

**CONNECTICUT STATE DEPARTMENT OF EDUCATION**

**Division of Teaching, Learning and Instructional Leadership**

**2009-10  
DISTRICT  
CONSOLIDATED APPLICATION (PART I)**  
**For**  
**TITLE I, PART A  
Elementary and Secondary Education Act (ESEA)  
Federal Grants**  
**20 U.S.C. § 6301 et seq.**

- **Title I, Part A – Improving Basic Programs Operated by Local Educational Agencies (Title I Regular)**
- **Title I, Part A – American Recovery and Reinvestment Act (ARRA) Funds for Grants to Local Educational Agencies (Title I ARRA)**

The Consolidated Application (Part I) is due no later than 4 p.m. on Tuesday, June 16, 2009. Applications from districts eligible for Title I ARRA funds will receive priority review. Grants will be awarded on a rolling approval basis. One original and a copy are to be mailed or delivered to the following addresses:

**Mailing Address:**

Carla Ghostlaw – Room 215  
Connecticut State Department of Education  
Bureau of Curriculum and Instruction  
P.O. Box 2219  
Hartford, CT 06145

**Delivery Address:**

Carla Ghostlaw – Room 215  
Connecticut State Department of Education  
Bureau of Curriculum and Instruction  
165 Capitol Avenue  
Hartford, CT 06106



CONNECTICUT STATE DEPARTMENT OF EDUCATION

Mark K. McQuillan  
Commissioner of Education

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**AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER.**

**CONNECTICUT STATE DEPARTMENT OF EDUCATION**

**2009-10  
DISTRICT  
CONSOLIDATED APPLICATION (PART I)**

**For**

**TITLE I, PART A  
ESEA Federal Grants**

		<b>Check if Applying</b>
<b>Title I, Part A</b>	<b>Improving Basic Programs Operated by Local Educational Agencies (Title I Regular)</b>	√
<b>Title I, Part A</b>	<b>ARRA Funds for Grants to Local Educational Agencies (Title I ARRA)</b>	√

Name of Applicant District:	ACES	
Name of Grant Contact:	Ann P. Dombroski, Ed.D.	
Phone:	203-498-6815	
Fax:	203-498-6890	
E-mail:	adombroski@aces.org	
Address of Grant Contact:	350 State Street, North Haven, CT 06473	
Name of Superintendent (typed):	Craig W. Edmondson, Ed.D.	
Signature of Superintendent:		Date:

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## INTRODUCTION

The American Recovery and Reinvestment Act of 2009 (ARRA) provides significant funding for education, which creates an unprecedented opportunity for educators to implement innovative strategies in Title I schools that improve education for at-risk students and close the achievement gaps. The overall goals of ARRA are to stimulate the economy in the short term and invest in education and other essential public services to ensure long-term economic health. In this regard, there are an additional \$10 billion in ARRA funds for Title I, Part A grants to local educational agencies in order to help improve teaching and learning for students most at risk of failing to meet state academic achievement standards. These funds are in addition to the Title I regular Congressional appropriation of \$14.5 billion for school year 2009-10.

### **Eligibility for Title I ARRA Funds**

This application for Title I, Part A funds includes both Title I Regular funds and additional Title I ARRA funds for districts that qualify. Not all districts eligible for Title I Regular funds are eligible to receive Title I ARRA funds. The eligibility for Title I ARRA funds is largely based on federal Census poverty data in the formula the U.S. Department of Education (USDE) uses to allocate Title I Regular funds. The intent of Congress was to send additional Title I funds to higher poverty districts.

### **ARRA Reporting Requirements**

Because of the large ARRA investment, there are rigorous reporting requirements with regard to Title I ARRA funds that do not apply to Title I Regular funds. The use of Title I ARRA funds must be accounted for, and reported on separately from a district's Title I Regular funds. Districts must maintain accurate, complete and reliable documentation of all Title I ARRA expenditures. Information on the fiscal and programmatic use of ARRA funds will be made public on [www.recovery.gov](http://www.recovery.gov) and [www.recovery.ct.gov](http://www.recovery.ct.gov). Quarterly reports will be required, and federal reporting guidance is forthcoming.

In addition, each district that receives Title I ARRA funds must file with the Connecticut State Department of Education (CSDE), no later than December 1, 2009, a school-by-school listing of its per pupil educational expenditures from state and local sources during the 2008-09 school year. The USDE is expected to issue guidance in the near future regarding this reporting requirement.

There will also be unprecedented audit oversight of Title I ARRA funds from multiple federal and state agencies and offices.

### **Title I Requirements**

It is important to note that all Title I, Part A statutory and regulatory requirements apply to Title I ARRA funds.

Title I funds are to be used to supplement, not supplant non-federal funds. Federal guidance documents on the supplement, not supplant requirement can be found at:

- <http://www.ed.gov/policy/gen/leg/recovery/guidance/title-i.pdf>
- <http://www.ed.gov/programs/titleiparta/fiscalguid.pdf>

## **Title I Application Process**

This single application for Title I Regular funds and Title I ARRA funds is considered Part I of the Consolidated Application. Part II of the Consolidated Application will be released later in the summer and will contain Title II, Part A Teacher Quality, Title III English Language Acquisition and Title IV Safe and Drug Free Schools grants. There will be a separate application process for Title II, Part D Educational Technology grants.

Because of the transparency and reporting requirements for the use of Title I ARRA funds, districts eligible for both Title I Regular funds and Title I ARRA funds must complete separate budgets and budget narratives within the application. Budget narratives should provide sufficient details to clearly describe the use of funds. Program narratives should be completed to only reflect activities that will be funded with Title I Regular or Title I ARRA funds. The clarity provided in the program and budget narratives will assist districts in meeting the reporting responsibilities.

