

Allocations

Danbury School District (034-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Allocations

	(1)	Alliance DG	(2)	Priority SDG	(3)	PSD - ESH	(4)	PSD - SS	Total
LEA		\$9,434,260.00		\$1,623,168.00		\$190,841.00		\$226,323.00	\$11,474,592.00
Total		\$9,434,260.00		\$1,623,168.00		\$190,841.00		\$226,323.00	\$11,474,592.00

Talent

Danbury School District (034-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Focus Areas - Alliance District and Priority School District Grants

* Please indicate if this focus area is part of the Alliance District/Priority School District plan:

- This focus area **IS** part of the Alliance District/Priority School District plan
- This focus area **IS NOT** part of the Alliance District/Priority School District plan

1. Alliance Districts may choose, but are not required, to pursue additional strategies to strengthen district and school talent systems. Place a check beside the district's 2018-19 talent-related reform priorities. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas which excludes spending under the Talent focus area.

- | | |
|--|--|
| <input type="checkbox"/> Recruitment and human capital pipelines | <input checked="" type="checkbox"/> Instructional coaching |
| <input type="checkbox"/> Hiring and placement processes | <input checked="" type="checkbox"/> District/school leadership development |
| <input checked="" type="checkbox"/> Professional learning | <input type="checkbox"/> Retention of top talent |
| <input type="checkbox"/> Evaluation | <input type="checkbox"/> Other |

2. Identify a core set of no more than three strategies to advance the district's talent-related reform priorities (identified in 1). Following the sample below, summarize each district talent strategy using a number (eg. 1.1), a headline phrase, and a separate paragraph that provides a brief rationale for incorporating that strategy. Identify a S.M.A.R.T. goal (ie., specific, measurable, actionable, realistic, and time-bound) that is aligned to each strategy and is, at minimum, tied to district ESSA Milestone metrics. If Smarter Balanced scores are relevant to the strategy, this assessment must be used for goal-setting purposes. S.M.A.R.T. goals will be central to quarterly progress monitoring.

Talent Priorities:

Aligned SMART Goals:

Sample: 1.1 Embedded Literacy Coaching - District will staff one literacy coach in each of the elementary Turnaround and Focus schools. Coaches will work with the Chief Academic Officer and school principals to create and implement a four-week coaching cycle, ensuring that all teachers receive some form of coaching over the school year. Coaches will provide instructional coaching, professional development, model lessons, and co-taught lessons. All coaches will receive Foundational Literacy training in Fall 2018.

Rationale: The addition of embedded coaches in each Turnaround and Focus elementary school in 2017-18 contributed to improvements in Tier 1 and SRBI supports, resulting in schoolwide improvements in district interim assessments in each school. The district has completed its professional development guide for the current year and will implement the first coaching cycle in September 2018.

For Opportunity Districts, if the priority is one of its three identified need areas supported by the CSDE cross-functional team, it would instead be identified in the example above as follows: "**1.1 CORE DISTRICT PRIORITY #1** (or #2 or #3) - **Embedded Literacy Coaching**" ...

1.1 Ensure alignment of all teacher/administrator goals to the BOE's/district's enhancement plan priorities. Continue the positions of selected department heads and supervisors to provide greater classroom support and guidance. Implement K12 Supervisor for Core Intervention & Academic SRBI Support to monitor the delivery of services related to Tiered Intervention and support (SRBI), ensuring an effective continuum of services and communication between grade levels and schools at the elementary, middle, and high school level. Continue job-embedded coaching. Place increased emphasis on helping teachers to meet the needs of English Language Learners. Rationale: The addition of a K12 SRBI Supervisor supports the vision of reducing the achievement gap and ensuring equity and support for all students in need of intervention services. The position will enable DPS to more closely monitor tiered intervention services as well as decrease the amount of students referred to special education.

Sample: 1.1 In alignment with ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 50.2 in 2016-17 to 54.1 in 2018-19. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 42.9 in 2016-17 to 49.3 in 2018-19.

