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CONNECTICUT STATE DEPARTMENT OF EDUCATION

Academic Office

2014-15
DISTRICT
CONSOLIDATED APPLICATION
For
ESEA Federal Grants

ASSURANCES
AND
PROGRAM INFORMATION

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SECTION 1A: STATEMENT OF ASSURANCES

CONNECTICUT STATE DEPARTMENT OF EDUCATION STANDARD STATEMENT OF ASSURANCES GRANT PROGRAMS

- A. The applicant has the necessary legal authority to apply for and receive the proposed grant;
- B. The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application;
- C. The activities and services for which assistance is sought under this grant will be administered by or under the supervision and control of the applicant;
- D. The project will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the State Board of Education and the Connecticut State Department of Education;
- E. Grant funds shall not be used to supplant funds normally budgeted by the agency;
- F. Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded;
- G. The applicant will submit a final project report (within 60 days of the project completion) and such other reports, as specified, to the Connecticut State Department of Education, including information relating to the project records and access thereto as the Connecticut State Department of Education may find necessary;
- H. The Connecticut State Department of Education reserves the exclusive right to use and grant the right to use and/or publish any part or parts of any summary, abstract, reports, publications, records and materials resulting from this project and this grant;
- I. If the project achieves the specified objectives, every reasonable effort will be made to continue the project and/or implement the results after the termination of state/federal funding;
- J. The applicant will protect and save harmless the State Board of Education from financial loss and expense, including legal fees and costs, if any, arising out of any breach of the duties, in whole or part, described in the application for the grant;
- K. At the conclusion of each grant period, the applicant will provide for an independent audit report acceptable to the grantor in accordance with Sections 7-394a and 7-396a of the Connecticut General Statutes, and the applicant shall return to the Connecticut State Department of Education any moneys not expended in accordance with the approved program/operation budget as determined by the audit;
- L. **REQUIRED LANGUAGE (NON-DISCRIMINATION)**
References in this section to "contract" shall mean this grant agreement and to "contractor" shall mean the Grantee.
(a) For purposes of this Section, the following terms are defined as follows:
 - i. "Commission" means the Commission on Human Rights and Opportunities;
 - ii. "Contract" and "contract" include any extension or modification of the Contract or contract;
 - iii. "Contractor" and "contractor" include any successors or assigns of the Contractor or contractor;
 - iv. "Gender identity or expression" means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose;
 - v. "good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations;
 - vi. "good faith efforts" shall include, but not be limited to, those reasonable initial efforts necessary to comply with statutory or regulatory requirements and additional or substituted efforts when it is determined that such initial efforts will not be sufficient to comply with such requirements;

- vii. "marital status" means being single, married as recognized by the state of Connecticut, widowed, separated or divorced;
- viii. "mental disability" means one or more mental disorders, as defined in the most recent edition of the American Psychiatric Association's "Diagnostic and Statistical Manual of Mental Disorders", or a record of or regarding a person as having one or more such disorders;
- ix. "minority business enterprise" means any small contractor or supplier of materials fifty-one percent or more of the capital stock, if any, or assets of which is owned by a person or persons: (1) who are active in the daily affairs of the enterprise, (2) who have the power to direct the management and policies of the enterprise, and (3) who are members of a minority, as such term is defined in subsection (a) of Connecticut General Statutes § 32-9n; and
- x. "public works contract" means any agreement between any individual, firm or corporation and the State or any political subdivision of the State other than a municipality for construction, rehabilitation, conversion, extension, demolition or repair of a public building, highway or other changes or improvements in real property, or which is financed in whole or in part by the State, including, but not limited to, matching expenditures, grants, loans, insurance or guarantees.

For purposes of this Section, the terms "Contract" and "contract" do not include a contract where each contractor is (1) a political subdivision of the state, including, but not limited to, a municipality, (2) a quasi-public agency, as defined in Conn. Gen. Stat. Section 1-120, (3) any other state, including but not limited to any federally recognized Indian tribal governments, as defined in Conn. Gen. Stat. Section 1-267, (4) the federal government, (5) a foreign government, or (6) an agency of a subdivision, agency, state or government described in the immediately preceding enumerated items (1), (2), (3), (4) or (5).

- (b) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, mental retardation, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by such Contractor that such disability prevents performance of the work involved, in any manner prohibited by the laws of the United States or of the State of Connecticut; and the Contractor further agrees to take affirmative action to insure that applicants with job-related qualifications are employed and that employees are treated when employed without regard to their race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, mental retardation, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by the Contractor that such disability prevents performance of the work involved; (2) the Contractor agrees, in all solicitations or advertisements for employees placed by or on behalf of the Contractor, to state that it is an "affirmative action-equal opportunity employer" in accordance with regulations adopted by the Commission; (3) the Contractor agrees to provide each labor union or representative of workers with which the Contractor has a collective bargaining Agreement or other contract or understanding and each vendor with which the Contractor has a contract or understanding, a notice to be provided by the Commission, advising the labor union or workers' representative of the Contractor's commitments under this section and to post copies of the notice in conspicuous places available to employees and applicants for employment; (4) the Contractor agrees to comply with each provision of this Section and Connecticut General Statutes §§ 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes §§ 46a-56, 46a-68e and 46a-68f; and (5) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor as relate to the provisions of this Section and Connecticut General Statutes § 46a-56. If the contract is a public works contract, the Contractor agrees and warrants that he will make good faith efforts to employ minority business enterprises as subcontractors and suppliers of materials on such public works projects.
- (c) Determination of the Contractor's good faith efforts shall include, but shall not be limited to, the following factors: The Contractor's employment and subcontracting policies, patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other reasonable activities or efforts as the Commission may prescribe that are designed to ensure the participation of minority business enterprises in public works projects.
- (d) The Contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.
- (e) The Contractor shall include the provisions of subsection (b) of this Section in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with Connecticut General Statutes §46a-56; provided if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.

