Services Non-Regulatory Guidance](#)
- [NHED Title I, Part A Equitable Services Proportional Share Guidance](#)
- [NHED Title I, Part A Equitable Services Calculator \(Downloadable Excel Workbook\)](#)
- [USED Title VIII, Part F Equitable Services Non-Regulatory Guidance](#)
- [NHED Title VIII, Part F Equitable Services Proportional Share Guidance](#)
- [NHED Title VIII, Part F Equitable Services Calculator \(Downloadable Excel Workbook\)](#)

## Program Assurances

LEAs must upload a signed copy of these Program Assurances to the **LEA homepage within GMS** prior to receiving formula funds for grants awarded under the ESEA, as amended by the ESSA, Individuals with Disabilities Education Act (IDEA) and Carl D. Perkins Strengthening Career and Technical Education for the 21st Century Act. By signing these Assurances, the LEA assures that it will accept and administer these formula funds in accordance with all applicable Federal and State statutes and regulations. As the Superintendent/Charter School Administrator you must carefully review and sign each funding source that you will be accepting for the 2026-2027 SY. There is a signature field for Title III certification and one signature block at the end of the document that must be signed.

Program Assurances must be executed by either the Superintendent or Charter School Administrator in order to be considered fully executed.

The ESEA Consolidated Application will not be approved unless there is an approved Program Assurance document in GMS for the 2026-2027 SY.

Program Assurances must be uploaded for each district applying for federal funds.

This years Program Assurances can be found [here](#).

## General Assurances

LEAs must upload a signed copy of these General Assurances to the **LEA homepage within GMS** for review and approval prior to receiving formula funds for grants awarded under the ESEA, as amended by the ESSA, IDEA and Carl D. Perkins Strengthening Career and Technical Education for the 21st Century Act. The Superintendent, or other Qualifying Administrator, if the LEA does not have a Superintendent, (see RSA 194-C:5, II) must consult with the School Board for the LEA by informing said School Board of the LEAs participation in Federal Programs and the terms and conditions of the General Assurances, Requirements and Definitions for Participation in Federal Programs.

As the Superintendent/Charter School Administrator you must carefully review and execute the document to be considered eligible for funds for the 2026-2027 SY. By signing these Assurances, the LEA assures that it will accept and administer these funds in accordance with all applicable Federal and State statutes and regulations.

The ESEA Consolidated Application will not be approved unless there is an approved General Assurance document in GMS for the 2026-2027 SY.

General Assurances must be uploaded for each district applying for federal funds.

This year's General Assurances can be found [here](#).

## Certification

I certify to the best of my knowledge and belief that the information provided herein is true, complete, and accurate. I am aware that the provision of false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil, or administrative consequences including, but not limited to violations of U.S. Code Title 18, Sections 2, 1001, 1343 and Title 31, Sections 3729-3730 and 3801-3812.

Marion Anastasia  
**Printed Name and Title**

Marion Anastasia  
**Signature**

Tuesday, June 9, 2026 3:40 PM  
**Date**

New Hampshire Department of Education  
25 Hall Street | Concord, NH | 03301-3860  
Telephone:(603) 271-3494 | TDD Access: Relay NH 1-800-735-2964