

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Academic Office

2015-16
DISTRICT
CONSOLIDATED APPLICATION for
Elementary and Secondary Education Act (ESEA)
Federal Grants

20 U.S.C. § 6301 et seq.

P.L. 107-110

ESEA Federal Grants:

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

The 2015-16 District Consolidated Application is due no later than 4 p.m. on November 9, 2015. One original and one copy are to be mailed or delivered to the following addresses:

Mailing Address:

Marion Lamprecht – Room 215
Connecticut State Department of Education
P.O. Box 2219
Hartford, CT 06145

Delivery Address:

Marion Lamprecht – Room 215
Connecticut State Department of Education
165 Capitol Avenue
Hartford, CT 06106

CONNECTICUT STATE DEPARTMENT OF EDUCATION

DiannaWentzell
Commissioner of Education

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CONNECTICUT STATE DEPARTMENT OF EDUCATION

**DISTRICT
CONSOLIDATED APPLICATION
for
ESEA Federal Grants
2015-16**

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

Name of Applicant District:		
Name of Grant Contact:		
Phone and Extension:		
E-mail:		
Address of Grant Contact:		
Name of Superintendent (typed):		
Signature of Superintendent:		Date:

TABLE OF CONTENTS

	Page	Check Forms Completed
Introduction	1	
Section 1: Planned Use of Funds – Program Narratives	2-3	
Title I, Part A - Improving Basic Programs Operated by Local Educational Agencies	2	
Title II, Part A - Teacher and Principal Training and Recruiting Fund	3	
Section 2: Forms	4-18	
A. ED114 Worksheet, Budget Narrative (Public and Private)	4-9	
B. Title I Ranking Schools and Allocating Funds; Private Equitable Services; Private School Allocation and Parental Involvement Reservation	10-18	
C. Title I Programs	19	
D. Title I Schoolwide Programs	20	
E. Notification of Intent to Transfer Funds	21	
F. Notification of Alternative Use of Funds	22	
G. Consortium Letter of Agreement From Authorized Officials	23	
H. Consortium Membership	24	
I. Private School Participation	25	
J. Sign-off Sheet for Federal and State Assurances and Certifications	26	
K. Certification that a Current Affirmative Action Packet is on File	27	
L. Title I District Coordinator Information	28	
Section 3: Management and Control of the Program and Grant Consultation Role of the State	29	
Section 4: Freedom of Information Act	30	

INTRODUCTION

The 2015-16 District Consolidated Application contains Title I, Part A - *Improving Basic Programs* and Title II, Part A - *Teacher and Principal Training and Recruiting Fund* Elementary and Secondary Education Act (ESEA) grants.

Use of Funds

ESEA federal funds in this application should be used to:

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

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

Program Narratives

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

Transfer of Funds

Although Congress did not appropriate funds for the 2015-16 school year for Title II, Part D - *Enhancing Education Through Technology*, Title IV, Part A - *Safe and Drug-Free Schools and Communities* and Title V, Part A - *Innovative Programs*, they remain authorized programs. Districts may "transfer" grant funds from Title II, Part A - *Teacher and Principal Training and Recruiting Fund* for programmatic use under one or more of those programs (see "Section E. Notification of Intent to Transfer Funds").

SECTION 1: PLANNED USE OF FUNDS - PROGRAM NARRATIVE

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

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

SECTION 1: PLANNED USE OF FUNDS – PROGRAM NARRATIVE

<p>Title II, Part A – Teacher and Principal Training and Recruiting Fund</p>

Town Code _____

District _____

**SECTION 2A: ED114 WORKSHEET FISCAL YEAR 2015-16
PUBLIC BUDGET FORM**

CODES	DESCRIPTION	Title I, Part A Improving Basic Programs SPID 20679 Program 82070 Chartfield 1: 170002	Title I, Part A <i>Neglected</i> SPID 20679 Program 82070 Chartfield 1: 170002	Title II, Part A Teacher and Principal Training Fund SPID 20858 Program 84131 Chartfield 1: 170002
100	Personal Services/ Salaries			
200	Personal Services/ Employee Benefits			
300	Purchased Professional & Technical Services			
400	Purchased Property Services			
500	Other Purchased Services			
600	Supplies			
700	Property			
800	Debt Service and Miscellaneous			
914	Internal Transfers (Transferred Funds)	XXXXX	XXXXX	
917	Indirect Costs		XXXXX	
	TOTALS			

