

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Academic Office

2017-18
DISTRICT
CONSOLIDATED APPLICATION for
Elementary and Secondary Education Act (ESEA)
Federal Grants

20 U.S.C. § 6301 et seq.

P.L. 107-110

ESEA Federal Grants:

- Title I, Part A - *Improving Basic Programs Operated by Local Educational Agencies*
- Title II, Part A - *Teacher and Principal Training and Recruiting Fund*

CONNECTICUT STATE DEPARTMENT OF EDUCATION

DiannaWentzell
Commissioner of Education

The Connecticut State Department of Education is committed to a policy of equal opportunity/affirmative action for all qualified persons. The Connecticut State Department of Education does not discriminate in any employment practice, education program, or educational activity on the basis of **race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, gender identity or expression, disability (including, but not limited to, intellectual disability, past or present history of mental disorder, physical disability or learning disability), genetic information, or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws. The Connecticut State Department of Education does not unlawfully discriminate in employment and licensing against qualified persons with a prior criminal conviction.** Inquiries regarding the Connecticut State Department of Education's nondiscrimination policies should be directed to:

Levy Gillespie
Equal Employment Opportunity Director/American with Disabilities Act Coordinator
Connecticut State Department of Education
25 Industrial Park Road
Middletown, CT 06457
860-807-2101
Levy.Gillespie@ct.gov

CONNECTICUT STATE DEPARTMENT OF EDUCATION

**DISTRICT
CONSOLIDATED APPLICATION
for
ESEA Federal Grants
2017-18**

	Check if Applying	Consortium Participant	Name Fiscal Agent for Consortium
ESEA Grants:			
Title I, Part A <i>Improving Basic Programs Operated by Local Educational Agencies</i>	X	NA	NA
Title II, Part A <i>Teacher and Principal Training and Recruiting Fund</i>	X		

Name of Applicant District:	New Fairfield Public Schools	
Name of Grant Contact:	Dr. Jason McKinnon	
Phone and Extension:	203-312-5755	
E-mail:	mckinnon.jason@newfairfieldschools.org	
Address of Grant Contact:	12 Gillotti Road, New Fairfield, CT 06812	
Name of Superintendent (typed):	Dr. Alicia M. Roy	
Signature of Superintendent:		Date:

TABLE OF CONTENTS

	Page	Check Forms Completed
Introduction	1	
Section 1: Planned Use of Funds – Program Narratives	2-3	
Title I, Part A - Improving Basic Programs Operated by Local Educational Agencies	2	X
Title II, Part A - Teacher and Principal Training and Recruiting Fund	3	X
Section 2: Forms	4-28	
A. ED114 Worksheet, Budget Narrative (Public and Private)	4-9	X
B. Title I Ranking Schools and Allocating Funds; Private Equitable Services; Private School Allocation and Parental Involvement Reservation	10-28	X
C. Title I Programs	19	
D. Title I Schoolwide Programs	20	
E. Notification of Intent to Transfer Funds	21	
F. Notification of Alternative Use of Funds	22	
G. Consortium Letter of Agreement From Authorized Officials	23	
H. Consortium Membership	24	
I. Private School Participation	25	
J. Sign-off Sheet for Federal and State Assurances and Certifications	26	X
K. Certification that a Current Affirmative Action Packet is on File	27	
L. Title I District Coordinator Information	28	X
Section 3: Management and Control of the Program and Grant Consultation Role of the State	29	
Section 4: Freedom of Information Act	30	

INTRODUCTION

The 2017-18 District Consolidated Application contains Title I, Part A - *Improving Basic Programs* and Title II, Part A - *Teacher and Principal Training and Recruiting Fund* Elementary and Secondary Education Act (ESEA) grants.

Use of Funds

ESEA federal funds in this application should be used to:

- narrow the achievement gap and create academic excellence for all students;
- prepare students for success in college and careers;
- support district and school improvement efforts; and
- support effective teaching and leadership.

Decisions regarding use of the funds should take into consideration student achievement data and district and school performance status.

Program Narratives

Provide a separate program narrative for each of the grants you will be applying for in this application. Each program narrative should describe the specific use of the grant's funds and should not include initiatives funded from other sources.