Except for the separate budgets and budget narratives required for districts eligible to receive both Title I Regular and Title I ARRA funds, all other forms in the application should be completed with the amount of a district's total Title I allocation. All required set-asides should also be based on a district's total Title I allocation.

## **SECTION 1: PLANNED USE OF FUNDS – PROGRAM NARRATIVE**

Title I, Part A funds (Title I Regular and Title I ARRA) are to be used to provide additional academic support and learning opportunities to help low-achieving children master challenging curricula and meet state standards in core academic subjects.

### **Use of Title I ARRA Funds**

Title I ARRA funds are to be used specifically to improve student achievement through school improvement and reform. ARRA requires that progress be made:

- on improvements in teacher effectiveness and in the equitable distribution of qualified teachers for all students, particularly students who are most in need; and
- in the provision of intensive support and effective interventions for the lowest-performing schools.

Congress, furthermore, has encouraged the use of Title I ARRA funds for early childhood programs.

The CSDE recommends four priority categories for the use of Title I ARRA funds:

- expanded learning time;
- professional development/technical assistance;
- increased capacity; and
- direct services to students and parents.

### **State Board of Education Goals**

The expenditure of Title I funds should be aligned with the three Connecticut State Board of Education goals:

- high-quality preschool education for all students;
- high academic achievement for all students in reading, writing, mathematics, and science; and
- high school reform, so all students graduate and are prepared for lifelong learning and careers in a competitive, global economy.

### **Program Narrative**

Provide a program narrative that clearly describes the use of Title I Regular and Title I ARRA funds, if applicable. The program narrative should only reflect the expenditure of Title I funds.

## SECTION 1: PLANNED USE OF FUNDS – PROGRAM NARRATIVE

### Title I Program Narrative (Title I Regular and Title I ARRA, if applicable)

#### Title I Program Narrative

Both the Title I and ARRA allocations are being used in conjunction in achieving one of the goals toward improved Standards and Assessment. At the ACES school district, we have begun to understand the components of Scientifically Research Based Intervention (SRBI) which is also referred to as Response to Intervention (RTI). During the past eighteen months, ACES has

- Sent two teams of educators to state-wide training on SRBI
- Developed data teams within its schools
- Created new school schedules to accommodate time for interventions for appropriate students
- Held district-wide professional development workshops to assist teachers and paraprofessionals in understanding the components of SRBI
- Purchased supplemental instructional materials to assist those students identified at Tier 2 or Tier 3 in literacy skills

SRBI is a regular education initiative. One of the objectives of SRBI is to assist those students whose literacy and math skills fall below proficiency. Its intention is to minimize the number of students who are at times mistakenly placed in special education classes because true scientifically research based interventions have not been made available to them.

#### Title I (Part A) – Improving Basic Programs: Regular Entitlement

In the ACES school district, two of our schools have been identified as Title I schools. These schools are Thomas Edison Magnet School and the Collaborative Alternative Magnet School. Both of these schools are in **need of improvement**. The ACES district has also been identified by the Connecticut State Department of Education as **in need of improvement**. In these schools, the improvement plans are emphasizing the implementation of SRBI and data driven decision making (one of the CALI areas). The use of Title I funding for these schools is being allocated for a full time reading teacher. A reading teacher at TEMS will assist teachers with reading strategies and will work with teachers as mentors and instructional coaches. This teacher will work with students who have been identified as most needy using research based literacy assessments. The assigned paraprofessional will also work with classroom teachers to assist identified students. In addition, services will be provided using a tutorial model. The part-time special education teachers at CAMS and TEMS will assist teachers with differentiating instruction in order to meet the needs of the identified students with reading and math strategies. Through our implementation of Professional Learning Communities at CAMS and TEMS (2008-2009), there is a strong emphasis on SRBI with a focus on math and literacy skills for our Tier 2 and Tier 3 students. The data team in each school is collecting data on each student's progress and achievement and will monitor the progress over time.

There are the mandatory allocations in this entitlement for supplemental educational services, professional development (across our district), and parental involvement at the appropriate percentages. The focus of professional development for the coming school year will focus on training teachers, paraprofessionals, and administrators in data collection, data analysis, evidence based interventions, and the validity and reliability of intervention outcomes. The only other allocation of these funds provides for literacy consultation for the addition of skill building and coaching across our district.

#### Title I (Part A) Improving Basic Programs: ARRA Entitlement

The ACES school district will use the ARRA funds to build district capacity by training all educators in Scientifically Research Based Interventions (SRBI) more commonly known as Response to Intervention (RTI). In developing the RTI model for each school, there are five areas which are addressed. The first area is **curriculum and instruction**. The 2008-2009 school year saw the implementation of a new language arts/reading curriculum. This curriculum is aligned with Connecticut Standards and utilizes assessments as benchmarks in student learning. During the 2008-2009 school year, revisions were made on our mathematics

curriculum and that will be implemented during the 2009-2010 school year with appropriate assessments and benchmarks. A component of curriculum and instruction addresses safe and positive school climate. Therefore, one must include a comprehensive system of social-emotional learning and behavioral supports. (*Connecticut's Framework for RTI*, CSDE, August 2008) The second area is **Interventions**. Interventions require differentiation of instruction within general education classrooms. **Interventionists**, to support differentiated instruction, are the third area. The fourth area is **Assessments**. Universal common assessments of all students will monitor progress and identify students in need of intervention early. Common formative assessments will guide the process of evaluating and monitoring the effectiveness of the behavioral system, and the overall quality of school climate and social-emotional learning. The final component of a SRBI/RTI plan is **Data Analysis and Decision Making**. Here, district, school, and grade data teams will analyze data across and within schools, in order to review benchmark data as it pertains to the overall efficacy of curricula, instruction, school climate, and the system of social-emotional learning and behavioral supports for all students. The fidelity of monitoring this implementation is essential. (*Connecticut's Framework for RTI*, CSDE, 2008)

