

Consortia Participant Program Narrative

District: _____

Consortium: _____

1. Describe how the district will use Title III funds to increase English language proficiency of ELs by providing effective language instruction educational programs that meet the needs of ELs and demonstrate success in increasing English language proficiency and student academic achievement.

This year, New Fairfield hired a full time teacher, dedicated solely to EL instruction, primarily in the areas of reading, writing and language acquisition. The materials in the grant will be used to support her work with our students.

The .1 math coach will supplement her work by extending our reach into math instructional settings to be sure that language barriers are not limiting access for our EL students.

2. Describe how the district will provide effective professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals and other school leaders, other administrators, and other school or community-based organizational personnel.

The district will provide effective professional development to classroom teachers of mathematics by employing a math coach (.1) who will be sure that math instruction is accessible to English Language Learners. This will occur through demonstration lessons that include the use of manipulatives and models that serve as language supports and that are coupled with rich math vocabulary.

3. Describe how the district will promote and implement other effective activities and strategies that enhance or supplement language instruction educational programs for English learners, which (a) shall include parent, family and community engagement activities; and (b) may include strategies that serve to coordinate and align related programs.

An essential component in supporting EL development is to address Tier 1 classroom instruction. Our new EL teacher is working with students directly and also working with teachers. We have a new reading/writing/spelling program K-2 that will be an excellent support for ELs. Our EL teacher also is working to engage parents.

CONNECTICUT STATE DEPARTMENT OF EDUCATION
Title I, Part A Schoolwide Program - Poverty Threshold Waiver Request
School Year 2019-20

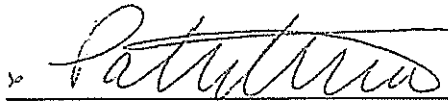
The New Fairfield Public Schools requests that the 40 percent Title I schoolwide program poverty threshold be waived for the district's four schools: Consolidated, Meeting House Hill, Middle School and High School. Each school has conducted a comprehensive needs assessment to determine the needs of students in the school, especially the school's lowest-achieving students. The Title I schoolwide program will best serve the needs of the students, including those who would otherwise be eligible for targeted assistance under Title I.

Description of the identified needs and how the Title I schoolwide program will address the needs:

- Reading teachers will support our high needs students.
- Individual learning plans will identify those high needs students and describe a growth target for each student, along with faculty who are identified to close the achievement gap.
- Teachers will receive training.
- A math coach will assure that manipulatives are used consistently in math classes to assure that our high needs students are developing conceptual understandings.

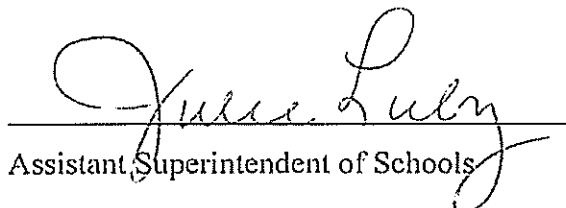
The following is ensured:

1. A school improvement plan is in place that meets the Title I schoolwide program plan requirements;
2. The school improvement plan is maintained at the local level and is available for state monitoring; and
3. The school improvement plan will be evaluated and revised as necessary by the district to ensure that it is effective in increasing student achievement, particularly for the school's lowest-achieving students.



Superintendent of Schools

10/31/19
Date Signed



Assistant Superintendent of Schools

10/31/19
Date Signed

Consortia Participant Grant Budget Narrative

Name of Applicant District New Fairfield Public
AND Consortium: Schools and EdAdvance Town Code: 091-1000

Title III, Part A – English Language Acquisition (20868)

Directions:

- 1) Provide a separate budget narrative for each grant.
- 2) Under code 100, differentiate between various salary groups. Include the number of full-time employee(s) (FTE) for each position.