Town Code _____

District _____

**SECTION 2A: ED114 WORKSHEET FISCAL YEAR 2015-16
PRIVATE BUDGET FORM**

CODES	DESCRIPTION	Title I, Part A Improving Basic Programs SPID 20679 Program 82070 Chartfield 1: 170002	Title II, Part A Teacher and Principal Training Fund SPID 20858 Program 84131 Chartfield 1: 170002
100	Personal Services/Salaries		
200	Personal Services/ Employee Benefits		
300	Purchased Professional and Technical Services		
400	Purchased Property Services		
500	Other Purchased Services		
600	Supplies		
700	Property		
800	Debt Service and Miscellaneous		
914	Internal Transfers (Transferred Funds)	XXXXX	
	TOTALS		

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

Name of Applicant District: _____ Town Code: _____ Date: _____

Directions

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

<input type="checkbox"/> Title I, Part A - Improving Basic Programs (20679)		<input type="checkbox"/> Title II, Part A - Teacher and Principal Training Fund (20858)	
CODE	OBJECT	AMOUNT	
		Public	Neglected
100	PERSONAL SERVICES – SALARIES. Amounts paid to both permanent and temporary grantee employees, including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the grantees. Differentiate between administrative and instructional salaries. (Include the number of FTE(s) for each position, such as: teachers, paraprofessionals and tutors, etc.) Specify under each category.	\$	\$
	<u>Administrators:</u> _____ (FTE) Coordinators <u>Teachers:</u> _____ (FTE) Full-Day Kindergarten _____ (FTE) Reading Teachers _____ (FTE) Math Teachers _____ (FTE) Other (please specify) <u>Other:</u> _____ (FTE) Paraprofessionals _____ (FTE) Tutors (if on LEA Payroll)		
200	PERSONAL SERVICES – EMPLOYEE BENEFITS. Amounts paid by the grantee on behalf of employees; these amounts are not included in the gross salary but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are parts of the cost of personal services. 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.	\$	\$
	Provide details:		
300	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES. Services which by their nature can be performed only by persons or firms with specialized skills and knowledge. Included are: In-service costs (e.g., registration fees, travel, accommodations, etc.), professional consultants that include curriculum consultants, training specialists who are not on grantee payroll, field trips, parental activities, pupil services not on grantee payroll, tutors not on grantee payroll, audit.	\$	\$
	Provide details:		

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

CODE	OBJECT	AMOUNT	
		Public	Neglected
400	PURCHASED PROPERTY SERVICES. Services purchased to operate, repair, maintain and rent property owned or used by the grantee. Persons other than grantee employees perform these services. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.	\$	\$
	Provide details:		
500	OTHER PURCHASED SERVICES. Amounts paid for services rendered by organizations or personnel not on the payroll of the grantee (separate from Professional and Technical Services or Property Services). Included are: staff transportation, pupil transportation, communications, tuition, other (insurance costs, printing, binding, etc.).	\$	\$
	Provide details:		
600	SUPPLIES. Amounts paid for items that are consumed, worn out or deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances. Included are: instructional supplies, administrative supplies, text books, library books, other supplies.	\$	\$
	Provide details:		
700	PROPERTY. Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment and replacement of equipment.	\$	\$
	Provide details:		
800	DEBT SERVICE AND MISCELLANEOUS. Expenditures for goods or services not properly classified in one of the above objects (miscellaneous expenditures). Included in the category could be expenditures for dues and fees, judgments against a grantee that are not covered by liability insurance and interest payments on bonds and notes.	\$	\$
	Provide details:		
914	INTERNAL TRANSFERS (TRANSFERRED FUNDS).	\$	\$
	Provide details:		
917	INDIRECT COSTS. Costs incurred by the grantee which are not directly related to the program but are a result thereof. Grantees must submit indirect cost proposals to the Connecticut State Department of Education to apply for a restricted and unrestricted rate. Only grantees that have received rate approvals are eligible to claim indirect costs.	\$	
	TOTAL	\$	\$