Note that 2017-18 ESSA-related results will not be available until Winter 2018, therefore 2016-17 scores are being used for baseline planning purposes.

1.1 In alignment with the ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 63.6 in 2016-17 to 65.4 in 2018-19. Increase the DPI for Math from 58.6 in 2016-17 to 61.1 in 2018-19. Under the Smarter Balanced Growth Model, improve the Average Percent of Target Achieved for ELA from 52.4% in 2016-17 to 59.7% in 2018-19. In addition, improve the Average Percent of Target Achieved for Math from 58.1% in 2016-17 to 64.6% in 2018-19.

1.2 Align all district and school leadership development efforts/initiatives to all School Improvement and District Improvement Plans. Redesign administrative group meetings to become Principal PLCs, focusing the improvement of principal capacity to strengthen instructional leadership capabilities. PLCs will focus on the strategic use of data and supporting the growth of all learners. Topics will also include methods to engage parents and the community in the improvement of learning and support services for all students. Rationale: The implementation of Principal PLCs will allow school leaders to collaborate on problems of practice and to engage in deep review of data using the DataWise process. This structure will also provide opportunities to facilitate discussion on important issues facing urban leaders.

1.2 In alignment with the ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 63.6 in 2016-17 to 65.4 in 2018-19. Increase the DPI for Math from 58.6 in 2016-17 to 61.1 in 2018-19. Under the Smarter Balanced Growth Model, improve the Average Percent of Target Achieved for ELA from 52.4% in 2016-17 to 59.7% in 2018-19. In addition, improve the Average Percent of Target Achieved for Math from 58.1% in 2016-17 to 64.6% in 2018-19.

1.3 Continue to provide ongoing training and support to teachers on effective instructional/teaching strategies and to administrators on leadership development strategies via ongoing training and coaching activities with an emphasis on the Marzano Evaluation Model. Maintain the position of Marzano Trainer/Evaluation Validator. Rationale: The position of Marzano Trainer/Evaluator is a critical position designed to assist school leaders with calibration and coaching on best practices related to Teacher Evaluation. The position also supports new administrators and teachers.

1.3 In alignment with the ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 63.6 in 2016-17 to 65.4 in 2018-19. Increase the DPI for Math from 58.6 in 2016-17 to 61.1 in 2018-19. Under the Smarter Balanced Growth Model, improve the Average Percent of Target Achieved for ELA from 52.4% in 2016-17 to 59.7% in 2018-19. In addition, improve the Average Percent of Target Achieved for Math from 58.1% in 2016-17 to 64.6% in 2018-19.

Academics

Danbury School District (034-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Focus Areas - Alliance District and Priority School District Grants

* Please indicate if this focus area is part of the Alliance District/Priority School District plan:

- This focus area **IS** part of the Alliance District/Priority School District plan
- This focus area **IS NOT** part of the Alliance District/Priority School District plan

1. Alliance Districts may choose, but are not required, to pursue additional strategies to strengthen district and school academic systems. Place a check beside the district's 2018-19 academic-related reform priorities. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas and at least 20 percent of PSD funds promoting early literacy.

- | | |
|--|--|
| <input checked="" type="checkbox"/> Common Core-aligned curriculum | <input checked="" type="checkbox"/> Full-day kindergarten |
| <input checked="" type="checkbox"/> Assessment systems | <input type="checkbox"/> Pre-Kindergarten |
| <input checked="" type="checkbox"/> Supports for special populations (eg., EL, SPED) | <input checked="" type="checkbox"/> Pre-K - Grade 3 literacy |
| <input checked="" type="checkbox"/> SRBI and academic interventions | <input type="checkbox"/> Instructional technology |
| <input type="checkbox"/> College and career access | <input type="checkbox"/> Alternative/transitional programs |
| <input type="checkbox"/> Other | |

2. Identify a core set of no more than three strategies to advance the district's academic-related reform priorities (identified in 1). Following the sample below, summarize each district academic strategy using a number (eg. 2.1), a headline phrase, and a separate paragraph that provides a brief rationale for incorporating that strategy. Identify a S.M.A.R.T. goal (ie., specific, measurable, actionable, realistic, and time-bound) that is aligned to each strategy and is, at minimum, tied to district ESSA Milestone metrics. If Smarter Balanced scores are relevant to the strategy, this assessment must be used for goal-setting purposes. S.M.A.R.T. goals will be central to quarterly progress monitoring.