In planning the use of the ARRA allocations, there are **three components** found within our CSDE goals, **Standards and Assessments**, which will be addressed. The **first** area is the creation of a system of social-emotional learning and behavioral supports. At our two title I schools, CAMS and TEMS, there has been little done in meeting the needs of our identified students in this area. The use of ARRA funds would enable our district to provide each of these schools with a Board Certified Behavior Analyst (BCBA) to support the teachers, support staff, and administration in creating behavior plans to address the needs of identified students. The BCBA would also provide intervention strategies for those identified Tier 2 and Tier 3 students in meeting their social-emotional needs. In the domain of social-emotional learning, an evaluative process is needed to assess school wide effects and specific student outcomes of social-emotional learning curriculums. (*Connecticut's Framework for RTI*, CSDE, 2008) In both of these school curricular materials in social-emotional needs are needed. Allocation of funds could assist in the purchase of the *Olweus Program* and *Second Step*. Both of these programs are nationally recognized for their work in creating safe school climates and reducing bullying and harassment in schools. The **second and third** area is in the collection of data and the analysis of that data. This would include universal assessment, common formative assessments, and data collected on the schools' behavioral system. Here, monies would be used in the purchase of system for that data collection and assessment building, *RTI Direct*, as well as the allocation of monies for professional development I at both the district level and within these two identified schools. Working with our Professional Development staff within our Regional Education Service Center (RES-C), professional development can be provided for each school so teachers and administrators can have direct access to service providers who will assist and support implementing better and greater data collection.

The mandated allocations for supplemental educational service, professional development, and parental activities have been designated by the appropriate percentages. Each of the behavior curriculums have parental components within and are available in both English and Spanish.

**SECTION 2A: ED114 WORKSHEET FISCAL YEAR 2009-10****TITLE I REGULAR****(Fund: 12060 - SPID: 20679 - Year: 2010 - Program: 82070 - Chartfield 1: 170002)**

CODES	DESCRIPTION	Public Budget	Neglected Budget	Private Budget
100	Personal Services/ Salaries	150,139		
200	Personal Services/ Employee Benefits	49,781		
300	Purchased Professional & Technical Services	140,239		
400	Purchased Property Services			
500	Other Purchased Services			
600	Supplies			
700	Property			
890	Other Objects			
940	Indirect Costs	34,631		
	<b>TOTALS</b>	<b>374,790</b>		



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

**TITLE I REGULAR**

**(Fund: 12060 - SPID: 20679 - Year: 2010 - Program: 82070 - Chartfield 1: 170002)**

			<b>Public</b>	<b>Neglected</b>
400	<b>PURCHASED PROPERTY SERVICES.</b> 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.		\$	\$
500	<b>OTHER PURCHASED SERVICES.</b> Amounts paid for services rendered by organizations or personnel not on the payroll of the grantee (separate from Professional and Technical Services or Property Services). Included are: staff transportation, pupil transportation, communications, tuition, other (insurance costs, printing, binding, etc.).		\$	\$
600	<b>SUPPLIES.</b> Amounts paid for items that are consumed, worn out or deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances. Instructional supplies, administrative supplies, text books, library books, other supplies.		\$	\$
700	<b>PROPERTY.</b> Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment and replacement of equipment.		\$	\$
890	<b>OTHER OBJECTS.</b> (Miscellaneous Expenditures) 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.		\$	\$
940	<b>INDIRECT COSTS.</b> Costs incurred by the grantee, which are not directly related to the program but are a result thereof. Grantees must submit indirect cost proposals to the Connecticut State Department of Education to apply for a restricted and unrestricted rate. Only grantees that have received rate approvals are eligible to claim indirect costs.		\$34,631	\$
	<b>TOTAL</b>		\$374,790	\$

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

**TITLE I REGULAR**

**(Fund: 12060 - SPID: 20679 - Year: 2010 - Program: 82070 - Chartfield 1: 170002)**

<b>CODE</b>	<b>OBJECT</b>	<b>AMOUNT</b>
100	<b>PERSONAL SERVICES – SALARIES.</b> 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.)	\$
200	<b>PERSONAL SERVICES – EMPLOYEE BENEFITS.</b> Amounts paid by the grantee on behalf of employees; these amounts are not included in the gross salary but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are parts of the cost of personal services.	\$
300	<b>PURCHASED PROFESSIONAL AND TECHNICAL SERVICES.</b> Services, which by their nature can be performed only by persons or firms with specialized skills and knowledge. 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.	\$
400	<b>PURCHASED PROPERTY SERVICES.</b> 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.	\$
500	<b>OTHER PURCHASED SERVICES.</b> Amounts paid for services rendered by organizations or personnel not on the payroll of the grantee (separate from Professional and Technical Services or Property Services). Included are: staff transportation, pupil transportation, communications, tuition, other (insurance costs, printing, binding, etc.).	\$