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

Name of Applicant District: _____ Town Code: _____ Date: _____

Directions

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

<input type="checkbox"/> Title I, Part A - Improving Basic Programs (20679)		<input type="checkbox"/> Title II, Part A - Teacher and Principal Training Fund (20858)
CODE	OBJECT	AMOUNT
100	PERSONAL SERVICES – SALARIES. Amounts paid to both permanent and temporary grantee employees. Private schools may not hire any personnel using federal funds. District personal services for private schools must be provided by public school staff. (Stipends are permitted. Substitute costs are not approvable expenses.)	\$
	Provide details:	
200	PERSONAL SERVICES – EMPLOYEE BENEFITS. Amounts paid by the grantee on behalf of employees; these amounts are not included in the gross salary but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are parts of the cost of personal services.	\$
	Provide details:	
300	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES. Services which by their nature can be performed only by persons or firms with specialized skills and knowledge. Included are: In-service costs (e.g., registration fees, travel, accommodations, etc.), professional consultants that include curriculum consultants, training specialists who are not on grantee payroll, field trips, parental activities, pupil services not on grantee payroll, tutors not on grantee payroll, audit.	\$
	Provide details:	
400	PURCHASED PROPERTY SERVICES. Services purchased to operate, repair, maintain and rent property owned or used by the grantee. Persons other than grantee employees perform these services. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.	\$
	Provide details:	
500	OTHER PURCHASED SERVICES. Amounts paid for services rendered by organizations or personnel not on the payroll of the grantee (separate from Professional and Technical Services or Property Services). Included are: staff transportation, pupil transportation, communications, tuition, other (insurance costs, printing, binding, etc.).	\$
	Provide details:	

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

CODE	OBJECT	AMOUNT
600	SUPPLIES. Amounts paid for items that are consumed, worn out, or deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances.	\$
	Provide details:	
700	PROPERTY. Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment and replacement of equipment.	\$
	Provide details:	
800	DEBT SERVICE AND MISCELLANEOUS. Expenditures for goods or services not properly classified in one of the above objects. (Included in the category could be expenditures for dues and fees, judgments against a grantee that are not covered by liability insurance and interest payments on bonds and notes.)	\$
	Provide details:	
914	INTERNAL TRANSFERS (TRANSFERRED FUNDS).	\$
	Provide details:	
	TOTAL	

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

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

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

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

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

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

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

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

2015-16 School Year
SECTION 2B.1: TITLE I RANKING SCHOOLS AND ALLOCATING FUNDS
 (SERVING SCHOOLS BELOW 35 PERCENT POVERTY – 125 PERCENT RULE APPLIES)

<p>Per Pupil 125% Calculation: Divide the school district’s entitlement by its total number of children from low-income families to arrive at an amount per poverty child. Multiply this amount by 125% to determine the minimum per poverty child allocation for each attendance area.</p> <table style="width:100%; border-collapse: collapse;"> <tr> <td style="width:15%;">School District Entitlement</td> <td style="width:15%;"></td> <td style="width:15%;">Count of Children from low-income families</td> <td style="width:15%;"></td> <td style="width:15%;">Amount per poverty child</td> <td style="width:15%;"></td> <td style="width:15%;">Minimum allocation per poverty child</td> </tr> <tr> <td>_____</td> <td>÷</td> <td>_____</td> <td>=</td> <td>\$_____</td> <td>x 1.25 =</td> <td>\$_____</td> </tr> </table>	School District Entitlement		Count of Children from low-income families		Amount per poverty child		Minimum allocation per poverty child	_____	÷	_____	=	\$_____	x 1.25 =	\$_____	<p>School District Entitlement \$_____</p> <p>Reservations:</p> <p>Neglected _____</p> <p>Professional Development (5%)* _____</p> <p>Alliance Districts - Professional Development (10%)** _____</p> <p>Parent involvement _____</p> <p>Homeless _____</p> <p>Administration _____</p> <p>Capital expenses not otherwise funded _____</p> <p>Focus and Turnaround Schools Interventions*** _____</p> <p>Other _____</p> <p>Balance to be distributed to schools \$_____</p>	<p align="center">Poverty Criteria Used</p> <p>October 1, 2014, F/R Lunch Data <input type="checkbox"/></p> <p>Other (Specify) <input type="checkbox"/></p>
School District Entitlement		Count of Children from low-income families		Amount per poverty child		Minimum allocation per poverty child										
_____	÷	_____	=	\$_____	x 1.25 =	\$_____										