- (f) The Contractor agrees to comply with the regulations referred to in this Section as they exist on the date of this Contract and as they may be adopted or amended from time to time during the term of this Contract and any amendments thereto.
 - (g) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of sexual orientation, in any manner prohibited by the laws of the United States or the State of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (2) the Contractor agrees to provide each labor union or representative of workers with which such Contractor has a collective bargaining Agreement or other contract or understanding and each vendor with which such Contractor has a contract or understanding, a notice to be provided by the Commission on Human Rights and Opportunities advising the labor union or workers' representative of the Contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (3) the Contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes § 46a-56; and (4) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor which relate to the provisions of this Section and Connecticut General Statutes § 46a-56.
 - (h) The Contractor shall include the provisions of the foregoing paragraph in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with Connecticut General Statutes § 46a-56; provided, if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.
- M.** The grant award is subject to approval of the Connecticut State Department of Education and availability of state or federal funds.
- N.** The applicant agrees and warrants that Sections 4-190 to 4-197, inclusive, of the Connecticut General Statutes concerning the Personal Data Act and Sections 10-4-8 to 10-4-10, inclusive, of the Regulations of Connecticut State Agencies promulgated there under are hereby incorporated by reference.

SECTION 1B: CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY AND VOLUNTARY EXCLUSION – LOWER TIER COVERED TRANSACTIONS

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

Instructions for Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to whom this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary takeover~ transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of roles implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Non-procurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by *this* clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

- (1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
- (2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

SECTION 2A: GENERAL ASSURANCES

- (a) Any applicant that submits a plan or application under this Act, whether separately or pursuant to section 9305, shall have on file with the State educational agency a single set of assurances, applicable to each program for which a plan or application is submitted, that provides that —
- (1) each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;
 - (2)(A) the control of funds provided under each such program and title to property acquired with program funds will be in a public agency or in a nonprofit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; and
(B) the public agency, nonprofit private agency, institution, or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes;
 - (3) the applicant will adopt and use proper methods of administering each such program, including —
 - (A) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and
 - (B) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation;
 - (4) the applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary, or other Federal officials;
 - (5) the applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program;
 - (6) the applicant will —
 - (A) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and the Secretary to perform their duties under each such program; and
 - (B) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties; and
 - (7) before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and considered such comment.
- (b) GEPA PROVISION- Section 442 of the General Education Provisions Act shall not apply to programs under this Act.

**SECTION 2B: GENERAL PROVISIONS – (PART E, SECTION 9524) SCHOOL PRAYER
CERTIFICATION**

As a condition of receiving federal funds under the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001, the local educational agency hereby certifies that no policy of the local educational agency prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary schools and secondary schools, as detailed in the current guidance issued pursuant to NCLB Section 9524(a).

SECTION 2C: SUPPLEMENT NOT SUPPLANT ASSURANCE

The LEA assures that:

Federal program funds in this application will be used only to supplement and, to the extent practical, increase the level of funds that would, in the absence of the federal funds, be made available from non-federal sources for the education of participating students. In no case may an LEA use federal program funds to supplant funds from non-federal sources.

SECTION 3: TITLE I, PART A

Improving Basic Programs Operated By Local Educational Agencies

Assurances

The LEA will:

1. Inform eligible schools and parents of the schoolwide program authority and the ability of such schools to consolidate funds from federal, state and local sources.
2. Provide technical assistance and support to schoolwide programs.
3. Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the state student academic achievement standards.
4. Provide services to eligible children attending private elementary and secondary schools in accordance with section 1120, and have timely and meaningful consultation with private school officials regarding such services; maintain control of the Title I program when serving private school children; ensure that Title I-funded equipment or supplies placed in private schools are used for Title I purposes only; ensure that materials and equipment used to provide Title I services to private school children are properly identified as district property purchased with Title I funds; ensure that private school officials are informed of Title I funds that are available for equitable services.
5. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically-based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.
6. In the case of a local educational agency that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.
7. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119.
8. Comply with the requirements of section 1119 regarding the qualifications of teachers and paraprofessionals and professional development.
9. Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX.
10. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.
11. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.
12. Assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with section 1111(b)(8)(D).
13. Ensure that migratory children and formerly migratory children who are eligible to receive services under Title I are selected to receive such services on the same basis as other children who are selected to receive Title I services.
14. Participate, if selected, in the State National Assessment of Educational Progress in 4 and 8 grade reading and mathematics to be carried out under the National Education Statistics Act of 1994.
15. Comply with section 1118 parental involvement requirements, including the submission of the LEA's parental involvement policy, if requested, for review by the CSDE.
16. Ensure that there is coordination with other programs under the No Child Left Behind Act of 2001, the Individuals with Disabilities Education Act, the Carl D. Perkins Career and Technical Education Improvement Act of 2006, the McKinney-Vento Homeless Assistance Act, and other Acts, as appropriate.

17. Ensure that children and youth who are homeless and are attending any school in the LEA are automatically eligible for Title I services, regardless of their current academic performance.
18. Ensure that parents, teachers, staff and appropriate private school officials or representatives are aware that there is a statewide complaint procedure in place for resolving issues concerning possible violations of a federal statute or regulation that apply to Title I and other federal programs under No Child Left Behind.

Purpose

The purpose of Title I is to ensure that all children have a fair, equal and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.

Schoolwide Programs

A schoolwide program permits a Title I school to use Title I funds together with other federal, state and local funds to upgrade the entire educational program of the school in order to provide opportunities for all children to meet the state's challenging student academic achievement standards. Consolidating funds to meet the collective needs of the included programs allows schools to address needs in an integrated way and frees schools from documenting that a specific program dollar was spent only for a specific program activity. Federal non-regulatory guidance on consolidating funds in schoolwide programs may be found at:

<http://www.ed.gov/programs/titleiparta/fiscalguid.pdf>

To be eligible to operate a schoolwide program, a school must be selected by the LEA as a participating school or as serving a participating public school attendance area. The school must serve an eligible school attendance area where at least 40 percent of the children are from low-income families. As an alternative to counting families that reside in the relevant attendance area, an LEA may also deem a school eligible if at least 40 percent of the children enrolled in the school are from low-income families. If a school initially meets the poverty threshold but falls below it in a subsequent year, it maintains its schoolwide program eligibility. (However, if the school loses its Title I eligibility, the school can no longer participate in Title I, regardless of whether it is a schoolwide program.) The 40 percent eligibility poverty threshold may be waived for turnaround and focus schools that implement a whole school intervention.

A school participating in a schoolwide program is not required to identify particular children as eligible to participate under Title I or to provide services that are supplementary, as otherwise required under Title I. All students are eligible to participate in all aspects of the schoolwide program, as appropriate. A Title I school participating in a schoolwide program must use Title I funds only to supplement the amount of funds that would in the absence of Title I funds, be made available from non-federal sources for the school, including funds needed to provide services that are required by law for children with disabilities and children with limited English proficiency.

