

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**

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

Name of Applicant District:	Willington Public Schools	
Name of Grant Contact:	Colin McNamara	
Phone:	860-429-9367	
Fax:	860-429-8768	
E-mail:	cmcnamara@willingtonct.org	
Address of Grant Contact:	12 Old Farms Road	
Name of Superintendent (typed):	David Harding	
Signature of Superintendent:		Date:

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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 Regular

Instructional and other staff

-staff includes a certified reading teacher and paraprofessionals

Professional Development

-Due to the fact that Willington has been identified as a “Needs Improvement” school district 10% of our Title I money will be allocated to professional development. For the 2009-2010 school year, we have hired a Literacy Coach to work with the school staff in these efforts. The Literacy Coach will provide job embedded professional development.

Reading Intervention

-Our certified reading teacher provides on-on-one and small group instruction in reading to accelerate the learning of first graders. A paraprofessional assists in providing reading support. Classroom teachers work with the Principal and reading teacher to use data in order to determine the students who will receive remedial services. Once students are identified, individual reading plans are created to focus instruction on areas of need and monitor progress. In addition, paraprofessionals support literacy in our kindergarten classes.

Title I ARRA

Expanded Learning Time

-In order to provide expanded learning time for remedial instruction to at-risk students, staff will be hired to work with students on areas of need identified by cumulative and summative data. They will collaborate closely with both the reading teachers and classroom teachers to develop specific objectives in regards to reading improvement. The students’ progress will be closely monitored by collecting benchmark data on students and monitoring their progress regularly. Adjustments will be made to the instructional program when data indicates it is necessary.

Professional Development/Technical Assistance

-The district has contracted with CREC to assist in the development of new curriculum using the Understanding by Design format. CREC staff will provide professional development for Willington teachers and staff in UBD, and help facilitate the process of revising the existing curriculum to align with the CT State Frameworks. Our belief is that a stronger core curriculum will allow for better tier 1 instruction. Our primary focus for 2009-2010 will be revising our Language Arts Curriculum.

Increased Capacity

A part time Data Manager will be hired to track the progress of students being impacted by ARRA monies.

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	\$37,438		
200	Personal Services/ Employee Benefits			
300	Purchased Professional & Technical Services			
400	Purchased Property Services			
500	Other Purchased Services			
600	Supplies			
700	Property			
890	Other Objects			
940	Indirect Costs			
	TOTALS			

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

TITLE I REGULAR

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

Town Code: 160__

District__Willington__

Date__June, 2009__

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>	\$37,438	\$
	<p><u>Administrators:</u> ____ (FTE) Coordinators</p> <p><u>Teachers:</u> ____ (FTE) Full-Day Kindergarten ____ Reading Teachers ____ (FTE) Math Teachers ____ Other</p> <p><u>Other:</u> ____ (FTE) Paraprofessionals ____ (FTE) Tutors (if on LEA Payroll)</p>	<p>-Hire a highly qualified Title 1 Reading Teacher</p> <p>-Hire a Literacy Coach that will provide professional development</p>	
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>	\$	\$

300	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES. 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.		\$	\$

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

TITLE I REGULAR

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

			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. 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. (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	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		\$37,438	\$

Town Code 160

District _____ Willington _____

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	\$27,193		
200	Personal Services/ Employee Benefits			
300	Purchased Professional & Technical Services	\$9,900		
400	Purchased Property Services			
500	Other Purchased Services			
600	Supplies			
700	Property			
890	Other Objects			
940	Indirect Costs			
	TOTALS	\$37,093		

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

TITLE I ARRA

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

Town Code160__

District_Willington_____

Date_06-03-09__

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.	\$27,193	\$
	<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)	-Hire staff to provide remedial instruction for at risk students -Hire a data manager to track students' progress	
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	<p>PURCHASED PROFESSIONAL AND TECHNICAL SERVICES. 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.</p>		<p>\$9,900 -procure professional services to aide in curriculum development</p>	<p>\$</p>
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SECTION 2B: GRANT BUDGET NARRATIVE – PUBLIC (Page 2)

TITLE I ARRA

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

			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. 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. (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	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		\$37,093	\$