Name and Grade Span of Each 2015-16 Public School (including magnets)	√	ATTENDANCE AREA RANKING						ATTENDANCE AREA ALLOCATIONS				
		October 1, 2014 K-12 Children Residing in Attendance Area			October 1, 2014 K-12 Children from Low-Income Families			Percent Low Income (8)	Minimum Attendance Area Allocation (9)	Actual Attendance Area Allocation (10)	Allocation Generated by Public Low- Income Children (11)	Allocation Generated by Private Low- Income Children (12)
		Public (2)	Private (3)	Total (4)	Public (5)	Private (6)	Total (7)					
Total												

√Indicates Title I schoolwide program (at least 40 percent poverty - poverty threshold waived for Focus & Turnaround schools). See “Assurances and Program Information Section 3” for Title I schoolwide program criteria. **This “Title I Ranking Schools and Allocating Funds” worksheet has been provided as an Excel document on the CSDE Web site with the application to assist you in your calculations. If you choose to use the Excel document, please submit it along with your completed application.**

* Districts may use Title I funds for professional development activities to ensure that teachers are highly qualified, but are not required to (subject to private equitable services).

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

***Districts should reserve up to 20 percent of their Title I allocation, or an equivalent amount from other resources, to implement interventions in Title I Focus and Turnaround schools (not subject to private equitable services).

2015-16 School Year
SECTION 2B.2: TITLE I RANKING SCHOOLS AND ALLOCATING FUNDS
(SERVING ONLY SCHOOLS WITH 35 PERCENT OR GREATER POVERTY)

Per Pupil Calculation (125% Calculation Not Required) Amount school district determines to allocate: Per-Poverty Child \$ _____ Or Within Poverty Bands _____ \$ _____ _____ \$ _____ _____ \$ _____	School District Entitlement \$ _____ Reservations: Neglected _____ Professional Development (5%)* _____ Alliance Districts - Professional Development (10%)** _____ _____ Parent involvement _____ Homeless _____ Administration _____ Capital expenses not otherwise funded _____ Focus and Turnaround Schools Interventions*** _____ _____ Other _____ Balance to be distributed to schools \$ _____	Poverty Criteria Used October 1, 2014, F/R Lunch Data <input type="checkbox"/> Other (Specify) <input type="checkbox"/>
--	--	---

Name and Grade Span of Each 2015-16 Public School (including magnets) (1)	√	ATTENDANCE AREA RANKING						ATTENDANCE AREA ALLOCATIONS			
		October 1, 2014 K-12 Children Residing in Attendance Area			October 1, 2014 K-12 Children from Low-Income Families			Percent Low Income (8)	Actual Attendance Area Allocation (9)	Allocation Generated by Public Low- Income Children (10)	Allocation Generated by Private Low- Income Children (11)
		Public (2)	Private (3)	Total (4)	Public (5)	Private (6)	Total (7)				
Total											

√Indicates Title I schoolwide program (at least 40 percent poverty - poverty threshold waived for Focus & Turnaround schools). See "Assurances and Program Information Section 3" for Title I schoolwide program criteria. **This "Title I Ranking Schools and Allocating Funds" worksheet has been provided as an Excel document on the CSDE Web site with the application to assist you in your calculations. If you choose to use the Excel document, please submit it along with your completed application.**

* Districts may use Title I funds for professional development activities to ensure that teachers are highly qualified, but are not required to (subject to private equitable services).

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

*** Districts should reserve up to 20 percent of their Title I allocation, or an equivalent amount from other resources, to implement interventions in Title I Focus and Turnaround schools (not subject to private equitable services).