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

**TITLE I REGULAR**

**(Fund: 12060 - SPID: 20679 - Year: 2010 - Program: 82070 - Chartfield 1: 170002)**

600	<b>SUPPLIES.</b> Amounts paid for items that are consumed, worn out, or deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances.	\$
700	<b>PROPERTY.</b> Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment and replacement of equipment.	\$
890	<b>OTHER OBJECTS.</b> (Miscellaneous Expenditures) 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.	\$
	<b>TOTAL</b>	

**SECTION 2B: ED114 WORKSHEET FISCAL YEAR 2009-10*****TITLE I ARRA******(Fund: 12060 - SPID: 29010 - Year: 2009 - Program: 82070 - Chartfield 1: 170002)***

CODES	DESCRIPTION	Public Budget	Neglected Budget	Private Budget
100	Personal Services/ Salaries	65,195		
200	Personal Services/ Employee Benefits	13,151		
300	Purchased Professional & Technical Services	140,406		
400	Purchased Property Services			
500	Other Purchased Services			
600	Supplies	3,611		
700	Property			
890	Other Objects			
940	Indirect Costs	22,638		
	<b>TOTALS</b>	<b>245,001</b>		

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

**TITLE I ARRA**

*(Fund: 12060 - SPID: 29010 - Year: 2009 - Program: 82070 - Chartfield 1: 170002)*

Town Code \_\_\_\_\_ District \_\_\_\_\_ Date \_\_\_\_\_

CODE	OBJECT	AMOUNT	
		Public	Neglected
100	<b>PERSONAL SERVICES – SALARIES.</b> Amounts paid to both permanent and temporary grantee employees including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the grantees. <b>Differentiate between administrative and instructional salaries. (Include the number of FTE(s) for each position, such as: Teachers, Paraprofessionals and Tutors, etc.). Specify under each category.</b>	\$65,195	\$
	<u>Administrators:</u> ___1.0_ (FTE) Coordinators Behavior Analyst (65,195) <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	<b>PERSONAL SERVICES – EMPLOYEE BENEFITS.</b> Amounts paid by the grantee on behalf of employees; these amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are parts of the cost of personal services. <b>Differentiate between administrative and instructional salaries. (Include the number of FTE(s) for each position, such as: Teachers, Paraprofessionals and Tutors, etc.) Specify under each category.</b>	\$13,151	\$
	Benefits for above position		
300	<b>PURCHASED PROFESSIONAL AND TECHNICAL SERVICES.</b> Services, which by their nature can be performed only by persons or firms with specialized skills and knowledge. 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.	\$140,406	\$
	Supplemental Educational Services (49,000) Professional Development (24,500) Parental Activities (2,450) DT Training (48,000) Supervision of BCBA (4276)		

RTI Direct (7,680)  
Olweus Training (4,500)

**SECTION 2B: GRANT BUDGET NARRATIVE – PUBLIC (Page 2)**

**TITLE I ARRA**

**(Fund: 12060 - SPID: 29010 - Year: 2009 - Program: 82070 - Chartfield 1: 170002)**

			<b>Public</b>	<b>Neglected</b>
400	<b>PURCHASED PROPERTY SERVICES.</b> 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.		\$	\$
500	<b>OTHER PURCHASED SERVICES.</b> Amounts paid for services rendered by organizations or personnel not on the payroll of the grantee (separate from Professional and Technical Services or Property Services). Included are: staff transportation, pupil transportation, communications, tuition, other (insurance costs, printing, binding, etc.).		\$	\$
600	<b>SUPPLIES.</b> Amounts paid for items that are consumed, worn out or deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances. Instructional supplies, administrative supplies, text books, library books, other supplies.		\$3,611	\$
	Olweus Program (2,035.00) Second Step (879 TEMS) (697 CAMS)			
700	<b>PROPERTY.</b> Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment and replacement of equipment.		\$	\$
890	<b>OTHER OBJECTS.</b> (Miscellaneous Expenditures) 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.		\$	\$
940	<b>INDIRECT COSTS.</b> Costs incurred by the grantee, which are not directly related to the program but are a result thereof. Grantees must submit indirect cost proposals to the Connecticut State Department of Education to apply for a restricted and unrestricted rate. Only grantees that have received rate approvals are eligible to claim indirect costs.		\$22,638	\$
	<b>TOTAL</b>		\$245,001	\$

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

**TITLE I ARRA**

**(Fund: 12060 - SPID: 29010 - Year: 2009 - Program: 82070 - Chartfield 1: 170002)**

<b>CODE</b>	<b>OBJECT</b>	<b>AMOUNT</b>
100	<b>PERSONAL SERVICES – SALARIES.</b> 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.)	\$
200	<b>PERSONAL SERVICES – EMPLOYEE BENEFITS.</b> Amounts paid by the grantee on behalf of employees; these amounts are not included in the gross salary but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are parts of the cost of personal services.	\$
300	<b>PURCHASED PROFESSIONAL AND TECHNICAL SERVICES.</b> Services, which by their nature can be performed only by persons or firms with specialized skills and knowledge. 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.	\$
400	<b>PURCHASED PROPERTY SERVICES.</b> 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.	\$
500	<b>OTHER PURCHASED SERVICES.</b> Amounts paid for services rendered by organizations or personnel not on the payroll of the grantee (separate from Professional and Technical Services or Property Services). Included are: staff transportation, pupil transportation, communications, tuition, other (insurance costs, printing, binding, etc.).	\$