Transfer of Funds

Although Congress did not appropriate funds for the **2017-18** school year for Title II, Part D - *Enhancing Education Through Technology*, Title IV, Part A - *Safe and Drug-Free Schools and Communities* and Title V, Part A - *Innovative Programs*, they remain authorized programs. Districts may "transfer" grant funds from Title II, Part A - *Teacher and Principal Training and Recruiting Fund* for programmatic use under one or more of those programs (see "Section E. Notification of Intent to Transfer Funds").

SECTION 1: PLANNED USE OF FUNDS - PROGRAM NARRATIVE

Title I, Part A - Improving Basic Programs Operated by Local Educational Agencies

(Interventions to be implemented in Title I Focus and Turnaround schools with Title I funds must be described.)

In 2017-2018, our school improvement plans continue to focus on three areas. While we have conducted over 10 vision meetings with focus groups and committee members to update the district's vision, we are still working through this process. First, we want to place students at the center of their learning. Students are successful when they understand what they are expected to learn and the level of success expected. Student self-assessment and clear success criteria are effective tools to accelerate student achievement. Second, when teachers lead for learning, these attributes directly improve student learning. In order to be effective, teachers require ongoing professional development and opportunities to collaborate and learn together in communities of practice and professional learning communities. In addition, teachers benefit when they lead professional development for their colleagues. Not only do these opportunities consolidate their skills, teachers benefit from a shared expertise and communities of practice. Third, community partnerships are vital to student success and the ongoing evolution of high impact educational practices. A reciprocal relationship between schools and the greater community has a direct impact on student achievement. Strengthening this relationship through communication and collaboration will have a positive impact on our community and help our schools continue to move toward excellence. Our vision work with parents helped strengthen these connections and will shape teaching and learning into the future.

While this vision provides a framework to improve teaching and learning in New Fairfield, we still continue to examine data closely to maximize learning for all students. Teachers in grades K-12 participate in regular data team meetings that are not only department-based, but also interdisciplinary, thereby affording teacher teams the opportunity to create Common Formative Assessments (CFAs) and plan effective interventions for all students. Our reading teachers analyze data from a variety of sources (STAR, F&P assessments, and benchmark assessments) to ensure all students receive highly effective tier one instruction in the regular classroom. At the elementary level, we are using Foundations, Leveled Literacy Intervention (LLI) and the F&P BAS system as researched based programs to improve student learning. We are currently exploring Dibels as universal screener and progress monitoring tool. We have invested District funds to support student and teacher licenses this year, but would like to invest Title I money next year to fully implement this researched based tool to identify at-risk students and plan appropriate small group instruction. At the upper elementary level and secondary level, we have provided training in the Wilson reading program and intend to supplement with LLI as a consistent intervention resource K-12. We continue to support teachers with Wilson training; teachers are benefiting from the 3-day overview courses and Level 1 certification. Through this systematic process, we are increasing the numbers of students in secondary reading intervention groups. Therefore, we are including support for a second reading teacher for grades 6-12 students in this application. Finally, the District implemented a secondary math program last year using the Big Ideas program for a secondary math resource. This program makes it easier for teachers to identify and support struggling and at-risk students.

In summary, we continue to utilize Title monies for reading teacher salaries all grades K-12 where we target our identified population of students. The District continues its work to strengthen the reader's and writer's workshop approach to deliver highly effective and researched based reading and writing instruction in tier 1 settings. This work requires continued investment to fully support our adopted curriculum in these areas. Therefore, we purchase professional and technical services through the use of trained consultants to support teaching coaching and curriculum implementation. This includes training for teachers to effectively implement Dibels Next using the Amplify platform.

SECTION 1: PLANNED USE OF FUNDS – PROGRAM NARRATIVE

Title II, Part A – Teacher and Principal Training and Recruiting Fund

The New Fairfield Public Schools has a shared vision that was based on the 5 C's. As discussed, we are in the process of updating this vision. However, inherent in the final product, we expect students will be able to construct viable arguments, interpret and analyze content, find solutions to problems, work creatively with others and reflect on their understanding of a problem. We also routinely use professional development surveys through our PDEC committee to identify teacher needs. Throughout the year, we triangulate professional development based on this feedback. A common theme is how teachers would like to learn and receive training; teachers have a strong interest in collaboration and learning new practices from their colleagues. For instance, our PDEC committee is currently exploring ways in which teachers can gain knowledge in the practices they observe in the classroom. In addition, we would like to provide even more teacher autonomy by supporting micro-credentials, teachers learning discrete skills to improve their practice.

