

**CONSORTIUM LETTER OF AGREEMENT FROM AUTHORIZED OFFICIALS  
FOR TITLE III EL\***

Date:	October 5, 2017
Authorized Consortium Official:	Jeffrey Kitching, Ph.D.
Title:	Executive Director
District:	Ed Advance

Dear Dr. Kitching ,  
(Authorized Consortium Official)

As the authorized official of New Fairfield Schools, I agree to assign all of the  
(district)

District's 2017-18 Title III EL entitlement funds to the consortium headed by EdAdvance  
(fiscal agent)

Our district's Title III EL entitlement funds total \$ 4269.00 . In return, EdAdvance will coordinate  
(exact amount) (fiscal agent)

all services and activities as noted in our joint proposal to the Connecticut State Department of Education.

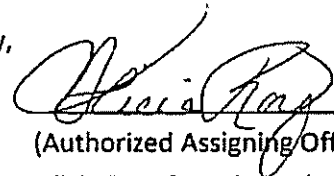
EdAdvance will also assure that all regulations and guidelines and Connecticut State Department  
(fiscal agent)

Of Education requirements will be adhered to during the grant period.

Thank you for your assistance with this matter.

ACCEPTANCE	
_____	_____
(Authorized Accepting Official)	(Date)

Sincerely,

  
(Authorized Assigning/Official)

Dr. Alicia Roy, Superintendent

**\*Title III – Districts receiving less than \$10,000 must form a consortium in order to receive funds.**

## Consortia Participant Program Narrative

District: New Fairfield Schools

Consortium: EdAdvance

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.

These funds are utilized to pay four certified teachers in the District to tutor identified EL students. Based on the distribution of our EL population, 84% of identified students are in grades K-5. Therefore, two teachers will tutor students at the elementary level. The remaining 15-20% of students are the middle and high school level. The remaining two teachers will support these students, each at the middle or high school level. Teachers will determine the stage of student language acquisition (pre-production, early production, speech emergence, or intermediate fluency) and teach students strategies based on their zone of proximal development.

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.

These funds will be used to provide professional development and training to support EL. We hire a consultant from EdAdvance to provide training for teachers in best practices and pedagogy associated with helping EL develop key strategies. Teachers will receive specific training in reading and questioning strategies along with comprehensible input training: using visuals, facial expression, building prior and academic background knowledge, contextualizing ideas in real life situations, and encouraging active participation.

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. We have revised our K-5 reading, writing and math curricula at the elementary level and adopted a new ELA curriculum for grades 6-8. All curricula incorporate a UDL approach for learning where we identify specific strategies to address different learning needs, including but not limited to, EL students. In addition, we have recently adopted a new pre-k curriculum based on the ELDS where we provide specific strategies and learning objectives for EL students.

### Consortia Participant Grant Budget Narrative

Name of Applicant District New Fairfield & EdAdvance AND Consortium: EdAdvance Town Code: 091

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.

<input checked="" type="checkbox"/> Title III, Part A – English Language Acquisition (20868)			
CODE	OBJECT	AMOUNT	
		Public	Non-Public
100	<p><b>PERSONAL SERVICES – SALARIES</b>                      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>	\$3400.00	\$
	<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  <u>  x  </u> (FTE) Tutors (if on LEA Payroll)</p> <p>These funds are utilized to pay four certified teachers in the District to tutor identified EL students. Based on the distribution of our EL population, 84% of identified students are in grades K-5. Therefore, two teachers will tutor students at the elementary level. The remaining 15-20% of students are the middle and high school level. The remaining two teachers will support these students, each at the middle or high school level.</p>		

<input checked="" type="checkbox"/> Title III, Part A – English Language Acquisition (20868)			
CODE	OBJECT	AMOUNT	
		Public	Non-Public
200	<p><b>PERSONAL SERVICES – EMPLOYEE BENEFITS</b>  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.  <b>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.</b></p>	\$	\$
300	<p><b>PURCHASED PROFESSIONAL/TECHNICAL SERVICES</b>  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.   These funds will be used to provide professional development and training to support EL. We hire a consultant from Edadvance to provide training for teachers in best practices and pedagogy associated with helping EL develop key strategies.</p>	\$400.00	\$
400	<p><b>PURCHASED PROPERTY SERVICES</b>  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.</p>	\$	\$
500	<p><b>OTHER PURCHASED SERVICES</b>  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.</p>	\$	\$
600	<p><b>SUPPLIES</b>  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.   These funds will purchase resources that support language skills and vocabulary development for EL students.</p>	\$100.00	\$

<input checked="" type="checkbox"/> Title III, Part A – English Language Acquisition (20868)			
CODE	OBJECT	AMOUNT	
		Public	Non-Public
700	<b>PROPERTY</b> 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	<b>MISCELLANEOUS</b> Amounts paid for goods and services not otherwise classified above.	\$	\$
917	<b>INDIRECT COSTS</b> 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.	\$369.00	\$
<b>TOTAL</b>		\$4269.00	
<b>TOTAL</b>		\$4269.00	\$