A schoolwide program that consolidates funds is not required to meet the statutory or regulatory requirements of the consolidated federal programs (although a school that consolidates a discretionary grant must still carry out the activities described in the application for which the funds were awarded). Schoolwide programs only need to address the intents and purposes of the consolidated programs and ensure that the needs of the intended beneficiaries of the consolidated programs are addressed. However, a school that chooses to use funds from other programs in a Title I schoolwide program is not relieved of the requirements relating to health, safety, civil rights, student and parental participation and involvement, services to private school children, maintenance of effort and comparability of services.

The components of a schoolwide program are:

1. A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children) based on information that includes the performance of children in relation to the state academic content standards and the state student academic achievement standards.
2. Schoolwide reform strategies that-
 - provide opportunities for all children to meet the state's proficient and advanced levels of student achievement;
 - use effective methods and instructional strategies based upon scientifically-based research that strengthen the core academic program in the school; increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum; and include strategies for meeting the educational needs of historically underserved populations;
 - address 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 student academic achievement standards who are members of the target population of any program that is included in the schoolwide program;
 - address how the school will determine if such needs have been met; and
 - are consistent with, and are designed to implement, the state and local improvement plans, if any.
3. Instruction by highly qualified teachers.

4. 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.
5. Strategies to attract highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement, such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.
8. 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.
9. 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 must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. 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.

An eligible school that wants to operate a schoolwide program must first develop, or amend, a comprehensive plan for reforming the total instructional program in the school. ***Because schoolwide programs are not bound by the statutory or regulatory requirements of the consolidated programs, auditors will hold the schoolwide programs accountable in accordance with the approved schoolwide plan.*** The schoolwide plan must include the following four elements:

1. A description of how the school will implement the mandatory schoolwide program components described above.
2. A description of how the school will use resources from Title I and other sources to implement those components.
3. A list of the federal, state, and local programs that will be consolidated in the schoolwide program.
4. A description of how the school will provide individual student academic assessment results, including an interpretation of those results, to parents in a language they can understand.

The plan must be developed over a one-year period unless the LEA determines that less time is needed. The plan must be developed in consultation with the LEA and its school support team or other technical assistance provider. It also must be developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals and administrators. If appropriate, the plan should be developed in coordination with programs under the Carl D. Perkins Career and Technical Education Improvement Act of 2006, and the Head Start Act.

The following programs receive special protection in schoolwide programs:

1. Indian Education - The statute states that an LEA may use Indian Education funds to support a schoolwide program only if the parent committee established under that program approves the use of the funds for the schoolwide program. The schoolwide program must also be consistent with the purposes of the Indian Education Program.
2. Individuals with Disabilities Education Act (IDEA) - Funds under Part B of IDEA may be consolidated in a schoolwide program, but all the programmatic protections accorded students with disabilities – the guarantee of a free, appropriate public education, the preparation of an individualized education plan (IEP), and the like – must still be provided. In addition, the amount of IDEA Part B funds that may be consolidated in a given schoolwide program may not exceed the number of students with disabilities in the program multiplied by the per-disabled-child amount of Part B funds received by the LEA as a whole.

Title I regulations require that a school operating a schoolwide program must annually evaluate (review) the implementation of, and results achieved by, the schoolwide program. This evaluation (review) must determine whether the schoolwide program was effective in increasing the achievement of students in meeting the state's academic standards, particularly those students who had been furthest from achieving the standards. The intent is to review the strategies in the schoolwide plan to determine if they are contributing to the desired outcomes either in terms of improvement in student achievement, or increases in other activities that lead to increased student achievement such as greater parental involvement or more high-quality professional development.

The school must revise its plan as necessary based on the results of the evaluation (review) to ensure the continuous improvement of student achievement.

Federal non-regulatory guidance regarding designing Title I schoolwide programs can be found at:

<http://www.ed.gov/policy/elsec/guid/designingswpguid.doc>

Targeted Assistance Schools

If a school is selected to receive Title I funds and is ineligible for a schoolwide program, or chooses not to operate a schoolwide program, then the school is a targeted assistance school. A local educational agency serving a targeted assistance school may use

Title I funds only for programs that provide supplementary services to eligible children identified as having the greatest need for special assistance. Eligible children are:

- children not older than 21 who are entitled to free public education through grade 12; and
- children who are not yet at the appropriate grade level for free public education.

The school selects eligible children from this larger pool of students by identifying those who are “failing, or most at risk of failing, to meet the state’s challenging student academic achievement standards.” The selection of eligible children should be based on multiple, educationally related objective criteria established by the LEA and supplemented by the school. Children from preschool through the second grade, however, must be chosen solely on the basis of such criteria as teacher judgment, interviews with parents, and developmentally appropriate measures. Automatically eligible for services are students served in the previous two years under the Migrant Education Program; any child who participated in Head Start, Even Start, the Early Reading First program, or Title I preschool services at any time within the previous two years; any child attending a community day program or living in a state or local institution for neglected or delinquent children; and any child who is homeless and attending any school serviced by the LEA.

Title I funds may be used for salaries and benefits for teachers, paraprofessionals, and related services personnel, parental involvement, planning and evaluation, instructional materials, professional development, educational technology, etc. Title I funds may not be used to provide services that are otherwise required by law to be made available to eligible children but may be used to coordinate or supplement such services.

In addition, the statute specifically permits expenditure of funds for health, nutrition, and other social services in Title I targeted assistance programs when no other funds are available and the school has engaged in a comprehensive needs assessment, if appropriate, and established a collaborative partnership with local service providers. Eligible expenses under this authority include, but are not limited to, basic medical equipment, such as eyeglasses or hearing aids, compensation of a social services coordinator, and training for personnel to identify and meet the comprehensive needs of eligible children.

School personnel who are paid with Title I funds may participate in general professional development and school planning activities; and assume limited duties that are assigned to similar personnel who are not so paid, including duties beyond classroom instruction or that do not benefit participating children, so long as the amount of time spent on such duties is the same proportion of total work time as prevails with respect to similar personnel at the same school.