First, the district would like to support recent adoption of science resources by continuing training in the Next Generation Science Standards.

Second, we value distributed leadership in a small District to fully execute our vision. An essential component in this strategy, is to provide leadership training where teachers are sent to the CAS Future Leadership Academy. This training is to support teacher leaders in the development of those leadership skills necessary to support colleagues in our schools.

Third, we would like to support the instructional leadership of our principals. In order for them to support teachers with necessary instructional shifts to accelerate student learning, they can focus on the following high-performance habits: professional conversations, understanding instructional improvement, developing shared instructional frameworks, gathering and discussing classroom data, and high-performance evaluations.

Fourth, to successfully achieve our shared goals, the chief academic officer will work closely with a team of coaches; grade level leaders; classroom teachers; The Director of Math, Science and Interventions; and the Secondary Curriculum Developer to develop a plan to support micro-credentials in the District.

**SECTION 2A: ED114 WORKSHEET FISCAL YEAR 2017-2018
PUBLIC BUDGET FORM**

CODES	DESCRIPTION	Title I, Part A Improving Basic Programs SPID 20679 Program 82070 Chartfield 1: 170002	Title I, Part A <i>Neglected</i> SPID 20679 Program 82070 Chartfield 1: 170002	Title II, Part A Teacher and Principal Training Fund SPID 20858 Program 84131 Chartfield 1: 170002
100	Personal Services/ Salaries	\$153,915		\$26,681
200	Personal Services/ Employee Benefits			
300	Purchased Professional & Technical Services	\$18,000		\$15,000
400	Purchased Property Services			
500	Other Purchased Services			
600	Supplies	\$11,895		\$1,706
700	Property			
800	Debt Service and Miscellaneous			
914	Internal Transfers (Transferred Funds)			
917	Indirect Costs			
	TOTALS	\$183,810		\$43,387

SECTION 2A: GRANT BUDGET NARRATIVE – PUBLIC (Page 1)

Name of Applicant District: New Fairfield

Town Code: 091

Date: October 24, 2017

Directions

- 1) Check appropriate grant program box. Provide a separate budget narrative for each grant.
- 2) **Provide a detailed description of the costs included in each line item.**
- 3) Under code 100, differentiate between various salary groups. Include the number of full-time employee(s) (FTE) for each position.

Title I, Part A - Improving Basic Programs (20679) **Title II, Part A - Teacher and Principal Training Fund (20858)**

CODE	OBJECT	AMOUNT	
		Public	Neglected
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. 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><u>Administrators:</u> _____ (FTE) Coordinators</p> <p><u>Teachers:</u> _____ (FTE) Full-Day Kindergarten</p> <p><input checked="" type="checkbox"/> (FTE) Reading Teachers</p> <ol style="list-style-type: none"> 1. .3 reading teacher for grades K-2 2. .3 reading teacher for grades 3-5 3. .5 reading teacher for grades 6-12 4. 1.0 reading teacher for grades 6-12 <p>_____ (FTE) Math Teachers</p> <p>_____ (FTE) Other (please specify)</p> <p><u>Other:</u> _____ (FTE) Paraprofessionals</p> <p>_____ (FTE) Tutors (if on LEA Payroll)</p>	\$153,915	\$
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 parts of the cost of personal services. 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>Provide details:</p>	\$	\$

300	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES. Services which by their nature can be performed only by persons or firms with specialized skills and knowledge. Included are: In-service costs (e.g., registration fees, travel, accommodations, etc.), professional consultants that include curriculum consultants, training specialists who are not on grantee payroll, field trips, parental activities, pupil services not on grantee payroll, tutors not on grantee payroll, audit.	\$18,000	\$
	Provide details: <ul style="list-style-type: none"> Professional development and training in the Dibels Next and Amplify Professional development and training in units of study implementation and coaching associated with workshop approaches to instruction (Berit Gordon, ELA consultant) Professional development in curriculum implementation associated with textbook implementation and curriculum development in these areas (Barbara Weber, Math Consultant) 		

SECTION 2A: GRANT BUDGET NARRATIVE – PUBLIC (Page 2)

