

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Division of Teaching, Learning and Instructional Leadership

2012-13
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 2012-13 District Consolidated Application is due no later than 4 p.m. on October 16, 2012. One original and one copy are to be mailed or delivered to the following addresses:

Mailing Address:

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

Delivery Address:

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

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Stefan Pryor
Commissioner of Education

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Middletown, CT 06457
860-807-2101
Levy.Gillespie@ct.gov

CONNECTICUT STATE DEPARTMENT OF EDUCATION

**DISTRICT
CONSOLIDATED APPLICATION
for
ESEA Federal Grants
2012-13**

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

Name of Applicant District:	Derby Public Schools
Name of Grant Contact:	George Tanner
Phone:	(203) 736-5027
Fax:	(203) 736-5031
E-mail:	gtanner@derbyps.org
Address of Grant Contact:	35 Fifth Street
Name of Superintendent (typed):	George Tanner
	Date:

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INTRODUCTION

The 2012-13 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.*

Goals

ESEA federal funds in this application must be used to reach one or more of the following five federal goals that the Connecticut State Board of Education adopted under the No Child Left Behind Act of 2001. Districts' decisions regarding use of the funds should be based on their student achievement data and school performance status:

- Goal 1: By 2013-14, all students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics.
- Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading and mathematics.
- Goal 3: All students will be taught by highly qualified teachers.
- Goal 4: All students will be educated in learning environments that are safe, drug-free and conducive to learning.
- Goal 5: All students will graduate from high school with the skills necessary to be successful in the 21st century.

The expenditure of grant funds should also be aligned with the Connecticut State Board of Education's Five-Year Comprehensive Plan for Education:

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

Program Narratives

Provide a 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.

*Although Congress did not appropriate funds for the 2012-13 year for Title IV, Part A - *Safe and Drug-Free Schools and Communities*, Title II, Part D - *Enhancing Education Through Technology*, 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 schools with Title I funds must be described.)

The Derby Public Schools plans to utilize its allocation of Title I funds in 2012-13 for the following purposes:

District:

- \$37,273 For Professional Development (to meet requirements for a district "in need of improvement").
- \$ 6,000 Homeless
-

Irving School:

\$262,620 of the district's 2012-13 Title I entitlement will be allocated to the Irving School. This school serves the highest percentage of low income students in Derby (63%, as compared to 36% at our other elementary school). As a result of the 2012 CMT scores, Irving School remains in the "needs improvement" category for the third year in a row.

Title I funds will be used at Irving School to enhance reading instruction, to provide student counseling services not otherwise available in our elementary schools, and to provide tutoring and paraprofessional support to classroom teachers who work with students in academic need. Title I funds will address these needs by covering salary and benefit costs for the following positions:

- 0.75 FTE Reading Teacher
- 0.80 FTE School Counselor
- 0.68 FTE School Psychologist
- 0.44 FTE Social Worker
- 3.60 FTE Paraprofessional
- 1.00 FTE Tutor

In the absence of a dedicated director or coordinator of curriculum and instruction, the Derby Public Schools recognize the need to supplement its full-time staff with professionals who are experts in curriculum design K-12, and the design and delivery of aligned professional development. To ensure that all Derby Title I students have equitable access to high-quality, rigorous instruction across the curriculum, and to build the district's capacity over time, DPS intends to engage the services of the Professional Development and School Improvement Unit (PDSI) of Area Cooperative Educational Services (ACES) in Hamden, CT, as a primary consultant and professional development provider.

ACES PDSI will conduct a comprehensive review analysis of existing curricula and related resources in order to determine priority areas of need. In response to this analysis, ACES PDSI will research and analyze resource options to determine what will best support district needs, and will collaborate with DPS in the development of a multi-year plan of action for the development of comprehensive curriculum and assessments, aligned with the Core Standards. In addition, ACES PDSI will work with DPS to develop a long-term professional development plan, including scaling up data team practice, and addressing impending changes in student assessment aligned with SBAC and the Core Standards.

Derby Middle School:

\$30,000 of the district's 2012-2013 Title I entitlement will be allocated to the Derby Middle School. This school serves a percentage of low income students in Derby at 51%.

Title I funds will be used at Derby Middle School to provide a tutor for grades 7 and 8. Tutor will also be used to offer some intensive reinforcement for those students needing an "extra push."