**SECTION 2B: GRANT BUDGET NARRATIVE – PRIVATE (Page 2)**

**TITLE I ARRA**

**(Fund: 12060 - SPID: 29010 - Year: 2009 - Program: 82070 - Chartfield 1: 170002)**

600	<b>SUPPLIES.</b> Amounts paid for items that are consumed, worn out, or deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances.	\$
700	<b>PROPERTY.</b> Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment and replacement of equipment.	\$
890	<b>OTHER OBJECTS.</b> (Miscellaneous Expenditures) 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.	\$
	<b>TOTAL</b>	

## SECTION 2C.1 and 2C.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:

- A “grandfather” provision protects schools that lose eligibility from the previous year. A local educational agency (LEA) 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.
- 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 lunches at no charge, regardless of individual students’ economic status, to certify students as eligible for free and reduced price lunches 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.”
- An LEA may 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.
- Federal non-regulatory 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>

### Form 2C.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 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 have 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 CSDE grant contact).
  - Districts **may** reserve Title I funds for professional development activities to ensure that teachers are highly qualified. Districts may choose to reserve funds for other authorized activities such as preschool programs, school improvement activities, summer school programs and intersession programs. 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.
  - A district identified as “in need of improvement” (**not corrective action**) per No Child Left Behind (NCLB) must use 10 percent of the district’s Title I funds to meet the professional development needs of the instructional staff. To fulfill this requirement, a district may allocate professional development funds to Title I schools and/or may set aside Title I funds at the district level. Title I schools in school improvement status are required to use 10 percent of the school’s Title I allocation for professional development; this also counts toward the district 10 percent requirement. Funds set aside by the district to meet this 10 percent obligation may be used to support professional development in any school(s) in the district, based on the needs of the district. (Title I professional development funds set aside by the district to ensure that teachers are highly qualified DO NOT count toward the 10 percent professional development requirement for districts “in need of improvement.”)
  - 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 2C.5: 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.
  - If a district has one or more Title I schools identified as “in need of improvement” per NCLB, an amount equal to 20 percent of the district’s Title I allocation must be used to fulfill the public school choice and/or supplemental educational services provisions of the law. The source(s) of these funds may be a set-aside from the district’s Title I allocation, a portion of an identified school’s Title I allocation, and/or other funding sources including funds “transferred for use under Title V and local transportation budgets.
- 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. However, all schools 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 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 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) – **see Special Note\***:
- 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 dollars, 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.

(\***Special Note:** In reserving Title I funds for choice-related transportation and supplemental educational services, districts are not permitted to reduce Title I allocations to schools identified for corrective action or restructuring by more than 15 percent. Districts may satisfy this requirement through one of two methods.

First, a district may simply set a floor of 85 percent of its prior-year allocation for any school identified for corrective action or restructuring. Under this approach, a district reserving Title I funds for choice-related transportation and supplemental educational services would not be permitted to reduce its allocation to an affected school below this 85 percent floor.

Under the second method, in making allocations to schools for a given year, a district would calculate two allocations. For the first allocation, the district would determine a “pre-reservation” allocation to schools before setting aside funds for choice-related transportation and supplemental educational services (but after any other reservations, such as those made for administrative costs and districtwide activities like professional development and parental involvement). Then, for schools identified for corrective action or restructuring, the district would calculate what 85 percent of those schools’ “pre-reservation” allocation would be. The district would determine a second allocation for all schools after reserving funds for choice-related transportation and supplemental educational services. For schools in corrective action and restructuring, the district would then compare this allocation with 85 percent of their “pre-reservation” allocation and allocate the higher of the two to those schools.

Districts should consult with their CSDE grant contact for assistance in meeting this requirement.

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

School districts are required to complete either 2C.1 **or** 2C.2, never both. To use 2C.2 all schools served must be at or over the 35 percent poverty level. 2C.2 is completed in much the same way as 2C.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.

**2009-10 School Year**  
**SECTION 2C.1: TITLE I RANKING SCHOOLS AND ALLOCATING FUNDS**

(SERVING SCHOOLS BELOW 35% POVERTY – 125% RULE APPLIES)

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-child allocation for each attendance area.				School District Entitlement \$ _____ Reservations: Neglected _____ Professional Development (5%)* _____ Professional Development (10%)** _____ Parent involvement _____ Homeless _____ Administration _____ Capital expenses not otherwise funded _____ NCLB choice transportation _____ NCLB supplemental ed. services _____ Other _____ <b>Balance to be distributed to schools \$ _____</b>				Poverty Criteria Used (Check One)	
School District Entitlement	Count of Children from low-income families	Amount per poverty child	Minimum allocation per poverty child						
_____	÷ _____	= \$ _____	x 1.25 = \$ _____					October 1, 2008 TANF Alone <input type="checkbox"/>  October 1, 2008 F/R Lunch Alone <input type="checkbox"/>  Average of TANF and F/R Lunch <input type="checkbox"/>  TANF: Temporary Assistance to Needy Families	

Name and Grade Span of Each Public School (including magnets) <small>(1)</small>	√	ATTENDANCE AREA RANKING						ATTENDANCE AREA ALLOCATIONS				
		October 1, 2008 K-12 Children Residing in Attendance Area			K-12 Children from Low-Income Families			Percent Low Income <small>(8)</small>	Minimum Attendance Area Allocation <small>(9)</small>	Actual Attendance Area Allocation*** <small>(10)</small>	Allocation Generated by Public Low-Income Children <small>(11)</small>	Allocation Generated by Private Low-Income Children <small>(12)</small>
		Public <small>(2)</small>	Private <small>(3)</small>	Total <small>(4)</small>	Public <small>(5)</small>	Private <small>(6)</small>	Total <small>(7)</small>					
Total												

√Indicates Title I schoolwide program (at least 40% poverty). 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 Department website 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 (reservation is subject to private equitable services).  
 \*\* Districts identified as "in need of improvement" (not corrective action) must use 10% of the district's Title I funds to address the professional development needs of the instructional staff. This does not include professional development funds reserved for the highly-qualified teacher requirement. In the "reservations" box, only include those funds "set aside" by the district to meet this requirement, NOT funds allocated to Title I schools that will be used to meet the requirement (reservation is not subject to private equitable services).  
 \*\*\*In reserving Title I funds for choice and SES, districts may not reduce allocations to schools identified for corrective action or restructuring by more than 15% (see Section 2C.1 and 2C.2 instructions).