CODE	OBJECT	AMOUNT	
		Public	Neglected
400	PURCHASED PROPERTY SERVICES. Services purchased to operate, repair, maintain and rent property owned or used by the grantee. Persons other than grantee employees perform these services. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.	\$	\$
	Provide details:		
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). Included are: staff transportation, pupil transportation, communications, tuition, other (insurance costs, printing, binding, etc.).	\$	\$
	Provide details:		
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. Included are: instructional supplies, administrative supplies, text books, library books, other supplies.	\$11,895	\$
	Provide details: <ul style="list-style-type: none"> Dibels Next and Amplify platform (student licenses, grade level kits, small group advisors) Units of Study for reading and writing (various grades K-8) Maker Space materials to support District vision and goals 		
700	PROPERTY. Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment and replacement of equipment; machinery, tools, furniture, vehicles, apparatus, etc. with a value of over \$1,000 and the useful life of more than one year and data processing equipment that has a unit price under \$1,000 and a useful life of not less than five years.	\$	\$

CODE	OBJECT	AMOUNT	
		Public	Neglected
	Provide details:		
800	DEBT SERVICE AND MISCELLANEOUS. Expenditures for goods or services not properly classified in one of the above objects (miscellaneous expenditures). Included in the category could be expenditures for dues and fees, judgments against a grantee that are not covered by liability insurance and interest payments on bonds and notes.	\$	\$
	Provide details:		
914	INTERNAL TRANSFERS (TRANSFERRED FUNDS).	\$	\$
	Provide details:		
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.	\$	
	TOTAL	\$183,810	\$

SECTION 2A: GRANT BUDGET NARRATIVE – PUBLIC (Page 1)

Name of Applicant District: New Fairfield Town Code: 091 Date: October 24, 2017

Directions

- 1) Check appropriate grant program box. Provide a separate budget narrative for each grant.
- 2) **Provide a detailed description of the costs included in each line item.**
- 3) Under code 100, differentiate between various salary groups. Include the number of full-time employee(s) (FTE) for each position

<input type="checkbox"/> Title I, Part A - Improving Basic Programs (20679)		<input checked="" type="checkbox"/> Title II, Part A - Teacher and Principal Training Fund (20858)
CODE	OBJECT	AMOUNT
100	PERSONAL SERVICES – SALARIES. Amounts paid to both permanent and temporary grantee employees. Private schools may not hire any personnel using federal funds. District personal services for private schools must be provided by public school staff. (Stipends are permitted. Substitute costs are not approvable expenses.)	\$26,681
	Provide details: (FTE) .3 Reading Coach \$25,414 Technology Coach Stipend \$1267	
200	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 parts of the cost of personal services.	\$
	Provide details:	
300	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES. Services which by their nature can be performed only by persons or firms with specialized skills and knowledge. Included are: In-service costs (e.g., registration fees, travel, accommodations, etc.), professional consultants that include curriculum consultants, training specialists who are not on grantee payroll, field trips, parental activities, pupil services not on grantee payroll, tutors not on grantee payroll, audit.	\$15,000
	Provide details: <ol style="list-style-type: none"> 1. CAS Future Leaders Academy. This training provides teachers with leadership support in order to facilitate communities of practice and professional learning communities that intern effect teacher learning and student achievement. 2. Ongoing teacher training in implementing the Next Generation Science Standards, new textbook adoption and curriculum development (Lynn Howard, Science Consultant) 3. Instructional Leadership for principals to support teachers with necessary instructional shifts to accelerate student learning 4. Professional Development for teachers through funds associated with micro-credentials. 	
400	PURCHASED PROPERTY SERVICES. Services purchased to operate, repair, maintain and rent property owned or used by the grantee. Persons other than grantee employees perform these services. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.	\$
	Provide details:	

<input type="checkbox"/> Title I, Part A - Improving Basic Programs (20679)		<input checked="" type="checkbox"/> Title II, Part A - Teacher and Principal Training Fund (20858)
CODE	OBJECT	AMOUNT
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). Included are: staff transportation, pupil transportation, communications, tuition, other (insurance costs, printing, binding, etc.).	\$
	Provide details:	

SECTION 2A: GRANT BUDGET NARRATIVE – PRIVATE (Page 2)