Presently, the reading component of Study Island with its accompanying benchmarks is allowing us to address literacy deficiencies in our population. The school will add the sciences (math/science) component of Study Island to our present humanities component.

The Derby Middle School would like to engage the services of Educational Productions (Mobile Ed, Young Audiences, The Learning Station). These productions are motivationally, educationally, and behaviorally focused on all areas of need among its population.

Derby High School:

\$24,000 of the district's 2012-2013 Title I entitlement will be allocated to the Derby High School. This school serves a percentage of low income students in Derby at 50%.

Title I funds will be used at Derby High School to purchase several Eno boards and projectors for all of their English, Math, Science and Social Studies classes. The Eno board is the modern smart board which also act as dry erase boards. The boards are a wonderful instructional tool that enhance teaching and learning immensely through their ability to interact with the PC and projector.

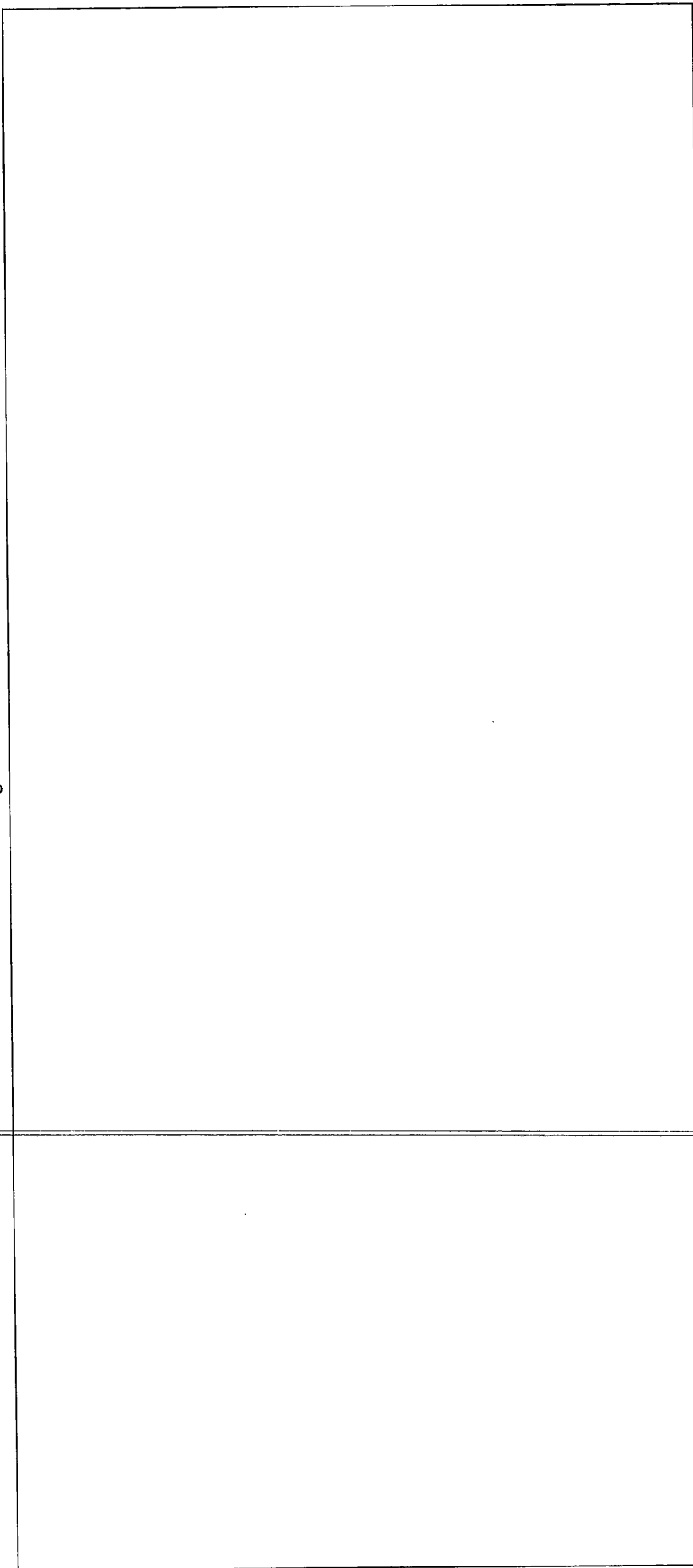
Private School:

The balance of the district's 2011-12 Title I entitlement will be directed to the St. Mary's St. Michael's School – the only private school located in the City of Derby. St. Mary's St. Michael's share of Title I funds has been determined as follows:

- \$4,290 (\$1,012) Per Poverty Child times the ten low income students enrolled at the School);
- \$ 363 (a share of the district set aside for Professional Development, reflecting the proportion of total low income children served at the School: .011% of \$37,273); and

Total: \$4,653

The School will utilize \$4,290 to support the salary of a tutor who provides instructional support to academically and economically needy students. The remaining funds will support the school's professional development and parent outreach efforts.



2

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SECTION 1: PLANNED USE OF FUNDS – PROGRAM NARRATIVE

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

Funds for Teacher and Principal Training and Recruiting are requested for the following purposes:

Derby Public Schools:

1. ENHANCING READING PERFORMANCE

Title II funds will be used to enhance reading instruction at the three Derby schools with the highest proportion of low income children: Irving School (K-5), Derby Middle School (6-8) and Derby High School (9-12). At the end of the 2011-12 academic year, principals identified “lagging readers” by grade level. These are students who did not demonstrate proficiency on the 2012 CMTs or CAPTs, or have not otherwise demonstrated the capacity to read fluently at grade level. Title II funds will be used to provide professional development assistance in reading to all teachers across the curriculum. Among other things, we intend to engage the services of Literacy How (New Haven) as a primary professional development provider. We will utilize periodic AIMS Web assessments, as well as the 2012 CMT results to gauge the impact of our efforts in this area.

2. USING DATA AND ASSESSMENTS TO IMPROVE CLASSROOM PRACTICE AND STUDENT LEARNING:

Title II Part A funds will be used to provide training to teachers and school administrators on the use of Connecticut Mastery Test (CMT), Connecticut Academic Performance Test (CAPT) and AIMS Web reading data for purposes of instructional improvement. This will include participation of professional development sessions offered by the Connecticut Accountability for Learning Initiative (CALI).