| Title III, Part A – English Language Acquisition (20868) | | | |
|--|---|---------|------------|
| CODE | | AMOUNT | |
| | OBJECT | Public | Non-Public |
| 100 | <p>PERSONAL SERVICES – SALARIES Amounts paid to both permanent and temporary grantee employees, including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the grantees. Expenditures for administrative costs may not exceed 2 percent of the total grant. Differentiate between administrative and instructional salaries. (Include the number of FTE(s) for each position, such as: teachers, paraprofessionals and tutors, etc.) Specify under each category.</p> <p>Math Coach (1/2 day a week devoted to increasing the use of concrete materials in math classes at the middle and high schools to remove barriers to EL learners math learning.</p> | \$7,065 | \$ |
| | <p><u>Administrators:</u> _____ (FTE) Coordinators</p> <p><u>Teachers:</u> _____ (FTE) Full-Day Kindergarten _____ (FTE) Reading Teachers _____ (FTE) Math Teachers _____ (FTE) Other (please specify)</p> <p><u>Other:</u> _____ (FTE) Paraprofessionals _____ (FTE) Tutors (if on LEA Payroll)</p> | | |
| 200 | <p>PERSONAL SERVICES – EMPLOYEE BENEFITS Amounts paid by the grantee on behalf of employees; these amounts are not included in the gross salary but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are part of the cost of personal services. Expenditures for administrative costs may not exceed 2 percent of the total grant. Differentiate between administrative and instructional salaries. (Include the number of FTE(s) for each position, such as: Teachers, Paraprofessionals and Tutors, etc.) Specify under each category.</p> | \$ | \$ |
| | | | |

| Title III, Part A – English Language Acquisition (20868) | | | |
|--|--|--------|------------|
| CODE | OBJECT | AMOUNT | |
| | | Public | Non-Public |
| 300 | PURCHASED PROFESSIONAL/TECHNICAL SERVICES Services which, by their nature, can be performed only by persons or firms with specialized skills and knowledge. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Included are the services of architects, engineers, auditors, dentists, medical doctors, lawyers, consultants, teachers, accountants, etc. | \$ | \$ |
| 400 | PURCHASED PROPERTY SERVICES Services purchased to operate, repair, maintain and rent property owned or used by the grantee. These services are performed by persons other than grantee employees. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. | \$ | \$ |
| 500 | OTHER PURCHASED SERVICES Amounts paid for services rendered by organizations or personnel not on the payroll of the grantee (separate from Professional and Technical Services or Property Services). While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. | \$ | \$ |
| 600 | SUPPLIES Amounts paid for items that are consumed, worn out or deteriorated through use, or items that lose their identity through fabrication or incorporation into different or more complex units or substances. Educational materials to support EL learners in their reading, writing and math | \$510 | \$ |
| 700 | PROPERTY Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment and replacement of equipment. In accordance with the Connecticut State Comptroller's definition, included in this category are all items of equipment (e.g., machinery, tools, furniture, vehicles, apparatus, etc.) with a value of over \$1,000.00 and the useful life of more than one year and data processing equipment that has a unit price under \$1,000.00 and a useful life of not less than five years. | \$ | \$ |
| 800 | MISCELLANEOUS Amounts paid for goods and services not otherwise classified above. | \$ | \$ |

| Title III, Part A – English Language Acquisition (20868) | | | |
|--|---|----------------|------------|
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| CODE | OBJECT | AMOUNT | |
| | | Public | Non-Public |
| 917 | INDIRECT COSTS Costs incurred by the grantee which are not directly related to the program but are a result thereof. Grantees must submit indirect cost proposals to the Connecticut State Department of Education to apply for a restricted and unrestricted rate. Only grantees that have received rate approvals are eligible to claim indirect costs. Please note, however, that grantees who receive the majority of their grant funds other than through the Connecticut State Department of Education may use the rate approved by another federal agency. EdAdvance Consortium Fee | \$1,092 | \$ |
| | | | |
| | TOTAL | \$8,667 | \$ |