### SECTION 2C.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 and professional development (to ensure highly qualified teachers) then the following federal requirements apply. The LEA 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 LEA 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:**

*An LEA 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 LEA must consult with appropriate private school officials to determine how these funds will be used to benefit private school participants.*

The LEA may, after consultation with appropriate officials of the private schools, create a pool of funds from which the LEA provides equitable services to eligible private school children, in the aggregate, in greatest need of those services; or the LEA 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 NCLB Section 1118)**

If an LEA reserves funds off the top of its Title I allocation to carry out required Title I parental involvement activities, Title I regulations require the LEA 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:**

*An LEA 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 LEA may conduct these activities independently or in conjunction with the LEA's regular parent involvement activities.*

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

If an LEA reserves funds off the top of its Title I allocation for carrying out Title I professional development activities to ensure highly qualified teachers, the LEA must provide equitable services to teachers of private school participants from this set-aside. The LEA 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:**

*An LEA 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 LEA may conduct these activities independently or in conjunction with the LEA's professional development activities.*

**If reserving funds off the top of your Title I allocation for districtwide instructional programs, parental involvement (under NCLB Section 1118) or professional development (under NCLB Section 1119), 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 2C.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. Professional Development Reservation under Sec. 1119 (only applies to highly qualified teacher reservation and does not apply to 10% LEA improvement 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) \$ \_\_\_\_\_ = \$ \_\_\_\_\_

District ACES

**SECTION 2C.5: 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 \$ 619,791
- b. Reservation for parental involvement activities (**not less than 1% of "a"**) \$ 6,198
- c. Set-aside of reservation (**"b"**) for private equitable services (from Section 2C.4 District Worksheet - if applicable) \$ 0
- d. Remainder for district and school-level parental involvement activities (**"b" minus "c"**) \$ 6,198
- e. Allocation for Title I schools (**95% of "d"**)\* \$ 5,888
- f. Balance for district-level parental involvement activities (**"d" minus "e"**) \$ 310

\*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.6: 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 2.C.1 or 2.C.2 Title I Ranking Schools and Allocating Funds form) and any funds calculated for equitable services for private school students (from the 2.C.5 District Worksheet).

- a. Private school per pupil total amount calculated on 2.C.1 or 2.C.2 \$ \_\_\_\_\_
  
- b. Funds calculated for equitable services for private school students on 2.C.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.**

## SECTION 2D: TITLE I PROGRAMS

### Selection of Eligible Children and School Attendance Areas, and Services for Homeless Children and Youth

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

The first criteria is eligibility evidenced by demographic information (i.e., economically disadvantaged, ELL, race and ethnicity, and special education status).

In the ACES title I targeted assistance schools; students are selected based on academic needs defined primarily by having scores below the proficiency range on CMT assessments and for formative assessments like Blue Ribbon Testing, to establish a baseline. With implementation of SRBI, students in tier II and Tier III will be closely monitored and assessed. Other assessments include DRA II and BRI.

2. 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.

ACES Title I targeted assistance schools have not had any homeless children.

3. Describe how Title I funds reserved for services to homeless children and youth will be used. (Title I, Part A funds may not be used to support the transportation of homeless students to and from their school of origin.)

4. List otherwise ineligible school attendance areas selected for Title I by using the school average daily enrollment provision (Section 1113 (b)(1)(B)). Additional columns may be added to the Title I “Ranking Schools and Allocating Funds” chart to accommodate this option.

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

## SECTION 2E: TITLE I SCHOOLWIDE PROGRAM(S)

Complete the form below for each school that will be planning or implementing a schoolwide program in the 2009-10 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 LEA determines that less time is needed after consulting technical assistance providers) with the input of parents and the LEA.

**planning**       **implementing**

\_\_\_\_\_  
Name of School

Components of A Schoolwide Program (Section 1114(b)(1))	Yes	No
<b>Comprehensive Needs Assessment.</b> 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.		
<b>Schoolwide Reform Strategies.</b> 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; addresses how the school will determine if such needs have been met and are consistent with and are designed to implement state and local improvement plans, if any.		
<b>Instruction by Highly Qualified Teachers.</b> Instruction is provided by “highly qualified teachers.”		
<b>High-Quality and Ongoing Professional Development.</b> 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.		
<b>Strategies to Attract High-Quality, Highly Qualified Teachers.</b> School has strategies to attract high-quality, highly qualified teachers.		
<b>Parental Involvement.</b> 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.		
<b>Transition from Early Childhood Programs.</b> School has 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.		
<b>Inclusion of Teachers in Decision Making.</b> 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.		
<b>Effective, Timely Additional Assistance.</b> 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.		
<b>Coordination and Integration of Services and Programs.</b> 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.