CODE	OBJECT	AMOUNT
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.	\$1,706
	Provide details: <ul style="list-style-type: none"> • Study Group book titles to support District vision and student learning • Teacher Kits for Dibels 	
700	PROPERTY. Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment and replacement of equipment; machinery, tools, furniture, vehicles, apparatus, etc. with a value of over \$1,000 and the useful life of more than one year and data processing equipment that has a unit price under \$1,000 and a useful life of not less than five years.	\$
	Provide details:	
800	DEBT SERVICE AND MISCELLANEOUS. Expenditures for goods or services not properly classified in one of the above objects. (Included in the category could be expenditures for dues and fees, judgments against a grantee that are not covered by liability insurance and interest payments on bonds and notes.)	\$
	Provide details:	
914	INTERNAL TRANSFERS (TRANSFERRED FUNDS).	\$
	Provide details:	
	TOTAL	\$43,387

SECTION 2B.1 and 2B.2: TITLE I RANKING SCHOOLS AND ALLOCATING FUNDS

The following instructions are for the completion of the “Title I Ranking Schools and Allocating Funds” form. Please note the following:

- Federal nonregulatory guidance on the identification and selection of school attendance areas and schools and allocation of Title I funds can be found at <http://www.ed.gov/programs/titleiparta/wdag.doc>
- A “grandfather” provision protects schools that lose eligibility from the previous year. A district may designate and serve a school attendance area or school that is not otherwise eligible for Title I, if that school was eligible and served in the preceding fiscal year. The school may participate for only one additional fiscal year. If the school is ineligible for a second consecutive year, then the school may no longer participate.
- For districts with Community Eligibility Provision schools, federal guidance provides several options to rank schools and allocate Title I funds. The Title I Community Eligibility Provision guidance document can be found at: <http://www2.ed.gov/programs/titleiparta/15-0011.doc>
- Federal guidance pertaining to Provision 2 and 3 schools under the National School Lunch Program has implications regarding Title I school eligibility and the allocation of Title I funds. Provision 2 and 3 options allow schools that offer students lunch at no charge, regardless of individual students’ economic status, to certify students as eligible for free and reduced price lunch once every four years and longer under certain conditions. The guidance states that school officials may deem all students in Provision 2 and 3 schools as “economically disadvantaged.” In addition, “when determining Title I eligibility and allocations for a Provision 2 or 3 school, LEA officials may assume that the school has the same percentage of students eligible for free and reduced price lunches as it had in the most recent year for which the school collected that information.”
- A district has the option to count private school children from low-income families every year or every two years.
- Children from kindergarten through Grade 12 may only be included in the poverty count of each school. Prekindergarten children are excluded from the poverty count.

Form 2B.1: Title I Ranking Schools and Allocating Funds (Serving Schools Below 35 Percent Poverty - 125 Percent Rule Applies)

- a) All districts must complete the top three boxes on the form. Reservations in the top center box should be completed as follows:
- If a district has an entitlement for neglected students, it must be shown as a reservation in the center box. Districts may use some discretion as to whether to exclude their neglected entitlement and neglected student count from the calculation of the minimum allocation per poverty child in the left-hand box (consult your Connecticut State Department of Education (CSDE) grant contact).
 - Districts may choose to reserve funds for allowable activities such as preschool programs, school improvement activities, summer school programs and professional development for staff at Title I schools. Such reservations should be specified under “other.” Since such reservations will reduce the funds available for distribution to schools, prior consultation must take place with all affected parties, including private school officials.
 - Districts receiving an entitlement in excess of \$500,000 must reserve a minimum of 1 percent for parental involvement (not less than 95 percent of the funds reserved must be distributed to the district’s Title I schools – see “Section 2B.6: Title I Parental Involvement Reservation”). Other districts may choose the amount they reserve for parental involvement and are not required to distribute a percentage to their schools.
 - Grants for capital expenses are no longer available, but “capital expenses” incurred in the provision of private school services may still be reserved. These costs would include all non-instructional expenses such as the use of computer technicians. Capital expenses must be reserved prior to making public and private school allocations.