In a targeted assistance program the school must:

1. Use Title I resources to help participating children meet the state’s challenging student academic achievement standards expected for all children.
2. Ensure that planning for students served under Title I is incorporated into existing school planning.
3. Use effective methods and instructional strategies that rely on scientifically-based research that strengthens the core academic program of the school and that-
 - a. give primary consideration to providing extended learning time, such as an extended school year, before-and after-school programs, and summer programs and opportunities;
 - b. help provide an accelerated, high-quality curriculum, including applied learning;
 - c. minimize removing children from the regular classroom during regular school hours for instruction provided under Title I;
 - d. coordinate with and support the regular education program, which may include services to assist preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First or state-run preschool programs to elementary school programs that-
 - i. provide instruction by highly qualified teachers (assisted by qualified paraprofessionals if appropriate); and
 - ii. provide opportunities for professional development using Title I resources, and to the extent practicable, from other sources, for teachers, principals, and paraprofessionals, including, if appropriate, pupil services personnel, parents and other staff, who work with participating children in Title I programs or in the regular education program, including assisting teachers to become “highly qualified;”
 - e. provide strategies to increase parental involvement, such as family literacy services; and
 - f. coordinate and integrate federal, state and local services and programs for violence prevention, nutrition, housing, Head Start, adult education, vocational and technical education, and job training.
4. Review, on an ongoing basis, the progress of participating children and revise the targeted assistance program, if necessary, to provide additional assistance to enable such children to meet the state’s challenging student academic achievement standards.

Title I students in a targeted assistance school may be served simultaneously, and in the same educational setting with ineligible children who have similar educational needs. This special rule regarding simultaneous service is meant to discourage the pullout of Title I students and enable Title I students to remain in the regular classroom.

Preschool Programs

Title I funds may be used to fund preschool programs for eligible children. Title I-funded preschool programs must meet Head Start performance standards, unless they are following the Even Start model. LEAs receiving Title I funds must work with local Head Start agencies and, if feasible, other preschool programs to ensure a smooth transition from those programs into elementary school.

A schoolwide program school may use Title I funds to establish or enhance prekindergarten programs for children below the age of 6, such as Even Start programs or Early Reading First programs.

Federal non-regulatory guidance on serving preschool children under Title I can be found at:

<http://www2.ed.gov/policy/elsec/guid/preschoolguidance2012.pdf>

Participation of Children Enrolled in Private Schools

An LEA must provide equitable educational services and benefits to eligible students enrolled in private elementary and secondary schools, as compared to the services provided to public school students. An LEA is required to engage in timely and meaningful consultation with appropriate private school officials during the design and development of a program for eligible private school students. Consultation shall include meetings of LEA and private school officials and occur before the LEA makes any decision that affects the opportunities of eligible private school children to participate in programs under Title I. Such meetings shall continue throughout implementation and assessment of services. Consultation must include a discussion of service delivery mechanisms an LEA can use to provide equitable services. It also must focus on issues including, but not limited to: how the children's needs will be identified; what services will be offered; how, where, and by whom the services will be provided; how the services will be academically assessed and how the results of that assessment will be used to improve those services; the size and scope of the equitable services to be provided; the proportion of the LEA's funds allocated to private school students; the method or sources of poverty data that are used to derive the allocation for private school students (for the purposes of allocating Title I funds for services to eligible private school children, an LEA has the option of determining either each year or every 2 years the number of private school children from low-income families); and how and when the LEA will make decisions about the delivery of services to eligible private school students, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third party providers; and how, if the district disagrees with the views of the private school officials on the provision of services through a contract, the school district will provide in writing to such private school officials an analysis of the reasons why the school district has chosen not to use a contractor.

LEAs shall retain in their records and provide to the State Department of Education, a written affirmation signed by officials of each participating private school that the required consultation has occurred; and forward, if such officials do not provide such affirmation within a reasonable period of time, the documentation that such consultation has taken place to the State Department of Education.

A private school official shall have the right to complain to the State Department of Education that an LEA did not engage in consultation that was meaningful and timely, or did not give due consideration to the views of the private school official. If the private school official wishes to complain, the official shall provide the basis of the noncompliance by the LEA to the State Department of Education, and the LEA shall forward the appropriate documentation to the State Department of Education. A copy of Connecticut's Complaint Resolution Procedure can be found at: <http://www.csde.state.ct.us/public/CSDE/cedar/nclb/CRP/index.htm>

LEAs shall maintain control of the Title I program when serving private school children and cannot delegate their responsibilities to the private schools or their officials. **No Title I funds may be paid to a private school.** Any supplies, materials or equipment purchased with Title I funds must be provided for the sole use of the Title I-funded staff to support the Title I services provided to participating private school students. Materials and equipment used to provide Title I services to private school children must be properly identified as district property purchased with Title I funds.

LEAs must inform private school officials of Title I funds available for equitable services. After consultation with appropriate officials of the private schools regarding equitable services, the LEA must conduct professional development and parental involvement activities for the teachers and families of participating private school children either in conjunction with the LEAs' professional development and parental involvement activities or independently.

Federal non-regulatory guidance on serving eligible private school children under Title I can be found at:

<http://www.ed.gov/programs/titleiparta/psguidance.doc>

In addition, a tool kit published by the U.S. Department of Education is available to assist districts in ensuring that effective equitable services are provided to private school children, their teachers and their families. *Ensuring Equitable Services to Private School Children Title I Resource Tool Kit* may be found at: <http://www.ed.gov/programs/titleiparta/ps/titleitoolkit.pdf>

Services for Homeless Children and Youth

Students experiencing homelessness are part of Title I, Part A's target population of disadvantaged students and are automatically eligible for Title I, Part A services, whether or not they attend a Title I school or meet the academic standards required of other children for eligibility. This automatic eligibility acknowledges that the experience of homelessness puts children at significant risk of academic failure, regardless of their previous academic standing.

The term "homeless children and youth" means children and youth who lack a fixed, regular, and adequate nighttime residence, and includes children and youth who:

- are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason;
- are living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations;
- are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
- have a primary nighttime residence that is a private or public place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
- are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- migratory children who qualify as homeless because they are living in circumstances described above.