	<b>Title I, Part A</b>
	<b>Title II, Part A</b>
	<b>Title II, Part D</b>
	<b>Title III, Part A</b>
	<b>Title IV, Part A</b>
	<b>Title V, Part A</b>
	<b>Other (state, local or federal program not listed above) – Please identify.</b>

District \_\_\_\_\_

## SECTION 2F: TITLE I IDENTIFIED DISTRICTS AND SCHOOLS – ALLOCATION OF FUNDS FOR NCLB REQUIREMENTS

### *Title I Schools Identified for Improvement, Corrective Action or Restructuring*

#### **2F.1** *NCLB Public School Choice and Supplemental Educational Services (SES)*

Form **2F.1** must be completed by all districts with Title I schools identified for improvement, corrective action or restructuring. Per NCLB, unless a lesser amount is needed to meet demand for choice-related transportation and to satisfy all requests for SES, a district with Title I schools identified as “in need of improvement” must spend an amount equal to 20 percent of its Title I, Part A allocation, before any reservations, on public school choice-related transportation and/or SES unless a lesser amount is needed to meet demand. A minimum of 5 percent of the district’s allocation must be budgeted for public school choice, a minimum of 5 percent must be budgeted for SES, and the remaining 10 percent must be budgeted for public school and/or SES based on demand.

Directions for completing Form **2F.1**:

**Line a:** Enter the district’s total Title I allocation.

**Line b:** Calculate 20 percent of the district’s Title I allocation. This is the amount to be spent on choice-related transportation and SES, unless a lesser amount is needed to meet demand.

**Line c:** Enter the amount to be spent on choice-related transportation.

**Line d:** Enter the amount to be spent on SES.

**Line e:** Add **lines c** and **d**. This amount should be the same as **Line b**.

**Part f** (Description of Source of Funds): Funds for NCLB-mandated public school choice-related transportation and SES may come from sources other than Title I. In the left hand Column (**f-1**), indicate the source of funds used to meet the choice and SES requirements. In the right hand Column (**f-2**), indicate the amount to be attributed to each source. Calculate the total of **Column f-2** and enter where indicated. This total must equal the amount in line “e” above. For guidance on using the local transportation budget to meet all or part of the public school choice portion of the requirement, see the following policy letter from the U.S. Department of Education: <http://www.ed.gov/policy/elsec/guid/stateletters/choice/choice081804.html>.

If Title I and/or funds “transferred” for use under Title V will be used to meet public school choice-related transportation and/or SES requirements of NCLB, this must be clearly detailed on the applicable budget narrative(s).

### *Title I Schools Identified for Improvement (not Corrective Action or Restructuring)*

#### **2F.2** *School-level Professional Development Allocation(s)*

Form **2F.2** must be completed by all districts with Title I schools identified for improvement (not corrective action or restructuring). Per the NCLB Act of 2001, not less than 10 percent of a school’s Title I funds must be allocated to professional development that directly addresses the academic achievement problem that caused the school to be identified as “in need of improvement.”

Directions for completing Form **2F.2**:

**Column a:** Enter all Title I schools in the district identified for improvement (not corrective action or restructuring).

**Column b:** Enter the total Title I school-level allocation for each school. These amounts must be the same as the amount indicated on the “Title I Ranking Schools and Allocating Funds” worksheet (Section 2C.1 or Section 2C.2).

**Column c:** Calculate 10 percent of **Column b**. This is the minimum amount of funds to be allocated for Title I school-level professional development at each identified school.

Calculate the total of **Column c** and enter where indicated.

**Column d:** Indicate on **Table 2** the line items where the required Title I school-level professional development allocations will be budgeted.

Calculate the total of **Table 2, Column d**, and enter where indicated. This total must equal the total of **Table 1, Column c**.

The required professional development allocations must also be detailed in the Title I budget narrative for each school in school improvement status.

***Title I Districts Identified for Improvement (not Corrective Action)***

**2F.3 District-level Professional Development Allocation**

Form **2F.3** must be completed by all Title I districts identified as “in need of improvement” (not corrective action). Per the NCLB Act of 2001, a district identified as “in need of improvement” (not corrective action) must spend no less than 10 percent of the district’s Title I funds on professional development for instructional staff. Professional development funds required for Title I schools identified as “in need of improvement” can count toward this requirement. NCLB-mandated professional development for districts identified as “in need of improvement” can be provided to any school in the district based on the needs of the district, not just Title I schools.

Directions for completing Form **2F.3**:

**Line a:** Enter the district’s total Title I allocation.

**Line b:** Calculate 10 percent of line “a.” This is the minimum amount of Title I funds to be allocated for professional development in the district.

**Line c:** Enter the amount of funds allocated for school-level Title I professional development to be counted toward the district requirement. This may include the professional development allocations identified on Form **2F.2**, as well as other planned professional development expenditures for instructional staff at Title I schools.

**Line d:** Enter the amount of Title I funds set aside for district-level professional development. This amount **cannot include** Title I professional development funds required to be set aside by the district to ensure that teachers are highly qualified.

**Line e:** Calculate the total of **Line c** and **Line d**. This amount must equal at least **Line b**.

**Column f:** Indicate the line items where the required district-level professional development allocations will be budgeted.

Calculate the total of **Column f** and enter where indicated. This total must equal the amount entered in **Line e**.

The required district-level 10 percent professional development allocation must also be detailed in the Title I budget narrative.