- b) All districts must complete column 1 by listing **all** public schools, including magnet schools, and their grade spans; indicate with a check if a school will be operating a Title I schoolwide program.
- c) Attendance area ranking (columns 2-8):
- The ranking procedure identifies schools that are at or above the district or grade span average poverty and are, therefore, eligible to receive Title I services. Note the option of ranking the attendance areas by district or by grade span. All schools, however, with rates of 75 percent or higher low income **must** be served.
 - Districts exempt from ranking (those with a total enrollment of less than 1,000 children or with only one school per grade span) need not complete the school attendance area ranking columns 2, 3, 4 or 8. They will need to complete columns 5, 6 and 7 to meet minimum allocation requirements.
 - All other districts must complete the school attendance area ranking columns 2, 3, 4, 5, 6, 7 and 8. The percent of low income in column 8, is derived by dividing column 7 (total low-income children) by column 4 (total children in attendance area) and multiplying by 100, for each school attendance area. To find the average district or grade span percent of low income in column 8, the same procedure is followed using the bottom total line figures in columns 7 and 4. Those schools that are at or above the district or grade span average are eligible for Title I.
- d) Attendance area allocations (columns 9-12)
- All districts must complete the minimum attendance area allocation (column 9) by multiplying the number of children from low-income families in column 7 by the minimum allocation per poverty child in the top left-hand box. (The only exception is a district comprised of a single school.)
 - Any district that is also serving private school students must calculate public and private allocations (columns 11 and 12). Public and private school allocations are derived by multiplying the number of public and private school children from low-income families (columns 5 and 6 respectively) by the minimum allocation per poverty child in the top left-hand box. Column 11 plus column 12 must equal the minimum attendance area allocation in column 9.
 - If funds are left over after this minimum allocation, districts will also need to complete column 10, actual attendance area allocation. Column 10 can be completed by assigning excess funds to all schools on an equitable basis. However, there is some flexibility in allocating extra funds, as long as a school with a lower percentage of poverty is not allocated more per poverty child than a school with a higher percentage of poverty.
 - If column 10 (actual attendance area allocation) is completed, the district must use the actual allocation per poverty child to calculate both public and private school allocations in columns 11 and 12. This is determined by first dividing column 10 by column 7 to come up with the actual allocation per poverty child, then multiplying this by the number of public and private school children from low-income families (columns 5 and 6 respectively). Column 11 plus column 12 then must equal column 10.
- e) This chart does not accommodate the option of using carryover or local funds to meet the minimum allocation per poverty child. Districts are advised that if they plan to use such funds at the school level they should mark them with an asterisk and provide an explanation at the bottom of the chart.

Form 2B.2: Ranking Schools and Allocating Funds (Serving Only Schools with 35 Percent Poverty or Greater)

School districts are required to complete **either** 2B.1 **or** 2B.2, never both. To use 2B.2, all schools served must be at or over the 35 percent poverty level. 2B.2 is completed in much the same way as 2B.1, with the exception that these districts are not held to a minimum attendance area allocation. The left-hand box allows the district to determine the amount allocated per poverty child. In addition, poverty bands may be established whereby higher poverty schools receive higher per poverty child allocations than lower poverty schools.

2017-18 School Year
SECTION 2B.1: TITLE I RANKING SCHOOLS AND ALLOCATING FUNDS
(SERVING SCHOOLS BELOW 35 PERCENT POVERTY – 125 PERCENT RULE APPLIES)

<p>Per Pupil 125% Calculation: Divide the school district's entitlement by its total number of children from low-income families to arrive at an amount per poverty child. Multiply this amount by 125% to determine the minimum per poverty child allocation for each attendance area.</p> <table style="width:100%; border-collapse: collapse;"> <tr> <td style="width:15%; text-align: center;">School District Entitlement</td> <td style="width:15%;"></td> <td style="width:15%; text-align: center;">Count of Children from low-income families</td> <td style="width:15%;"></td> <td style="width:15%; text-align: center;">Amount per poverty child</td> <td style="width:15%;"></td> <td style="width:15%; text-align: center;">Minimum allocation per poverty child</td> </tr> <tr> <td style="text-align: center;">_____</td> <td style="text-align: center;">÷</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">=</td> <td style="text-align: center;">\$ _____</td> <td style="text-align: center;">x 1.25 =</td> <td style="text-align: center;">\$ _____</td> </tr> </table>	School District Entitlement		Count of Children from low-income families		Amount per poverty child		Minimum allocation per poverty child	_____	÷	_____	=	\$ _____	x 1.25 =	\$ _____	<p>School District Entitlement \$ <u>183,810</u></p> <p>Reservations:</p> <p style="padding-left: 20px;">Neglected _____</p> <p style="padding-left: 20px;">Alliance Districts - Professional Development (10%)* _____</p> <p style="padding-left: 20px;">Parent involvement _____</p> <p style="padding-left: 20px;">Homeless _____</p> <p style="padding-left: 20px;">Administration _____</p> <p style="padding-left: 20px;">Capital expenses not otherwise funded _____</p> <p style="padding-left: 20px;">Focus and Turnaround Schools Interventions** _____</p> <p style="padding-left: 20px;">Other _____</p> <p>Balance to be distributed to schools \$ <u>183,810</u></p>	<p align="center">Poverty Criteria Used</p> <p>October 1, 2016, F/R Lunch Data <input checked="" type="checkbox"/></p> <p>Other (Specify) <input type="checkbox"/></p>
School District Entitlement		Count of Children from low-income families		Amount per poverty child		Minimum allocation per poverty child										
_____	÷	_____	=	\$ _____	x 1.25 =	\$ _____										