SECTION 2B.3: TITLE I PRIVATE EQUITABLE SERVICES – FEDERAL REQUIREMENTS

If a district reserves funds off the top of its Title I allocation for districtwide instructional programs, parental involvement, Alliance District professional development and professional development to ensure highly qualified teachers, then the following federal requirements apply. The district must provide from those funds, as applicable, equitable services to eligible private school children. **The amount of funds available to provide equitable services from the applicable reserved funds must be proportionate to the number of private school children from low-income families residing in participating public school attendance areas as described below.**

- **Equitable services – districtwide instructional programs (does not apply to preschool programs)**

If a district reserves funds off the top of its Title I allocation for districtwide instructional programs for public elementary and secondary school students, the requirement to provide equitable services applies. The district must calculate the amount of funds available for equitable services from the reserved funds based on the proportion of private school children from low-income families residing in participating public school attendance areas.

Example:

A district reserves \$500,000 for a districtwide reading initiative. The number of public and private school children from low-income families residing in participating Title I attendance areas is 25,000. Five percent of the 25,000 children from low-income families attend private schools; thus, 5 percent of the \$500,000 reservation, or \$25,000, is available for equitable services for private school participants. Thus, the LEA has \$475,000 for its public school districtwide reading initiative and \$25,000 for Title I services to private school participants. The Title I program funded with this \$25,000 must meet the needs of the private school participants but does not have to be identical to the districtwide reading initiative. The district must consult with appropriate private school officials to determine how these funds will be used to benefit private school participants.

The district may, after consultation with appropriate officials of the private schools, create a pool of funds from which the district provides equitable services to eligible private school children, in the aggregate, in greatest need of those services; or the district may provide equitable services to eligible children in each private school with the funds generated by children from low-income families who attend that private school.

- **Equitable services - parental involvement activities (under ESEA Section 1118)**

If a district reserves funds off the top of its Title I allocation to carry out required Title I parental involvement activities, Title I regulations require the district to calculate the amount of funds available for equitable services from the reserved funds based on the proportion of private school children from low-income families residing in participating public school attendance areas.

Example:

A district reserves 1 percent (\$60,000) of its Title I allocation of \$6,000,000 for parental involvement activities. The number of public and private school children from low-income families residing in participating Title I attendance areas is 25,000. Five percent of the 25,000 children attend private schools; thus, 5 percent of the \$60,000 reservation, or \$3,000, is available for equitable services for parents of private school participants. The parental involvement program funded by Title I must meet the needs of the parents of private school participants. After consultation with the appropriate private school officials, the district may conduct these activities independently or in conjunction with their regular parent involvement activities.

- **Equitable services - professional development activities (under ESEA Section 1119)**

If a district reserves funds off the top of its Title I allocation for carrying out Title I professional development activities to ensure highly qualified teachers, the district must provide equitable services to teachers of private school participants from this set-aside. The district must calculate the amount of funds available for equitable services from the reserved funds based on the proportion of private school children from low-income families residing in participating public school attendance areas.

Example:

A district reserves 6 percent (\$360,000) of its Title I allocation of \$6,000,000 for professional development. The number of public and private school children from low-income families residing in participating Title I attendance areas is 25,000. Five percent of the 25,000 children attend private schools; thus, 5 percent of the \$360,000 reservation (\$18,000) is available for equitable services for the teachers of private school participants. The professional development activities funded by Title I must meet the needs of the teachers of private school participants. After consultation with the appropriate private school officials, the district may conduct these activities independently or in conjunction with their professional development activities.

If reserving funds off the top of your Title I allocation for districtwide instructional programs, parental involvement (under ESEA Section 1118) or Alliance District professional development, complete the Title I Private Equitable Services worksheet that follows. The proportional amount of any reservation that is generated by children from low-income families that attend private schools should be reflected in the Title I private budget and the equitable services to be provided should be explained in the Title I private budget narrative.

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>.

District _____

SECTION 2B.4: DISTRICT WORKSHEET TO DETERMINE THE AMOUNT OF TITLE I FUNDS FOR EQUITABLE SERVICES FOR PRIVATE SCHOOL STUDENTS

1. Districtwide Instructional Program(s) Reservation (does not apply to preschool programs)

In **participating** public school attendance areas:

of Private School Children
from low-income families

Total # of Children
from low-income families

_____ ÷ _____ = _____ Proportion of Reservation

_____ Proportion of Reservation x \$_____ Reservation = \$_____ for Equitable Services

2. Parental Involvement Reservation under Sec. 1118 (only applies to districts receiving Title I funds in excess of \$500,000).