**Title I Schools Identified for Improvement, Corrective Action, or Restructuring  
2F.1 NCLB Public School Choice and SES**

District: ACES  
 Identified Schools: Thomas Edison Magnet School  
Collaborative Alternative Magnet School

If one or more Title I schools in a district are identified for improvement, corrective action or restructuring, an amount equal to 20 percent of that district's Title I funds must be spent on a combination of public school choice-related transportation and SES, unless a lesser amount is needed to meet demand. **A new Title I regulation allows a district to count the costs of providing targeted parent outreach and assistance toward meeting the obligation of spending an amount equal to 20 percent of the district's Title I allocation on choice-related transportation and SES. The amount that may be counted is capped at 1 percent of the 20 percent obligation.**

a. Total district Title I allocation:	<u>\$619,791</u>
b. Amount allocated for choice-related transportation and SES:	<u>\$123,958</u>
c. Amount to be spent on choice-related transportation	<u>0</u>
d. Amount to be spent on SES	<u>\$123,958</u>
e. Total c + d (must equal "b" above)	<u>\$123,958</u>

**f. Description of Source of Funds:**

Please note that the TOTAL must equal line "b" above.

Sources may include Title I school-level or district-level funds, Title V, local transportation budget or other sources.

Column f-1	Column f-2
Source(s)	Amount
Title I, Part A	\$74,958
AARA	\$49,000
<b>TOTAL</b>	<b>\$123,958</b>

If less than 20 percent of the district's Title I allocation is to be spent on the public school choice and SES requirements, please provide an explanation below.



Below, provide the amounts to be allocated to each applicable line item where the Title I required school-level professional development allocations will be budgeted. The Table 2 TOTAL must equal the TOTAL of Table 1, Column c on the previous page.

**Table 2. Budget for Title I Required School-level Professional Development Allocation(s)**

Codes	Column d	
	Description	Professional Development Budget
100	Personal Services/Salaries	
200	Personal Services/Employee Benefits	
300	Purchased Professional and Technical Services	
500	Other Purchased Services	
600	Supplies	
700	Property	
890	Other Objects	
	<b>TOTAL</b>	

**Title I Districts Identified for Improvement (not Corrective Action)  
2F.3 District-level Professional Development Allocation**

**District:** ACES

If a Title I district is identified for improvement (not corrective action), 10 percent of that district's Title I funds must be allocated to professional development.

**a. Total District Title I Allocation** 619,791

**b. Professional development funds (10 percent of above)** 61,979

**c. School-level Title I professional development** \_\_\_\_\_

Note: This includes professional development identified on Form 2F.2 and other planned professional development expenditures at Title I schools for instructional staff.

**d. District-level Title I professional development** 61,979

Note: Professional development funds required to be set aside by the district to ensure that teachers are highly qualified **cannot be included** as part of the required 10 percent.

**e. Total "c" + "d" above** 61,979

Note: This must equal or exceed "b" above.

Below, provide the amounts to be allocated to each applicable line item where the Title I district-level professional development activities will be budgeted.

**The TOTAL must equal the TOTAL of line "e" above.**

**Column f**

<b>Codes</b>	<b>Description</b>	<b>Professional Development Budget</b>
100	Personal Services/Salaries	
200	Personal Services/Employee Benefits	
300	Purchased Professional and Technical Services	47,307
500	Other Purchased Services	1,792
600	Supplies	12,880
700	Property	
890	Other Objects	
	<b>TOTAL</b>	61,979

## SECTION 2G: PRIVATE SCHOOL PARTICIPATION FORM

### INSTRUCTIONS FOR LOCAL DISTRICT COORDINATORS:

1. To ensure timely and meaningful consultation, a local educational agency (LEA), educational service agency, consortium of those agencies, or entity shall consult (*consultation shall include meetings of LEA and private school officials before the LEA makes any decision that affects the opportunities of eligible private school children to participate in Title I*) 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 LEA disagrees with the views of the private school officials on the provision of services through a contract, the LEA 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 Title I, Part A program expenditures. | <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 Title I, Part A program.   | <input type="checkbox"/> | <input type="checkbox"/> |

PRELIMINARY TITLE I, PART A ALLOCATION GENERATED FOR SERVICES FOR THIS SCHOOL: \_\_\_\_\_

\_\_\_\_\_  
Signature of Authorized School Official

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date

*\*Note concerning private schools: LEAs must provide equitable services to private school LEP students if requested by the private schools. Dollar amount has not been calculated by the CSDE, but is to be determined through consultation with appropriate private school officials.*

**SECTION 2H: SIGN-OFF SHEET  
FOR FEDERAL AND STATE ASSURANCES AND CERTIFICATIONS  
2009-10 DISTRICT CONSOLIDATED APPLICATION (PART I)**

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*
  - *ARRA Funds for Grants to Local Educational Agencies*
- General Provisions – *(Part E, Section 9524) School Prayer*

\_\_\_\_\_ ACES \_\_\_\_\_ (district) hereby agrees to all of the assurances and certifications.

Signature: \_\_\_\_\_  
Superintendent or Executive Director

Name (typed): Craig W. Edmondson, Ed.D.

Date: \_\_\_\_\_





**SECTION 2K: TITLE I DISTRICT COORDINATOR INFORMATION**  
**2009-10 School Year**

**Please provide the following information:**

<b>Name of District:</b>	ACES
<b>Name of Title I Coordinator:</b>	Ann P. Dombroski, Ed.D.
<b>Address:</b>	350 State Street
	North Haven
	Connecticut, 06473
<b>Phone:</b>	<b>203-498-6815</b>
<b>Fax:</b>	<b>203-498-6890</b>
<b>E-mail:</b>	adombroski@aces.org

### **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 sub-grantees or vendors, nor will they be directly involved in the expenditure and payment of funds obligated by the grantee or sub-grantee.

## **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.