In accordance with Title I, Part A, LEAs must reserve (or set aside) such funds as are necessary to provide comparable services to homeless children who are not attending Title I schools [20 USC 6313(c)(3)]. In addition, federal guidance states that LEAs may use reserved funds to provide homeless students with services that are not ordinarily provided to other Title I students and that are not available from other sources (e.g., using reserved funds to provide clothing to meet a school's dress or uniform requirements). Therefore, in determining appropriate expenditures for the funds set aside for homeless students, it is important to note that *comparable* services do not mean services that are necessarily *identical* to other Title I, Part A services.

LEAs must establish a method for allocating Title I, Part A set-asides for homeless children and youth who are not attending Title I schools. Generally, these methods involve conducting a needs assessment for homeless students in the LEA or basing the set-aside amount on a formula, such as a per pupil expenditure. Determining an appropriate amount requires coordination between the LEA's Title I and homeless education programs.

In addition to serving homeless students not enrolled in Title I schools, federal guidance states that set-asides also can be used to provide services to homeless students who *are* attending Title I schools. In determining the set-aside amount, LEAs should allow for the provision of services to homeless students who attend Title I schools that will meet the unique needs of these children above and beyond the regular Title I programs at those schools, as well as for the provision of services to homeless students who do not attend Title I schools.

Federal non-regulatory guidance on providing Title I services to homeless children and youth can be found at: <http://www.ed.gov/programs/homeless/guidance.doc>

In addition, to better serve homeless children and youth, a technical assistance brief, *Serving Students Experiencing Homelessness under Title I, Part A*, can be found at http://center.serve.org/nche/ibt/sc_titlei.php. The brief provides a comprehensive summary of guidance and technical assistance the U.S. Department of Education's Student Achievement and School Accountability Program has offered over the past few years through webinars and national conference presentations.

Qualifications of Teachers and Paraprofessionals

All teachers hired to teach core academic subjects (English, mathematics, reading/language arts, sciences, world languages, arts (includes music), history, geography, civics and government, and economics) in a school or program supported with Title I funds must be highly qualified. This includes teachers teaching core academic subjects in a targeted assistance school who are paid with Title I funds or all teachers teaching core academic subjects in a Title I schoolwide program school, regardless of funding. This includes all public school districts and all public schools regardless of receipt of ESEA federal funds. The requirements also apply to teachers employed by an LEA using Title I funds who provide services to private school students in the core academic subjects. LEAs may use Title I funds for professional development activities to ensure that teachers in Title I schools who are not highly qualified become highly qualified.

Paraprofessionals who provide instructional support in Title I-funded programs must meet the higher standards of qualification required in the No Child Left Behind Act of 2001. The requirements apply to paraprofessionals paid with Title I funds who provide instructional support in Title I targeted assistance schools and to all paraprofessionals with instructional duties in Title I schoolwide program schools, regardless of funding source. Included are Title I paraprofessionals who provide instructional support to eligible private school students and preschool children. Individuals who work solely in noninstructional roles, such as food services, cafeteria or playground supervision, personal care services, noninstructional computer assistance, clerical support and similar positions are not considered paraprofessionals under Title I, Part A.

All Title I paraprofessionals must have a high school diploma or its recognized equivalent (GED). In addition, Title I paraprofessionals must have:

- two years of college credit; **OR**
- hold an associate's (or higher) degree; **OR**
- pass a State Board of Education adopted paraprofessional assessment which assesses content knowledge in mathematics, reading and writing and an understanding of how to assist in the instruction of these topics. (The Connecticut State Board of Education adopted Educational Testing Services' *ParaPro Assessment* and established a passing score of 457.)

Paraprofessionals who only serve as translators or who only conduct parental involvement activities must have a high school diploma or GED, but do not have to meet the other requirements.

A paraprofessional may be assigned to:

- provide one-on-one tutoring for eligible students, if the tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher;
- assist with classroom management, such as organizing instructional and other materials;
- provide assistance in a computer laboratory;
- conduct parental involvement activities;
- provide support in a library or media center;
- act as a translator; or
- provide instructional support services to students. (**A Title I paraprofessional may not provide any instructional support to a student unless he/she is working under the direct supervision of a highly qualified teacher.***)

**According to federal guidance: "A paraprofessional works under the direct supervision of a teacher if (1) the teacher prepares the lessons and plans the instructional support activities the paraprofessional carries out, and evaluates the achievement of the students with whom the paraprofessional is working, and (2) the paraprofessional works in close and frequent proximity with the teacher. [§200.59(c)(2) of the Title I regulations] As a result, a program staffed entirely by paraprofessionals is not permitted.*

A program where a paraprofessional provides instructional support and a teacher visits a site once or twice a week but otherwise is not in the classroom, or a program where a paraprofessional works with a group of students in another location while the teacher provides instruction to the rest of the class would also be inconsistent with the requirement that paraprofessionals work in close and frequent proximity to a teacher."

This means that "a paraprofessional who provides services to eligible private school students and is employed by an LEA must be under the direct supervision of a highly qualified public school teacher throughout the duration of the services/program being offered."

Paraprofessionals may assume limited duties that are assigned to similar personnel who are not working in a program supported with Title I funds, including duties beyond classroom instruction or that do not benefit participating children, so long as the amount of time spent on such duties is the same proportion of total work time as prevails with respect to similar personnel at the same school.

LEAs receiving Title I funds shall require that the principal of each school operating a Title I program attest annually in writing as to whether the school is in compliance with the above requirements for teachers and paraprofessionals. Copies of attestations shall be maintained at each school operating a Title I program and at the main office of the LEA and shall be available to any member of the general public on request.

Federal non-regulatory guidance regarding Title I paraprofessionals can be found at:

<http://www.ed.gov/policy/elsec/guid/paraguidance.doc>

Linguistic Assessment of Limited English Proficient Students

Districts receiving Title I funds to provide services to ESL, bilingual and total immersion students shall annually assess the English proficiency of their limited English proficient (LEP) students in speaking, listening, reading and writing and annually report the results to the SDE; inform the parent(s) of LEP students who are provided language instruction using Title I funds not later than 30 days after the beginning of school of the following: reason for identification as LEP and need for a language program; level of English proficiency, how this was assessed and the status of the student's academic achievement; methods of instruction to be used in the program and in other available programs; the differences among programs including the use of English and native language instruction; how the program will meet their child's educational strengths and needs; how the program will specifically help their child learn English and meet age-appropriate academic achievement standards and eventually meet graduation requirements; exit

requirements and an estimate of how long the student may require program services; how, for a child with a disability, the program meets the objectives of the IEP; and written guidance detailing parent's rights to have their child removed from the program, or choose another program of instruction and assisting parents in selecting other available programs.