Name and Grade Span of Each 2017-2018 Public School (including magnets)	√	ATTENDANCE AREA RANKING						ATTENDANCE AREA ALLOCATIONS				
		October 1, 2016 K-12 Children Residing in Attendance Area			October 1, 2016 K-12 Children from Low-Income Families			Percent Low Income (8)	Minimum Attendance Area Allocation (9)	Actual Attendance Area Allocation (10)	Allocation Generated by Public Low- Income Children (11)	Allocation Generated by Private Low- Income Children (12)
		Public (2)	Private (3)	Total (4)	Public (5)	Private (6)	Total (7)					
Consolidated School K-2		442		442	39		39	8.89%				
Meeting House Hill School Grades 3-5		460		460	24		24	5.21%				
New Fairfield Middle School Grades 6-8		524		524	49		49	9.35%				
New Fairfield High School Grades 9-12		807		807	57		57	7.06%				
Total		2,233		2,233	169		169	7.56%				

√Indicates Title I schoolwide program (at least 40 percent poverty - poverty threshold waived for Focus & Turnaround schools). See "Assurances and Program Information Section 3A" for Title I schoolwide program criteria.

This "Title I Ranking Schools and Allocating Funds" worksheet has been provided as an Excel document on the CSDE Web site with the application to assist you in your calculations. If you choose to use the Excel document, please submit it along with your completed application.

* Alliance districts may reserve up to 10 percent of their Title I funds to provide professional development to all their schools (Title I and non-Title I) in order to improve the performance of the entire district (subject to private equitable services).

** Interventions implemented in Title I Focus and Turnaround schools are not subject to private equitable services.

SECTION 2D: TITLE I SCHOOLWIDE PROGRAMS

Complete the form below for each school that will be planning or implementing a schoolwide program in the 2017-18 school year. The eligibility threshold to conduct a schoolwide program is 40 percent poverty. Before a school may initiate a schoolwide program, it must first spend a year conducting a comprehensive needs assessment and developing a schoolwide program plan (unless the district determines that less time is needed after consulting technical assistance providers) with the input of parents and the district.