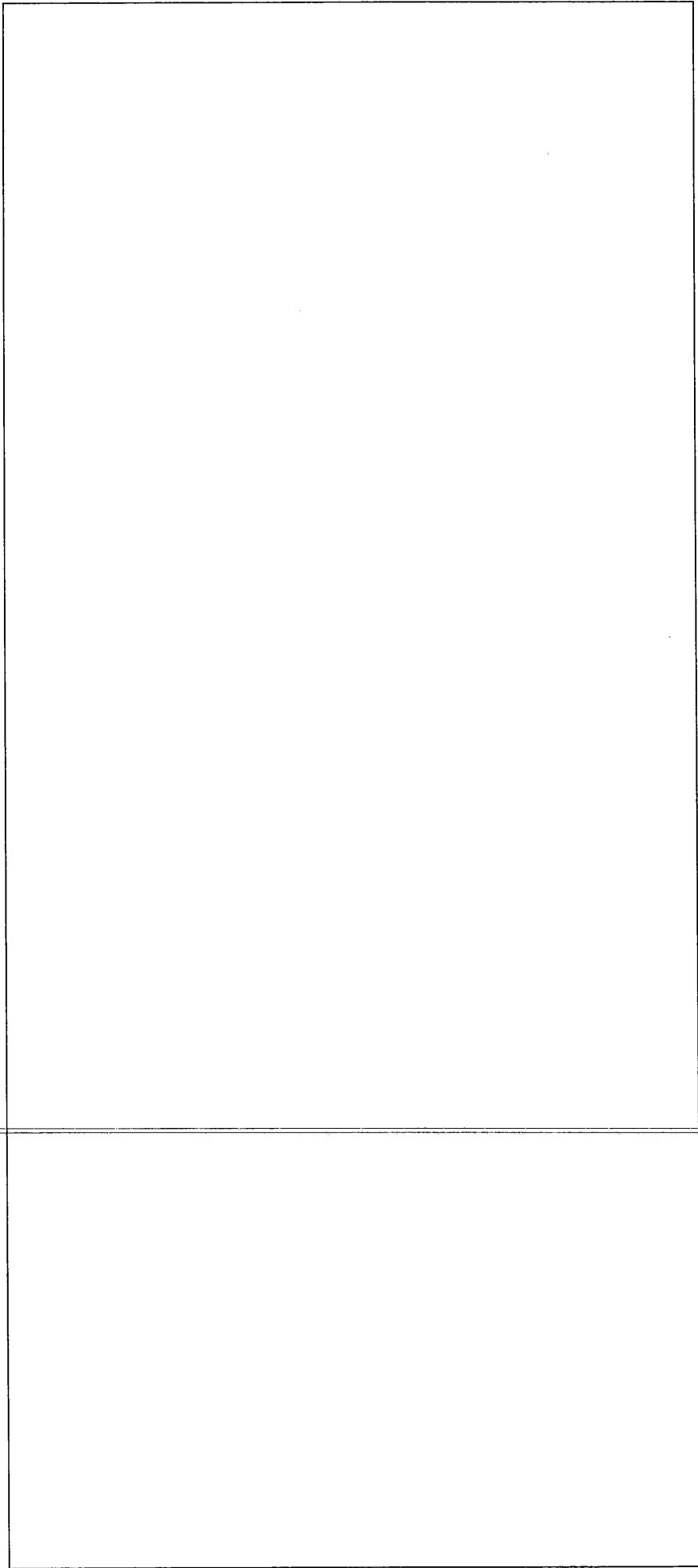
3. ASSESSING AND DEVELOPING CURRICULUM TO ENHANCE STUDENT ACHIEVEMENT

ACES PDSI’s work will continue and focus on implementing a comprehensive k-12 curriculum revision plan to ensure curriculum alignment with the Core Standards and SBAC assessments. ACES PDSI will facilitate the ongoing work of curriculum design and revision according to the district’s plan of action. ACES PDSI will also design and deliver the initial phase of DPS’s professional development plan, which may include: coaching/facilitation of district, school, and instructional data teams; introduction to Core Standards and SBAC assessment; SRBI coaching/facilitation; coaching/facilitation for effective literacy instruction across content areas; leadership coaching to support a data-driven culture throughout the district, and leadership coaching to support the district-wide focus on literacy.

The above training activities will be planned and delivered under the purview of the District Professional Development Committee, which is chaired by our Director of Special Services and includes faculty representation from each of our schools.

Private School:

The Saint Mary's Saint Michael's School will expend its allocation of Title II Part A funds to support the purchase of professional development and assessment services in the area of reading.



Town Code 037

District Derby

**SECTION 2A: ED114 WORKSHEET FISCAL YEAR 2012-13
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	262,620		5,000
200	Personal Services/ Employee Benefits			
300	Purchased Professional & Technical Services	61,456		58,292
400	Purchased Property Services			
500	Other Purchased Services	40,183		
600	Supplies	4,000		
700	Property	24,000		
890	Other Objects			
930	Transferred Funds	XXXXXX	XXXXXX	
940	Indirect Costs		XXXXXX	
	TOTALS	368,076		63,292

Town Code 037

District Derby

**SECTION 2A: ED114 WORKSHEET FISCAL YEAR 2012-13
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	4,653	
200	Personal Services/ Employee Benefits		
300	Purchased Professional and Technical Services		4,011
400	Purchased Property Services		
500	Other Purchased Services		
600	Supplies		
700	Property		
890	Other Objects		
930	Transferred Funds	XXXXXX	
	TOTALS	4,653	4,011

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

Name of Applicant District: Derby

Town Code: 037

Date: 10/15/2012

Directions

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

<input checked="" type="checkbox"/> Title 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	<p>PERSONAL SERVICES – SALARIES. Amounts paid to both permanent and temporary grantee employees, including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the grantees. Differentiate between administrative and instructional salaries. (Include the number of FTE(s) for each position, such as: teachers, paraprofessionals and tutors, etc.) Specify under each category.</p> <p>Administrators: _____ (FTE) Coordinators</p> <p>Teachers: _____ (FTE) Full-Day Kindergarten <u>.75</u> (FTE) Reading Teachers _____ (FTE) Math Teachers <u>1.92</u> (FTE) Other (please specify) School Counselor, School Psychologist, School Social Worker</p> <p>Other: <u>3.6</u> (FTE) Paraprofessionals <u>1.0</u> (FTE) Tutors (if on LEA Payroll)</p>	\$262,620	\$
200	<p>PERSONAL SERVICES – EMPLOYEE BENEFITS. Amounts paid by the grantee on behalf of employees; these amounts are not included in the gross salary but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are parts of the cost of personal services. Differentiate between administrative and instructional salaries. (Include the number of FTE(s) for each position, such as: Teachers, Paraprofessionals and Tutors, etc.) Specify under each category.</p>	\$61,456	\$
300	<p>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.</p>	\$	\$