[Note: In 2005, the SDE adopted the revised Language Assessment Scales (LAS Links). Since all districts will now have to annually assess their K-12 LEP students, all districts will use the same linguistic assessment with LEP students. The annual linguistic assessment may take place between January 1 and mid-May. In 2014, the SDE will administer Form C of the Language Assessment Scales (LAS Links - Form C). Results must be reported to the SDE by the date set each year. Beginning with the English language proficiency testing window in 2014, the Department will pay for all costs related to the assessment of English Learners. CTB McGraw-Hill provides information on ordering the appropriate tests including shipping and handling. CTB also provides the technical assistance to districts that choose to administer the test using the online platform. Training was offered to all districts at ACES, with follow-up technical assistance provided via written guidance, internet and on-site visits. This linguistic assessment will continue to include speaking, listening, reading, writing and reading comprehension in all grades, from kindergarten to 12, each year.]

Parental Involvement

Parental Involvement is defined in the No Child Left Behind Act as the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring that parents play an integral role in assisting their child's learning; that parents are encouraged to be actively involved in their child's education at school and that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

LEAs receiving at least \$500,000 of Title I funds must reserve at least one percent to carry out parental involvement activities, including promoting family literacy and parenting skills. Not less than 95 percent of the funds reserved must be distributed to the school district's Title I schools. Parents of children receiving Title I services must be involved in the decisions regarding how reserved funds are allotted for parental involvement activities. An LEA may establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in funded programs.

Each LEA receiving Title I funds must jointly develop with, agree on with, and distribute to parents of participating children a written parental involvement policy saying how it will support the involvement of parents. If an LEA has a parental involvement policy for all parents, the LEA may amend that policy to meet Title I requirements. The written parental involvement policy should describe how the LEA will:

1. Involve parents in the joint development of a plan to help low-achieving children meet challenging academic achievement standards and the process of school review and improvement.
2. Provide the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance.
3. Build the schools' and parents' capacity for strong parental involvement.
4. Coordinate and integrate parental involvement strategies under this part with parental involvement strategies under other programs, such as the Head Start program, Even Start program, Parents as Teachers program, and Home Instruction Program for Preschool Youngsters, and state-run preschool programs.
5. Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served under this part, including identifying barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background), and use the findings of such evaluation to design strategies for more effective parental involvement, and to revise, if necessary, the parental involvement policies described in this section.
6. Involve parents in the activities of Title I schools.

LEA parental involvement policies and practices will be reviewed by the Department to ensure that they meet Title I requirements.

Each Title I school must jointly develop with, agree upon and distribute to parents its own written parental involvement policy. (If the school has a parental involvement policy that applies to all parents, such school may amend that policy, if necessary, to meet Title I requirements.) This policy must specify that the school will:

1. Convene an annual meeting, at a convenient time, to explain the Title I program to parents and inform them of their right to be involved in the program.
2. Offer a flexible number of meetings, and may provide with Title I funds transportation, child care, or home visits, as such services relate to parental involvement.
3. Involve parents, in an organized, ongoing and timely way, in planning, review and improvement of Title I programs.

4. Provide timely information about its Title I programs to parents, a description and explanation of the curriculum in use at the school, the student assessments and proficiency levels students are expected to meet, provide opportunities for regular meetings, if requested by parents, where parents can provide input, and respond as soon as practicably possible to parent suggestions.
5. Provide parents with an opportunity to submit dissenting views to the LEA if a school's schoolwide program plan is not acceptable to them.

In addition, as a component of the school-level parental involvement policy, each Title I school shall jointly develop with parents for all children served by Title I a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. Such compact shall:

1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children served by Title I to meet the state's student academic achievement standards, and the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time.
2. Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum: parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement; frequent reports to parents on their children's progress; and reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.

Federal non-regulatory guidance on parental involvement requirements under Title I, Part A can be found at: www.ed.gov/programs/titleiparta/parentinvguid.doc. The guidance includes sample templates for a district-level parental involvement policy and a school-parent compact.

A toolkit developed for the Title I parental involvement requirements is available at: <http://www.sedl.org/connections/toolkit/>

SECTION 4: TITLE II, PART A

Teacher and Principal Training and Recruiting Fund

Assurances:

The LEA will:

1. Ensure that Title II, Part A funded activities, including the professional development provided to teachers and principals are aligned with state academic content standards and student academic achievement standards, and state assessments and the curricula and programs tied to those standards.
2. Ensure that Title II, Part A funded activities will be based on a review of scientifically-based research and are designed to have a substantial, measurable, and positive impact on student academic achievement, and are part of a broader strategy to eliminate the achievement gap that separates the performance of low-income and minority students from other students.
3. Ensure that teachers hired to reduce class size with Title II, Part A funds are highly qualified.
4. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.
5. Target funds to schools within the jurisdiction of the local educational agency that —
 - have the lowest proportion of highly qualified teachers;
 - have the largest average class size; or
 - are identified for school improvement.
6. Ensure that teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of activities to be undertaken and in the preparation of the application.
7. Conduct an effective assessment of needs for professional development and hiring through meaningful consultation with teachers of all grades and subject areas, including teachers in high-need schools and teachers participating in programs under part A of Title I, and take into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and teaching skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet challenging state and local student academic achievement standards.
8. Ensure that the results of the needs assessment drive the development of sound multi-year program plans that (a) include teacher mentoring and incentives, as well as provision of professional development in subject-matter content and effective instructional strategies (i.e., those that are likely to have a positive impact on student achievement) that are based on a review of scientifically-based research, and (b) focus particular attention on addressing the needs of students who are at highest risk of failing to meet the state's academic standards.
9. Comply with the requirements for “professional development” as defined in section 9101.
10. Comply with section 9501 of ESEA (regarding participation by private school children and teachers). LEAs must consult with appropriate private school officials during the design, development, and implementation of the professional development program on such issues as:
 - how the needs of children and teachers will be identified;
 - what services will be offered;
 - how, where, and by whom the services will be provided;
 - how the services will be assessed and how the results of the assessment will be used to improve those services;
 - the size and scope of the equitable services;
 - the amount of funds available for those services; and
 - how and when the LEA will make decisions about the delivery of services.
11. Provide training to enable teachers to (1) teach to the needs of students with different learning styles - particularly students with disabilities, students with special learning needs (including those who are gifted and talented), and those with limited English proficiency; (2) improve student behavior in the classroom; (3) involve parents in their child's education; and (4) understand and use data and assessments to improve classroom practice and student learning.