In **participating** public school attendance areas:

of Private School Children
from low-income families

Total # of Children
from low-income families

_____ ÷ _____ = _____ Proportion of Reservation

_____ Proportion of Reservation x \$_____ Reservation = \$_____ for Equitable Services

3. Highly Qualified Teacher Professional Development Reservation (under Sec. 1119)

In **participating** public school attendance areas:

of Private School Children
from low-income families

Total # of Children
from low-income families

_____ ÷ _____ = _____ Proportion of Reservation

_____ Proportion of Reservation x \$_____ Reservation = \$_____ for Equitable Services

4. Alliance District (only) Professional Development Reservation

In **participating** public school attendance areas:

of Private School Children
from low-income families

Total # of Children
from low-income families

_____ ÷ _____ = _____ Proportion of Reservation

_____ Proportion of Reservation x \$_____ Reservation = \$_____ for Equitable Services

Total Equitable Services: 1) \$_____ + 2) \$_____ + 3) \$_____ + 4) \$_____ = \$_____

District _____

SECTION 2B.5: TOTAL TITLE I PRIVATE SCHOOL ALLOCATION

The total Title I private school allocation is the sum of the Title I private school per pupil amount (from the 2B.1 or 2B.2 “Title I Ranking Schools and Allocating Funds” form) and any funds calculated for equitable services for private school students (from the 2B.4 “District Worksheet”).

a. Private school per pupil total amount calculated on 2B.1 or 2B.2 \$ _____

b. Funds calculated for equitable services for private school students on 2B.4 \$ _____

c. Total Title I private school allocation (“a” + “b”)* \$ _____

*** The Title I total private school allocation must be fully budgeted on the Title I private school budget (ED 114) and the use of the funds explained on the Title I private school budget narrative. Private school officials must be informed of Title I funds available for equitable services and consulted on their use.**

District _____

SECTION 2B.6: TITLE I PARENTAL INVOLVEMENT RESERVATION
(To be completed by districts receiving more than \$500,000 in Title I, Part A funds)

Districts with a Title I, Part A allocation of greater than \$500,000 are required to reserve not less than 1 percent to carry out parental involvement activities. If applicable, a district must set-aside an amount for parental involvement of parents of private school children, based on the proportion of private school children from low-income families residing in Title I attendance areas (equitable services). The district must then distribute to its Title I schools at least 95 percent of the remainder, leaving the balance of the reserved funds for parental involvement activities at the district level.

- a. District's total Title I, Part A allocation \$ _____

- b. Reservation for parental involvement activities (**not less than 1 percent of "a"**) \$ _____

- c. Set-aside of reservation ("**b**") for **parental involvement private equitable services** (from Section 2B.4 District Worksheet - if applicable) \$ _____

- d. Remainder for district and school-level parental involvement activities ("**b**" minus "**c**") \$ _____

- e. Allocation for Title I schools (**95 percent of "d"**)* \$ _____

- f. Balance for district-level parental involvement activities ("**d**" minus "**e**") \$ _____

*Districts that use all or a portion of the 95 percent for districtwide activities, such as parent resource centers, must document that the funds were allocated to the schools, and that each individual school agreed to give back its individual allocation to fund a districtwide parental involvement activity.

District _____

SECTION 2C: TITLE I PROGRAMS

1. **Selection of Eligible Children in Title I Schools Operating Targeted Assistance Programs**

- a. Describe how Title I students are selected for service in Title I **targeted assistance program** schools. Multiple, educationally related, objective criteria must be used.

2. **Title I Services for Homeless Children and Youth**

- a. Provide the rationale or calculation method used to arrive at the amount of Title I funds that were reserved for services to homeless children and youth. If Title I funds were not reserved, provide a justification for the lack of a set-aside amount for services to children and youth in homeless situations.

- b. Describe how Title I funds reserved for services to homeless children and youth will be used.

3. **Title I School Attendance Areas**

- a. List otherwise ineligible school attendance areas selected for Title I by using the school average daily enrollment provision (ESEA Section 1113 (b)(1)(B)).