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

(SERVING SCHOOLS BELOW 35% POVERTY – 125% 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-child allocation for each attendance area.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">School District Entitlement</td> <td style="width: 15%;"></td> <td style="width: 15%;">Amount per poverty child</td> <td style="width: 15%;"></td> <td style="width: 15%;">Minimum allocation per poverty child</td> </tr> <tr> <td style="text-align: center;">74,531</td> <td style="text-align: center;">÷</td> <td style="text-align: center;">59</td> <td style="text-align: center;">=</td> <td style="text-align: center;">\$ 1263.23 x 1.25 = \$ 1579.04</td> </tr> </table>	School District Entitlement		Amount per poverty child		Minimum allocation per poverty child	74,531	÷	59	=	\$ 1263.23 x 1.25 = \$ 1579.04	<table style="width: 100%; border-collapse: collapse;"> <tr> <td>School District Entitlement</td> <td style="text-align: right;">\$ 74,531</td> </tr> <tr> <td colspan="2">Reservations:</td> </tr> <tr> <td>Neglected</td> <td>_____</td> </tr> <tr> <td>Professional Development (5%)*</td> <td>_____</td> </tr> <tr> <td>Professional Development (10%)**</td> <td style="text-align: right;">7,453</td> </tr> <tr> <td>Parent involvement</td> <td>_____</td> </tr> <tr> <td>Homeless</td> <td>_____</td> </tr> <tr> <td>Administration</td> <td>_____</td> </tr> <tr> <td>Capital expenses not otherwise funded</td> <td>_____</td> </tr> <tr> <td>NCLB choice transportation</td> <td>_____</td> </tr> <tr> <td>NCLB supplemental ed. services</td> <td>_____</td> </tr> <tr> <td>Other</td> <td>_____</td> </tr> <tr> <td>Balance to be distributed to schools</td> <td style="text-align: right;">\$ 67,078</td> </tr> </table>	School District Entitlement	\$ 74,531	Reservations:		Neglected	_____	Professional Development (5%)*	_____	Professional Development (10%)**	7,453	Parent involvement	_____	Homeless	_____	Administration	_____	Capital expenses not otherwise funded	_____	NCLB choice transportation	_____	NCLB supplemental ed. services	_____	Other	_____	Balance to be distributed to schools	\$ 67,078	<p style="text-align: center;">Poverty Criteria Used (Check One)</p> <p>October 1, 2008 TANF Alone <input type="checkbox"/></p> <p>October 1, 2008 F/R Lunch Alone <input checked="" type="checkbox"/></p> <p>Average of TANF and F/R Lunch <input type="checkbox"/></p> <p>TANF: Temporary Assistance to Needy Families</p>
School District Entitlement		Amount per poverty child		Minimum allocation per poverty child																																		
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NCLB choice transportation	_____																																					
NCLB supplemental ed. services	_____																																					
Other	_____																																					
Balance to be distributed to schools	\$ 67,078																																					

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>					
Center School – PreK to third grade		245			26							
Hall Memorial School – fourth to eighth grade		320			33							
Total		565			59							

√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 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 remedial reading staff and principal reviews school-wide assessment data to determine the students who are at risk. When necessary, additional testing is administered to get more data. The principal discusses students' performance with remedial staff and the classroom teacher before determining eligibility for placement.

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.

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

District: Willington

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 \$74,531

b. Professional development funds (10 percent of above) \$7,453

c. School-level Title I professional development \$7,453

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 0

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 \$7,453

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

Codes	Description	Professional Development Budget
100	Personal Services/Salaries	\$7,453
200	Personal Services/Employee Benefits	
300	Purchased Professional and Technical Services	
500	Other Purchased Services	
600	Supplies	
700	Property	
890	Other Objects	
	TOTAL	\$7,453

**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*

Willington (district) hereby agrees to all of the assurances and certifications.

Signature: _____
Superintendent or Executive Director

Name (typed): David Harding

Date: _____

SECTION 2I: ARRA ASSURANCE SIGN-OFF SHEET
(Must be completed by districts receiving Title I ARRA Funds)

The applicant will adhere to all requirements for the use of funds received through the American Recovery and Reinvestment Act of 2009, including, but not limited to, the data collection and reporting requirements on the use and impact of the ARRA funds.

District: Willington

Signature: _____
Superintendent or Executive Director

Name (typed): David Harding

Date: _____

**SECTION 2J: CERTIFICATION THAT A CURRENT AFFIRMATIVE ACTION PACKET IS ON FILE
2009-10 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.

District: Willington

Signature: _____
Superintendent or Executive Director

Name (typed): David Harding

Date: _____

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

Please provide the following information:

Name of District:	Willington
Name of Title I Coordinator:	Colin McNamara
Address:	12 Old Farms Road
	Willington, CT 06279
Phone:	860-429-9367
Fax:	860-429-8768
E-mail:	cmcnamara@willingtonct.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.