12. Use Title II, Part A funds to meet the requirements of Title I, Section 1119 of ESEA for teachers and paraprofessionals. Section 1119 requires an SEA to establish annual measurable objectives for each LEA and school that, at a minimum, include an annual increase in the percentage of highly qualified teachers at each LEA and school to ensure that all teachers of core academic subjects are highly qualified. It also includes a requirement for the LEA's plan to include an annual increase in the percentage of teachers who receive high-quality professional development.

Purpose:

To increase student academic achievement by improving teacher and principal quality. This program is carried out by: increasing the number of highly qualified teachers in classrooms; increasing the number of highly qualified principals and assistant principals in schools; and increasing the effectiveness of teachers and principals by holding LEAs and schools accountable for improvements in student academic achievement; and increasing student achievement by elevating teacher and principal quality through recruitment, hiring, and retention strategies. The programs use scientifically-based professional development interventions and holds districts and schools accountable for improvements in student academic performance.

Use of Funds:

Consistent with local planning requirements and the LEA's needs assessment, the Title II, Part A program offers an LEA the flexibility to design and implement a wide variety of activities that can ensure a teaching staff that is highly qualified and able to help all students, regardless of individual learning needs, achieve challenging state content and academic achievement standards. Funds can also be used to provide school principals with the knowledge and skills necessary to lead their schools' efforts in increasing student academic achievement. For example, the statute specifically authorizes the following types of activities:

1. Developing and implementing strategies and activities to recruit, hire, and retain highly qualified teachers and principals and specialists in core academic areas. These strategies may include (a) providing monetary incentives such as scholarships, signing bonuses, or differential pay for teachers in academic subjects or schools in which the LEA has shortages; (b) reducing class size; (c) recruiting teachers to teach special needs children, and (d) recruiting qualified paraprofessionals and teachers from populations underrepresented in the teaching profession, and providing those paraprofessionals with alternative routes to obtaining teacher certification.
2. Providing professional development activities that improve the knowledge of teachers and principals and, in appropriate cases, paraprofessionals, in:
 - content knowledge - Providing training in one or more of the core academic subjects that the teachers teach; and
 - classroom practices - Providing training to improve teaching practices and student academic achievement through (a) effective instructional strategies, methods, and skills, and (b) the use of challenging state academic content standards and student academic achievement standards in preparing students for the state assessments.
3. Providing professional development activities that improve the knowledge of teachers and principals and, in appropriate cases, paraprofessionals, regarding effective instructional practices that:
 - involve collaborative groups of teachers and administrators;
 - address the needs of students with different learning styles, particularly students with disabilities, students with special needs (including students who are gifted and talented), and students with limited English proficiency;
 - provide training in improving student behavior in the classroom and identifying early and appropriate interventions to help students with special needs;
 - provide training to enable teachers and principals to involve parents in their children's education, especially parents of limited English proficient and immigrant children; and
 - provide training on how to use data and assessments to improve classroom practice and student learning.
4. Developing and implementing initiatives to promote retention of highly qualified teachers and principals, particularly in schools with a high percentage of low-achieving students, including programs that provide teacher mentoring from exemplary teachers and administrators, induction, and support for new teachers and principals during their first three years; and financial incentives to retain teachers and principals with a record of helping students to achieve academic success.
5. Carrying out programs and activities that are designed to improve the quality of the teaching force, such as innovative professional development programs that focus on technology literacy, tenure reform, testing teachers in the academic subject in which teachers teach, and merit pay programs.
6. Carrying out professional development programs that are designed to improve the quality of principals and superintendents, including the development and support of academies to help them become outstanding managers and educational leaders.
7. Hiring highly qualified teachers, including teachers who become highly qualified through state and local alternative routes to certification, and special education teachers, in order to reduce class size, particularly in the early grades.

8. Carrying out teacher advancement initiatives that promote professional growth and emphasize multiple career paths (such as paths to becoming a mentor teacher, career teacher, or exemplary teacher) and pay differentiation.

Federal Title II, Part A non-regulatory guidance can be found at: <http://www2.ed.gov/programs/teacherqual/guidance.pdf>

SECTION 5: TITLE VI, PART B

Rural Education Achievement Program (REAP)

Assurances:

The LEA will ensure that an assessment will be administered that is consistent with the assessment requirements in section 1111(b)(3) of ESEA. Thus, an LEA that participates in REAP-Flex or receives funding under the Small Rural School Achievement (SRSA) grant program may use the assessment system that the state uses to fulfill Title I requirements to meet the REAP accountability requirements. The state will determine, after three years of participation, whether the LEA participating in the program made adequate yearly progress. The state will permit only those that made adequate yearly progress to continue to participate, and permit those LEAs that failed to make adequate yearly progress to continue to participate only if such LEA uses the applicable funding to carry out school improvement activities described under Title I (Section 1116).

Purpose:

The purpose of this initiative is to address the unique needs of rural school districts that frequently lack the personnel and resources needed to compete effectively for federal competitive grants and receive formula grant allocations in amounts too small to be effective in meeting their intended purposes. Under REAP there are three initiatives that address the needs of rural school districts. The three initiatives are:

- The Alternative Uses of Funds Authority
- The Small, Rural School Grant Program (SRSA)
- The Rural and Low-Income School Program (RSIL)

REAP-Flex – the Alternative Uses of Funds

The REAP-Flex - Alternative Uses of Funds authority is a flexibility provision that allows eligible local educational agencies (LEAs) greater flexibility in using the formula grant funds that they receive under certain state-administered federal programs. This portion of the SRSA program is not a grant program; it does not provide LEAs with funding. Rather, it gives them greater latitude in spending funds that they receive under other federal programs so that they can better address their particular needs.