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.	\$	\$
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.).	\$40,183	\$
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.	\$4,000	\$
700	PROPERTY. Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment and replacement of equipment.	\$24,000	\$
890	OTHER OBJECTS. 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.	\$	\$
930	TRANSFERRED FUNDS	\$	\$
940	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	\$368,076	\$

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

Name of Applicant District: Derby Town Code: 037 Date: 10/15/2012

Directions

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

<input checked="" type="checkbox"/> Title 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.)	\$4,653
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.	\$
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.	\$
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.	\$
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.).	\$

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.	\$
700	PROPERTY. Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment and replacement of equipment.	\$
890	OTHER OBJECTS. 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.)	\$
930	TRANSFERRED FUNDS	\$
	TOTAL	\$4,653

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

Name of Applicant District: Derby

Town Code: 037

Date: 10/15/2012

Directions

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

Title I, Part A - Improving Basic Programs (20679)		X 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.	\$5,000	\$
	<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.	\$	\$
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.	\$58,292	\$

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.	\$	\$
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.).	\$	\$
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.	\$	\$
700	PROPERTY. Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment and replacement of equipment.	\$	\$
890	OTHER OBJECTS. 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.	\$	\$
930	TRANSFERRED FUNDS	\$	\$
940	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	\$63,292	\$

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

Name of Applicant District: Derby Town Code: 037 Date: 10/15/2012

Directions

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

Title I, Part A - Improving Basic Programs (20679)		X 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.)	\$
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.	\$
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.	\$4,011
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.	\$
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.).	\$

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.	\$
700	PROPERTY. Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment and replacement of equipment.	\$
890	OTHER OBJECTS. 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.)	\$
930	TRANSFERRED FUNDS	\$
	TOTAL	\$4,011

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:

- 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.
- 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.
- 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 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.

2012-13 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:30%;">School District Entitlement</td> <td style="width:10%; text-align: center;">+</td> <td style="width:10%;"></td> <td style="width:10%; text-align: center;">=</td> <td style="width:10%;">\$ _____</td> <td style="width:10%;"></td> <td style="width:10%; text-align: center;">x 1.25 =</td> <td style="width:10%;">\$ _____</td> </tr> <tr> <td>Count of Children from low-income families</td> <td></td> <td>Amount per poverty child</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td>Minimum allocation per poverty child</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	School District Entitlement	+		=	\$ _____		x 1.25 =	\$ _____	Count of Children from low-income families		Amount per poverty child								Minimum allocation per poverty child						<p>School District Entitlement \$ _____</p> <p>Reservations:</p> <ul style="list-style-type: none"> Neglected _____ Professional Development (5%)* _____ Alliance Districts - Professional Development (10%)** _____ Parent involvement _____ Homeless _____ Administration _____ Capital expenses not otherwise funded _____ Focus Schools _____ Interventions*** _____ Other _____ <p>Balance to be distributed to schools \$ _____</p>	<p>Poverty Criteria Used (Check One)</p> <p> <input type="checkbox"/> October 1, 2011, TANF Alone <input type="checkbox"/> October 1, 2011, F/R Lunch Alone <input type="checkbox"/> Average of TANF and F/R Lunch </p> <p>TANF: Temporary Assistance to Needy Families</p>
School District Entitlement	+		=	\$ _____		x 1.25 =	\$ _____																			
Count of Children from low-income families		Amount per poverty child																								
		Minimum allocation per poverty child																								

Name and Grade Span of Each Public School (including magnets)	ATTENDANCE AREA RANKING							ATTENDANCE AREA ALLOCATIONS			
	October 1, 2011			October 1, 2011				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)	Percent Low Income (8)				
(1)											
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 must reserve 20 percent of their Title I allocation or an equivalent amount from other resources, or a combination thereof, to implement interventions in Title I Focus schools (not subject to private equitable services).