planning

implementing

_____ **Name of School**

Components of A Schoolwide Program (Section 1114(b)(1))	Yes	No
Comprehensive Needs Assessment. The school has a comprehensive needs assessment based on information that includes the performance of all children in relation to state academic content standards and state student academic achievement standards.		
Schoolwide Reform Strategies. The school uses schoolwide reform strategies that provide opportunities for all children to meet the state’s proficient and advanced levels of student academic achievement; uses effective methods and instructional strategies that are based on scientifically-based research that strengthen the core academic program in the school; increases the amount and quality of learning time and helps provide an enriched and accelerated curriculum; includes strategies for meeting the educational needs of historically underserved populations; addresses the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state’s student academic achievement standards who are members of the target population of any program that is included in the schoolwide program; and addresses how the school will determine if such needs have been met, are consistent with, and are designed to implement state and local improvement plans, if any.		
Instruction Provided by Teachers Who Meet Applicable State Certification and Licensure Requirements.		
High-Quality and Ongoing Professional Development. There is high-quality and ongoing professional development for teachers, principals and paraprofessionals, and, if appropriate, pupil services personnel, parents and other staff to enable all children in the school to meet the state’s student academic achievement standards.		
Parental Involvement. School has strategies to increase parental involvement, such as family literacy services. Parents are involved in developing the schoolwide plan and in establishing family involvement activities. Further, they participate in teacher-parent conferences, in the review of student progress toward attainment of state standards and in shaping strategies to ensure that all children meet the state’s academic achievement standards.		
Transition from Early Childhood Programs. School has plans for assisting preschool children in the transition from early childhood programs, such as Head Start or a state-run preschool program to local elementary school programs.		
Inclusion of Teachers in Decision Making. School uses measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.		
Effective, Timely Additional Assistance. There are activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards will be provided with effective, timely additional assistance. This assistance includes measures to ensure that students’ difficulties are identified on a timely basis and sufficient information is provided on which to base effective assistance.		
Coordination and Integration of Services and Programs. There is coordination and integration of federal, state and local services and programs, including programs related to Title I, violence prevention, nutrition, housing, Head Start, adult education, vocational and technical education and job training.		

Check the appropriate box(es) below to indicate funding from other sources, if any, that will be consolidated in the Title I schoolwide program identified above.

	Title I, Part A
	Title II, Part A
	Title III, Part A
	Other (state, local or federal programs not listed above) – Please identify.

Name of District _____

SECTION 2E: NOTIFICATION OF INTENT TO TRANSFER FUNDS

School districts have the option to transfer funds to target federal programs that most effectively address the unique needs of their districts. If your school district intends to transfer funds, this page must be completed. Please note the following:

- Although Congress did not appropriate funds for the 2017-18 year for Title II, Part D - *Enhancing Education Through Technology*, Title IV, Part A - *Safe and Drug-Free Schools and Communities* and Title V, Part A - *Innovative Programs*, they remain authorized programs. Districts may **programmatically** “transfer” grant funds from Title II, Part A - *Teacher and Principal Training and Recruiting* for use under one or more of these programs.
- Funds may not be transferred from Title I, Part A - *Improving Basic Programs*.

Transferred Funds:

- 1) **Programmatic:** *Transferred funds from one grant program to another take on the requirements of the receiving grant program.*
- 2) **Financial:** *Transferred funds should be identified in object code line item 914 of the originating grant.*

School districts may transfer up to **100 percent** of their 2017-18 Title II, Part A - *Teacher and Principal Training and Recruiting Fund* grant award:

FOR activities under one or more of the following programs:

- \$ _____ Title I, Part A - *Improving Basic Programs*
- \$ _____ Title II, Part D - *Enhancing Education Through Technology*
- \$ _____ Title IV, Part A - *Safe & Drug-Free Schools*
- \$ _____ Title V, Part A - *Innovative Programs*

**SECTION 2J: SIGN-OFF SHEET
FOR FEDERAL AND STATE ASSURANCES AND CERTIFICATIONS
2017-18 DISTRICT CONSOLIDATED APPLICATION**

I attest that I have read the assurances and certifications and have provided information, as required, for the following:

CSDE STATEMENT OF ASSURANCES AND CERTIFICATIONS

- Statement of Assurances
- Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion – Lower-Tier Covered Transactions

ESEA

- General and Program Assurances
- Title I, Part A - *Improving Basic Programs Operated by Local Educational Agencies*
- Title I, Part A *Comparability Assurance*
- Title II, Part A - *Teacher and Principal Training and Recruiting*
- Title VI, Part B - *Rural Education Achievement Program*
- General Provisions - (*Part E, Section 9524*) *School Prayer*

New Fairfield Public Schools _____ (district) hereby agrees to all of the assurances and certifications that are applicable to the program(s) for which we are applying.

Signature: _____
Superintendent or Executive Director

Name (typed): Dr. Alicia M. Roy

Date: _____

SECTION 2L: TITLE I DISTRICT COORDINATOR INFORMATION
2017-18 School Year

Please provide the following information:

Name of District:	NEW FAIRFIELD PUBLIC SCHOOLS
Name of Title I Coordinator:	DR. JASON MCKINNON
Address:	12 GILLOTTI ROAD NEW FAIRFIELD, CT 06812
Phone:	203-312-5755
E-mail:	mckinnon.jason@newfairfieldschools.org