Academic Priorities:

Aligned SMART Goals:

Sample: 1.1 Embedded Literacy Coaching - District will staff one literacy coach in each of the elementary Turnaround and Focus schools. Coaches will work with the Chief Academic Officer and school principals to create and implement a four-week coaching cycle, ensuring that all teachers receive some form of coaching over the school year. Coaches will provide instructional coaching, professional development, model lessons, and co-taught lessons. All coaches will receive Foundational Literacy training in Fall 2018.

Rationale: The addition of embedded coaches in each Turnaround and Focus elementary school in 2017-18 contributed to improvements in Tier 1 and SRBI supports, resulting in schoolwide improvements in district interim assessments in each school. The district has completed its professional development guide for the current year and will implement the first coaching cycle in September 2018.

For Opportunity Districts, if the priority is one of its three identified need areas supported by the CSDE cross-functional team, it would instead be identified in the example above as follows: "**2.1 CORE DISTRICT PRIORITY #1** (or #2 or #3) - **Embedded Literacy Coaching**" ...

2.1 Continue the ongoing development and implementation of curricula that is aligned to the Common Core with an increased emphasis on meeting the needs of ELL students. Expand the level of resources made available to teachers and schools to support new curricular areas with an emphasis on early literacy and foundational mathematics. Maintain universal kindergarten. Rationale: DPS has embedded a new math program in grades K-4 and have shown increases in growth according to STAR benchmark assessments. This year we will implement Math Investigations units in grade 5. With an increase focus on explicit teaching and foundation skills we have experienced growth according to STAR and CORE phonics assessments. Early literacy continues to be a priority for our district given our changing demographic. Accordingly staff will be resourced to support the growth and development of EL students through the implementation of CELP standards.

Sample: 2.1 In alignment with ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 50.2 in 2016-17 to 54.1 in 2018-19. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 42.9 in 2016-17 to 49.3 in 2018-19.

Note that 2017-18 ESSA-related results will not be available until Winter 2018, therefore 2016-17 scores are being used for baseline planning purposes.

2.1 In alignment with the ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 63.6 in 2016-17 to 65.4 in 2018-19. Increase the DPI for Math from 58.6 in 2016-17 to 61.1 in 2018-19. Under the Smarter Balanced Growth Model, improve the Average Percent of Target Achieved for ELA from 52.4% in 2016-17 to 59.7% in 2018-19. In addition, improve the Average Percent of Target Achieved for Math from 58.1% in 2016-17 to 64.6% in 2018-19.

2.2 Continue to expand the use of data driven decision making via the Data Wise Protocol with school and district data teams and ensure alignment with each building's School Improvement Plan. Certify School Principals and Central Office Teams in the Data Wise Process. Maintain Data Specialists positions to assist with tracking and informing schools and central office administrators. Rationale: DPS has embedded the Data Wise process to expand the use of data driven decision making to help principals operationalize their respective School Improvement Plans to focus on adult actions to improve student outcomes. Administrators have engaged in ongoing professional learning during our implementation process. As a district we are in the developing/sustaining stage and plan to support administrators in successful building implementation.

2.3 Decrease opportunity gaps by increasing communication strategies for DECO (Early College Opportunity) and maintaining DECO Director. Rationale: DPS, with a focus on decreasing opportunity gaps for students, is in year three of DECO implementation and the programs enrollment continue to reflect the demographics of the school community. Completion of the DECO program offers increased opportunity for college and career readiness for all enrolled students.