2012-13 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:		School District Entitlement Reservations:	\$ 372,729	Poverty Criteria Used (Check One)
Per-Poverty Child	\$329,456	Neglected <i>Professional Development (5%)*</i>		<input type="checkbox"/> October 1, 2011, TANF Alone
Or		Alliance Districts - Professional Development (10%)**	37,273	<input checked="" type="checkbox"/> October 1, 2011, F/R Lunch Alone
Within Poverty Bands	\$ _____	Parent involvement	6,000	<input type="checkbox"/> Average of TANF and F/R Lunch
	\$ _____	Homeless		
	\$ _____	Administration		TANF: Temporary Assistance to Needy Families
	\$ _____	Capital expenses not otherwise funded		
		Focus Schools		
		Interventions***		
		Other		
		Balance to be distributed to schools	\$329,456	

Name and Grade Span of Each Public School (including magnets) (1)	ATTENDANCE AREA RANKING				ATTENDANCE AREA ALLOCATIONS					
	October 1, 2011 K-12 Children Residing in Attendance Area		October 1, 2011 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)
Irving School	410	25	435	272	5	277	63.68	\$275,456	\$270,484	\$4,972
Bradley School	345	16	361	129	3	132	36.57			
Derby Middle School	367	19	386	196	2	198	51.30	\$30,000	\$29,697	\$303
Derby High School	361	0	361	183	0	183	50.69	\$24,000		
Total	1483	60	1543	780	10	790	51.20	\$329,456	\$300,181	\$5,275

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 CSD's 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 must reserve 20 percent of their Title I allocation or an equivalent amount from other resources, or a combination thereof, to implement interventions in Title I Focus schools (not subject to private equitable services).

2B-2 RANKING SCHOOLS AND ALLOCATING FUNDS (OPTIONAL - SERVING ONLY SCHOOLS WITH 35% OR GREATER POVERTY)

Total Amount School Determines to Allocate: \$24,000

Per-poverty child

Balance to be Distributed to Schools	24,000	Poverty Criteria Used (Check one)
		<input checked="" type="checkbox"/> October 2011 TANF Alone <input type="checkbox"/> October 2011 F/R Lunch Alone <input type="checkbox"/> Average of TANF and F/R Lunch

to distribute left \$ in this band change PPC to Left

Name and Grade Span of Each Public School	Fund School? (Y/N)	ATTENDANCE AREA RANKING			Children from Low-Income Families	Percent Low-Income	ATTENDANCE AREA ALLOCATIONS					
		October 2011 K-12 Residing in Attendance Area	Private	Total			Actual Attendance Area	Allocation Generated by Public Low-Income Children	Allocation Generated by Private Low-Income Children			
1	2	3	4	5	6	7	8	9	10	11		
Derby H.S.	X	Y	361	0	361	183	0	183	50.69%	\$24,000	\$24,000	\$0
TOTAL			361	0	361	183	0	183	50.69%	\$24,000	\$24,000	\$0
GRAND TOTAL			1,138	44	1,182	651	7	658		\$275,020	\$270,730	\$4,290

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 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 NCLB 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 NCLB 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 NCLB 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 Derby

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) N/A

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). N/A

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) N/A

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
7 ÷ 658 = .011 Proportion of Reservation

.011 Proportion of Reservation x \$ 37,273 Reservation = \$ 363 for Equitable Services

Total Equitable Services: 1) \$ _____ + 2) \$ _____ + 3) \$ _____ + 4) \$ 363 = \$ 363

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 student (from the 2B.4 "District Worksheet").

- a. Private school per pupil total amount calculated on 2B.1 or 2B.2 \$ 4,290

- b. Funds calculated for equitable services for private school students on 2B.4 \$ 363

- c. Total Title I private school allocation ("a" + "b")* \$ 4,653

*** 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 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 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.

SECTION 2C: 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 program** schools. Multiple, educationally related, objective criteria must be used.
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.

Under the proposed “school wide” program at the Irving School, all students enrolled at the school – including any children who may be designated as “homeless” – will be eligible to receive services supported by Title I funds. Thus it will not be necessary to reserve particular funds for instructional purposes for homeless children. We are designating \$6,000 to provide transportation services to and from homeless shelters located outside of the district.

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.)

Homeless children will partake of the same Title I services provided to all of the students at Irving, Derby Middle and Derby High Schools. Please see page 2 for a description of the manner in which Title I funds will be used to serve all children in the three schools.