Eligibility: To be eligible to participate in REAP-Flex and the SRSA grant program, an LEA must –

- have a total average daily attendance (ADA) of less than 600 students, *or* serve only schools that are located in counties that have a population density of fewer than 10 persons per square mile; *and*
- serve only schools that have an NCES school locale code of 7 or 8 (assigned by the U.S. Department of Education’s National Center for Education Statistics) *or* be located in an area of the state defined as rural by a governmental agency of the state. (In instances in which a state agency defines the area in which an LEA is located as rural, the U.S. Department of Education must agree to the rural designation before the LEA may participate in either REAP-Flex or the SRSA grant program). REAP-Flex is the term that the U.S. Department of Education has given to the “alternative uses of funds” authority under the Small, Rural School Achievement program. This authority provides flexibility to eligible rural LEAs to use specific federal formula funds (i.e., each LEA’s “applicable funding”) to support local activities under an array of federal programs in order to assist them in addressing local academic needs more effectively. REAP-Flex gives an LEA broader authority in spending “applicable funding” for alternative uses under selected federal programs. “Applicable funding” is the funding for which an eligible LEA may exercise its REAP-Flex authority. Specifically, “applicable funding” includes all funds allocated by formula to an eligible LEA under the following programs:
 - (1) Subpart 2 of Part A of Title II (Improving Teacher Quality State Grants);
 - (2) Part D of Title II (Educational Technology State Grants);
 - (3) Part A of Title IV (Safe and Drug-Free Schools and Communities); and
 - (4) Part A of Title V (State Grants for Innovative Programs).

An LEA with REAP-Flex authority may use all or part of its “applicable funding” for local activities authorized under one or more of the following ESEA programs:

- Part A of Title I (Improving the Academic Achievement of the Disadvantaged);
- Part A of Title II (Improving Teacher Quality State Grants);
- Part D of Title II (Educational Technology State Grants);
- Title III (Language Instruction for Limited English Proficient and Immigrant Students);
- Part A of Title IV (Safe and Drug-Free Schools and Communities);

- Part B of Title IV (21st Century Community Learning Centers); and
- Part A of Title V (State Grants for Innovative Programs).

Small Rural School Achievement (SRSA) Program

An LEA that is eligible to participate in REAP-Flex is also eligible for a grant under the SRSA grant program. The U.S. Department of Education awards SRSA funds directly to eligible LEAs on a formula basis to carry out activities authorized under specified federal programs.

An LEA may use the funds that it receives under the SRSA grant program to carry out local activities authorized under the following provisions:

- Part A of Title I (Improving the Academic Achievement of the Disadvantaged);
- Part A of Title II (Improving Teacher Quality State Grants);
- Part D of Title II (Educational Technology State Grants);
- Title III (Language Instruction for Limited English Proficient and Immigrant Students);
- Part A of Title IV (Safe and Drug-Free Schools and Communities);
- Part B of Title IV (21st Century Community Learning Centers); and
- Part A of Title V (State Grants for Innovative Programs).

The U.S. Department of Education's REAP home page can be found at: <http://www.ed.gov/nclb/freedom/local/reap.html>

Rural and Low-Income Schools Program

Under the Rural and Low-Income Schools Program, designed to address the needs of rural, low-income schools, the Secretary awards formula grants to state educational agencies (SEAs), which in turn award subgrants to eligible LEAs either competitively or on a formula basis.

Eligibility:

An LEA is eligible to receive Rural and Low-Income funds if:

- 20 percent or more of the children ages 5 through 17 years served by the local educational agency are from families with incomes below the poverty line;
- all of the schools served by the agency are designated with a school locale code of 6, 7, or 8; and
- the LEA is not eligible for the SRSA program.

To verify your district's eligibility, or for additional information, please visit the U.S. Department of Education's REAP Web site at: <http://www.ed.gov/nclb/freedom/local/reap.html>

Allowable Use of Funds:

Districts that receive Rural and Low-Income Schools (RLIS) funds may apply the funds toward the following programs and activities listed below:

- teacher recruitment and retention, including the use of signing bonuses and other financial incentives;
- teacher professional development, including programs that train teachers to utilize technology to improve teaching and to train special needs teachers;
- educational technology, including software and hardware, as described in Title II-D;
- parental involvement activities;
- activities authorized under the Safe and Drug-Free Schools program under Title IV-A;
- activities authorized under Title I-A;
- activities authorized under Title III; and
- activities authorized under Title V-A.

Eligible Districts for the 2014-15 Small Rural Achievement Program (SRSA) and Alternative Use of Funds Authority

| NCES ID | State ID | District Name |
|----------------|-----------------|-----------------------------|
| 0900030 | 001 | Andover School District |
| 0900090 | 003 | Ashford School District |
| 0900150 | 005 | Barkhamsted School District |
| 0900240 | 008 | Bethany School District |
| 0900390 | 013 | Bozrah School District |
| 0900630 | 021 | Canaan School District |
| 0900660 | 022 | Canterbury School District |
| 0900720 | 024 | Chaplin School District |
| 0900780 | 026 | Chester School District |
| 0900870 | 029 | Colebrook School District |
| 0900900 | 030 | Columbia School District |
| 0900930 | 031 | Cornwall School District |
| 0901080 | 036 | Deep River School District |
| 0901360 | 253 | EASTCONN |
| 0901380 | 039 | Eastford School District |
| 0903512 | 242 | Education Connection |
| 0901500 | 050 | Essex School District |
| 0900018 | 272 | Explorations Charter School |
| 0901590 | 053 | Franklin School District |
| 0901890 | 063 | Hampton School District |
| 0901950 | 065 | Hartland School District |

| NCES ID | State ID | District Name |
|----------------|-----------------|------------------------------|
| 0902040 | 068 | Kent School District |
| 0902190 | 073 | Lisbon School District |
| 0902370 | 079 | Marlborough |
| 0902760 | 092 | New Hartford School District |
| 0902940 | 098 | Norfolk School District |
| 0903000 | 100 | North Canaan School District |
| 0903360 | 112 | Pomfret School District |
| 0903420 | 114 | Preston School District |
| 0903900 | 121 | Salem School District |
| 0903930 | 122 | Salisbury School District |
| 0903960 | 123 | Scotland School District |
| 0904020 | 125 | Sharon School District |
| 0904080 | 127 | Sherman School District |
| 0904260 | 133 | Sprague School District |
| 0904350 | 136 | Sterling School District |
| 0904650 | 145 | Union School District |
| 0904710 | 147 | Voluntown School District |
| 0905100 | 160 | Willington School District |
| 0903600 | 201 | Regional School District 1 |
| 0903570 | 211 | Regional School District 11 |
| 0905372 | 902 | The Gilbert School |