2.2 In alignment with the ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 63.6 in 2016-17 to 65.4 in 2018-19. Increase the DPI for Math from 58.6 in 2016-17 to 61.1 in 2018-19. Under the Smarter Balanced Growth Model, improve the Average Percent of Target Achieved for ELA from 52.4% in 2016-17 to 59.7% in 2018-19. In addition, improve the Average Percent of Target Achieved for Math from 58.1% in 2016-17 to 64.6% in 2018-19.

2.3 In alignment with the ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 63.6 in 2016-17 to 65.4 in 2018-19. Increase the DPI for Math from 58.6 in 2016-17 to 61.1 in 2018-19. Under the Smarter Balanced Growth Model, improve the Average Percent of Target Achieved for ELA from 52.4% in 2016-17 to 59.7% in 2018-19. In addition, improve the Average Percent of Target Achieved for Math from 58.1% in 2016-17 to 64.6% in 2018-19. Increase the 4 Year Adjusted Cohort Graduation Rate from 77.0% in 2015-16 to 80.9% in 2018-19. Also increase the 6 Year Adjusted Graduation Rate of High Needs Students from 81.4% in 2015-16 to 84.8% in 2018-19.

Danbury School District (034-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Focus Areas - Alliance District and Priority School District Grants

* Please indicate if this focus area is part of the Alliance District/Priority School District plan:

- This focus area **IS** part of the Alliance District/Priority School District plan
- This focus area **IS NOT** part of the Alliance District/Priority School District plan

1. Alliance Districts may choose, but are not required, to pursue additional strategies to strengthen district and school climate systems. Place a check beside the district's 2018-19 climate-related reform priorities. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas.

- | | |
|--|---|
| <input checked="" type="checkbox"/> Attendance/Chronic absenteeism | <input checked="" type="checkbox"/> Graduation/dropout prevention/on-track for graduation |
| <input checked="" type="checkbox"/> Suspension rate | <input checked="" type="checkbox"/> Family engagement |
| <input type="checkbox"/> Wraparound services | <input type="checkbox"/> Other |

2. Identify a core set of no more than three strategies to advance the district's climate-related reform priorities (identified in 1). Following the sample below, summarize each district climate strategy using a number (eg. 3.1), a headline phrase, and a separate paragraph that provides a brief rationale for incorporating that strategy. Identify a S.M.A.R.T. goal (ie., specific, measurable, actionable, realistic, and time-bound) that is aligned to each strategy and is, at minimum, tied to district ESSA Milestone metrics. If Smarter Balanced scores are relevant to the strategy, this assessment must be used for goal-setting purposes. S.M.A.R.T. goals will be central to quarterly progress monitoring.

Climate Priorities:	Aligned SMART Goals:

Sample: 1.1 Embedded Literacy Coaching - District will staff one literacy coach in each of the elementary Turnaround and Focus schools. Coaches will work with the Chief Academic Officer and school principals to create and implement a four-week coaching cycle, ensuring that all teachers receive some form of coaching over the school year. Coaches will provide instructional coaching, professional development, model lessons, and co-taught lessons. All coaches will receive Foundational Literacy training in Fall 2018.

Rationale: The addition of embedded coaches in each Turnaround and Focus elementary school in 2017-18 contributed to improvements in Tier 1 and SRBI supports, resulting in schoolwide improvements in district interim assessments in each school. The district has completed its professional development guide for the current year and will implement the first coaching cycle in September 2018.

For Opportunity Districts, if the priority is one of its three identified need areas supported by the CSDE cross-functional team, it would instead be identified in the example above as follows: "**3.1 CORE DISTRICT PRIORITY #1** (or #2 or #3) - **Embedded Literacy Coaching**" ...