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

N/A

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

N/A

SECTION 2D: TITLE I SCHOOLWIDE PROGRAMS

Complete the form below for each school that will be planning or implementing a schoolwide program in the 2012-13 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.

Irving School

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.

SECTION 2D: TITLE I SCHOOLWIDE PROGRAMS

Complete the form below for each school that will be planning or implementing a schoolwide program in the 2012-13 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.

Derby Middle School

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.

SECTION 2D: TITLE I SCHOOLWIDE PROGRAMS

Complete the form below for each school that will be planning or implementing a schoolwide program in the 2012-13 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.

Derby High School

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.

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 2012-13 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 930 of the originating grant.*

School districts may transfer up to **100 percent** of their 2012-13 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*

Please Note:

Prior to the transfer of funds, the school district shall conduct consultations in accordance with Section 9501 of ESEA.

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 2012-13 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	Fiscal Agent	Participating District(s)	Amount
<i>Teacher and Principal Training and Recruiting Fund</i>		1.	\$
		2.	\$
		3.	\$
		4.	\$
		Fiscal Agent Allocation	\$
		Total	\$

SECTION 2I: 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:	St. Marys/St. Michaels School
Name of School Administrator:	Linda Coppola
School Address:	14 Seymour Avenue
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.	X	<input type="checkbox"/>
(b) This school is a PRIVATE NONPROFIT ORGANIZATION.	X	<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>)	X	<input type="checkbox"/>
Title II, Part A (<i>Teacher and Principal Training and Recruiting Fund</i>)	X	<input type="checkbox"/>

PRELIMINARY ALLOCATIONS GENERATED FOR SERVICES FOR THIS SCHOOL:

Title I, Part A	\$5,275
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Title II, Part A	\$4,011
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 Signature of Authorized School Official

Principal
 Title

October 15, 2012
 Date

**SECTION 2J: SIGN-OFF SHEET
FOR FEDERAL AND STATE ASSURANCES AND CERTIFICATIONS
2012-13 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

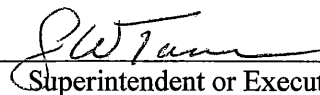
- Statement of Assurances
- Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion – Lower-Tier Covered Transactions

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*

Derby (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): George Tanner

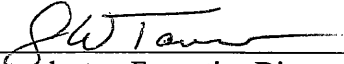
Date: 10/15/2012

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

2012-13 DISTRICT CONSOLIDATED APPLICATION

Agencies with an Affirmative Action Plan on file need to certify such by signing the statement below. This is in lieu of completing the required packet again.

I, the undersigned authorized official, hereby certify that the applying organization/agency has a current affirmative action packet on file with the Connecticut State Department of Education. The affirmative action packet is, by reference, part of this application.

Signature: 
Superintendent or Executive Director

Name (typed): George Tanner

Date: 10/15/2012

SECTION 2L: TITLE I DISTRICT COORDINATOR INFORMATION
2012-13 School Year

Please provide the following information:

Name of District:	Derby Public Schools
Name of Title I Coordinator:	Jennifer Olson
Address:	9 Garden Place, Derby. CT 06418
Phone:	203-736-5043
Fax:	203-736-5045
E-mail:	jolson@derbps.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 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.

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Addendum

to

2012-13 District Consolidated Application for ESEA Federal Grants

for

Districts with Title I Focus Schools

District: Derby Public Schools

Title I Focus Schools: Irving School

Derby Middle School

Derby High School

Districts that were previously required to set aside 20 percent of their Title I allocation for SES and NCLB Public School Choice must reserve 20 percent of their Title I allocation, or an equivalent amount from other resources, to implement interventions in Title I Focus Schools. For example, if an Alliance District that was previously subject to the 20 percent fiscal obligation for SES and NCLB Public School Choice has allocated a portion of its Alliance District grant to fund interventions in Title I Focus Schools, the district may count that portion toward the amount of Title I funds required to be used for Title I Focus Schools.

A. District's total Title I allocation: \$ 367,044

B. 20 percent of district's total Title I allocation \$ 73,409

C. Source of funds for amount in line "B" above:

1. Title I: \$ 58,727

2. Alliance District Grant: \$ 14,682

3. Other (please specify): \$ _____

4. Total must equal amount in line "B" above: \$ 73,409