- b. List eligible attendance areas that will be bypassed. These schools must meet the requirements in ESEA Section 1113 (b)(1)(D)(i)(ii)(iii).

SECTION 2D: TITLE I SCHOOLWIDE PROGRAMS

Complete the form below for each school that will be planning or implementing a schoolwide program in the 2015-16 school year. The eligibility threshold to conduct a schoolwide program is 40 percent poverty. Before it may initiate a schoolwide program, the school must first spend a year conducting a comprehensive needs assessment and developing a schoolwide program plan (unless the district determines that less time is needed after consulting technical assistance providers) with the input of parents and the district.

planning

implementing

Name of School

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

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

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

District _____

SECTION 2E: NOTIFICATION OF INTENT TO TRANSFER FUNDS

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

- Although Congress did not appropriate funds for the 2015-16 year for Title II, Part D - *Enhancing Education Through Technology*, Title IV, Part A - *Safe and Drug-Free Schools and Communities* and Title V, Part A - *Innovative Programs*, they remain authorized programs. Districts may **programmatically** “transfer” grant funds from Title II, Part A - *Teacher and Principal Training and Recruiting* for use under one or more of these programs.
- Funds may not be transferred from Title I, Part A - *Improving Basic Programs*.

Transferred Funds:

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

School districts may transfer up to **100 percent** of their 2015-16 Title II, Part A - *Teacher and Principal Training and Recruiting Fund* grant award:

FOR activities under one or more of the following programs:

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

District _____

SECTION 2F: NOTIFICATION OF ALTERNATIVE USE OF FUNDS

Rural Education Achievement Program (REAP) Alternative Uses of Funds Authority

School districts that have been identified as eligible under the Small Rural School Achievement (SRSA) Program have the option of combining and transferring their federal program funds under the Alternative Uses of Funds Authority. Eligible districts that intend to use federal program funds for alternative authorized activities should complete this page. (See the Consolidated Application “Assurances and Program Information,” “Section 5: Title VI, Part B” for a complete list of eligible districts.)

The school district will use funds from the following program:

- \$_____ Title II, Part A - *Teacher and Principal Training and Recruiting Fund*

For alternative activities which are authorized under the following program(s):

- \$_____ Title I, Part A - *Improving Basic Programs*
- \$_____ Title II, Part A - *Teacher and Principal Training and Recruiting Fund*
- \$_____ Title II, Part D - *Enhancing Education Through Technology*
- \$_____ Title III - *Language Instruction for Limited English Proficient and Immigrant Students*
- \$_____ Title IV, Part A - *Safe and Drug-Free Schools*
- \$_____ Title IV, Part B - *21st Century Community Learning*
- \$_____ Title V, Part A - *Innovative Programs*

**SECTION 2G: CONSORTIUM LETTER OF AGREEMENT FROM AUTHORIZED OFFICIALS
FOR TITLE II, PART A**

Date:	
Authorized Consortium Official:	
Title:	
District:	

Dear _____,
(Authorized Consortium Official)

As the authorized official of _____, I agree to assign all of the
(district)

district's 2015-16 Title II, Part A entitlement funds to the consortium headed by _____
(fiscal agent)

Our district's Title II, Part A entitlement funds total \$ _____. In return, _____ will coordinate
(exact amount) (fiscal agent)

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

_____ will also assure that all regulations and guidelines and Connecticut State Department of Education
(fiscal agent)

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)

SECTION 2H: CONSORTIUM MEMBERSHIP
(To be completed by Fiscal Agent)

If this is a consortium application, list below the school districts for which the application is being submitted.

Title II, Part A <i>Teacher and Principal Training and Recruiting Fund</i>	Fiscal Agent	Participating District(s)	Amount
		1.	\$
		2.	\$
		3.	\$
		4.	\$
		Fiscal Agent Allocation	\$
		Total	\$

SECTION 2I: 2015-16 PRIVATE SCHOOL PARTICIPATION FORM

INSTRUCTIONS FOR LOCAL DISTRICT COORDINATORS:

1. To ensure timely and meaningful consultation, the district, educational service agency, consortium of those agencies or entity shall consult with appropriate private school officials during the design and development of the programs under the No Child Left Behind Act of 2001 (NCLB), on issues such as:
 - (A) how the children’s needs will be defined;
 - (B) what services will be offered;
 - (C) how, where, and by whom the services will be provided;
 - (D) how the services will be assessed and how the results of the assessment will be used to improve those services;
 - (E) the size and scope of the equitable services to be provided to the eligible private school children, teachers and other educational personnel and the amount of funds available for those services (*including the method or sources of data that were used to determine the number of private school children from low-income families*); and
 - (F) how and when the agency, consortium or entity will make decisions about the delivery of services, including a thorough consideration and analysis of the views of the private school officials on the provision of contract services through potential third-party providers (*if the district disagrees with the views of the private school officials on the provision of services through a contract, they will provide in writing to such private school officials an analysis of the reasons why the LEA has chosen not to use a contractor*).
2. Send this page to each private school within the school district. Duplicate this page as necessary.
3. After the authorized private school official completes and returns this page, submit a copy with the completed application and retain a copy for your files.

INSTRUCTIONS FOR PRIVATE SCHOOL ADMINISTRATORS:

1. Prepare original and one copy.
2. Submit original to the public school or other entity.
3. Retain one copy for your files.

Name of Private School:	
Name of School Administrator:	
School Address:	
Telephone Number:	Fax Number:

CERTIFYING STATEMENTS: (must answer all items)

- | | YES | NO |
|---|--------------------------|--------------------------|
| (a) I have been CONSULTED by the local school district with respect to the expenditures under each grant program. | <input type="checkbox"/> | <input type="checkbox"/> |
| (b) This school is a PRIVATE NONPROFIT ORGANIZATION. | <input type="checkbox"/> | <input type="checkbox"/> |
| (c) I wish to have my school PARTICIPATE in the following grant programs: | | |
| Title I, Part A (<i>Improving Basic Programs</i>) | <input type="checkbox"/> | <input type="checkbox"/> |
| Title II, Part A (<i>Teacher and Principal Training and Recruiting Fund</i>) | <input type="checkbox"/> | <input type="checkbox"/> |

PRELIMINARY ALLOCATIONS GENERATED FOR SERVICES FOR THIS SCHOOL:

Title I, Part A \$	Title II, Part A \$
-------------------------	--------------------------

Signature of Authorized School Official

Title

Date

**SECTION 2J: SIGN-OFF SHEET
FOR FEDERAL AND STATE ASSURANCES AND CERTIFICATIONS
2015-16 DISTRICT CONSOLIDATED APPLICATION**

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

CSDE STATEMENT OF ASSURANCES AND CERTIFICATIONS

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

ESEA

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

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

Signature: _____
Superintendent or Executive Director

Name (typed): _____

Date: _____

**SECTION 2K: CERTIFICATION THAT A CURRENT AFFIRMATIVE ACTION
PLAN IS ON FILE**

2015-16 DISTRICT CONSOLIDATED APPLICATION

(To be completed by Regional Education Service Centers and Charter Schools only)

I, the undersigned authorized official, hereby certify that the current affirmative action packet for
_____ is on file with the Connecticut State Department of
(local school district name)
Education. The Affirmative Action Plan is, by reference, part of this application.

Name of Authorized Official

Title

Signature of Authorized Official

Date

SECTION 2L: TITLE I DISTRICT COORDINATOR INFORMATION
2015-16 School Year

Please provide the following information:

Name of District:	
Name of Title I Coordinator:	
Address:	
Phone:	
E-mail:	

**SECTION 3: MANAGEMENT AND CONTROL OF THE PROGRAM AND GRANT CONSULTATION
ROLE OF THE STATE**

The grantee has overall management control of the grant. While state agency staff may be consulted for their expertise, they will not be directly responsible for the selection of subgrantees or vendors, nor will they be directly involved in the expenditure and payment of funds obligated by the grantee or subgrantee.

SECTION 4: FREEDOM OF INFORMATION ACT

All of the information submitted with this application is subject to the provisions of the Freedom of Information Act (FOIA), C.G.S. Section 1-200 et seq. The FOIA declares that except as provided by federal law or state statute, records maintained or kept on file by any public agency (as defined in the statute) are public records and every person has the right to inspect such records and receive a copy of such records.