3.1 Continue the District Attendance and Compartment Committee and the high school attendance committees that review attendance and compartment data, develop responsive intervention, cultivate a school wide culture of attendance for students/staff/families and monitor efficacy. Continue to have the Data Team monitor and apply appropriate interventions to address chronic absenteeism. Rationale: DPS , through the Data Wise process, reviews attendance and chronic absenteeism on an ongoing basis. Building administrators also review this data and respond to it through the work of attendance committees at every school. We continue to see an increase in attendance and decrease in chronic absenteeism over time.

3.2 Continue to implement and monitor the social and emotional aspects of the SRBI process in the digital repository. Rationale: DPS is currently rolling out the digital repository of the SRBI process at the K-5 level after successfully implementing in grades 6-12. This will enable us to systematically respond to the social-emotional needs of our students as well as the support needed for staff. Danbury is using our powerschool database to track all our SRBI information using our standard tiered system.

Sample: 3.1 In alignment with ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 50.2 in 2016-17 to 54.1 in 2018-19. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 42.9 in 2016-17 to 49.3 in 2018-19.

Note that 2017-18 ESSA-related results will not be available until Winter 2018, therefore 2016-17 scores are being used for baseline planning purposes.

3.1 In alignment with the ESSA goal targets, decrease District Chronic Absenteeism from 7.2% in 2016-17 to 6.9% in 2018-19.

3.2 In alignment with the ESSA goal targets, decrease District Chronic Absenteeism from 7.2% in 2016-17 to 6.9% in 2018-19. Increase the DPI for Math from 58.6 in 2016-17 to 61.1 in 2018-19. Increase the DPI in ELA from 63.3 in 2016-17 to 65.4 in 2018-19. Under the Smarter Balanced Growth Model, improve the Average Percent of Target Achieved for ELA from 52.4% in 2016-17 to 59.7%. In addition, improve the Average Percent of Target Achieved for Math from 58.1% in 2016-17 to 61.3% in 2017-18.

3.3 To research and recommend a standardized, district-wide restorative practice, that promotes school connectedness and classroom community building, including Restorative Justice, that helps students and staff resolve conflicts peacefully and respectfully, reduces chronic absenteeism, reduces punitive discipline and helps to decrease racial discipline disparities. Rationale: DPS, through the Data Wise process, identified disparities in suspensions when compared to the overall district demographics. This led the district in reviewing current discipline practices and investigating restorative justice and/or restorative practices professional development for administrators.

3.3 In alignment with the ESSA goal targets, decrease District Chronic Absenteeism from 7.2% in 2016-17 to 7.0% in 2017-18. Increase the 4 Year Adjusted Cohort Graduation Rate from 77.0% in 2015-16 to 80.9% in 2018-19. Also increase the 6 Year Adjusted Graduation Rate of High Needs Students from 81.4% in 2015-16 to 84.8% in 2018-19.

Operations

Danbury School District (034-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Focus Areas - Alliance District and Priority School District Grants

* Please indicate if this focus area is part of the Alliance District/Priority School District plan:

- This focus area **IS** part of the Alliance District/Priority School District plan
- This focus area **IS NOT** part of the Alliance District/Priority School District plan

1. Alliance Districts may choose, but are not required, to pursue additional strategies to strengthen district and school operations systems. Place a check beside the district's 2018-19 operations-related reform priorities. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas.

- | | |
|---|---|
| <input type="checkbox"/> Budgeting and financial management | <input type="checkbox"/> Student enrollment processes |
| <input type="checkbox"/> School operations | <input type="checkbox"/> Extended learning time |
| <input type="checkbox"/> Technology integration | <input type="checkbox"/> Other |

2. Identify a core set of no more than three strategies to advance the district's operations-related reform priorities (identified in 1). Following the sample below, summarize each district operations strategy using a number (eg. 4.1), a headline phrase, and a separate paragraph that provides a brief rationale for incorporating that strategy. Identify a S.M.A.R.T. goal (ie., specific, measurable, actionable, realistic, and time-bound) that is aligned to each strategy and is, at minimum, tied to district ESSA Milestone metrics. If Smarter Balanced scores are relevant to the strategy, this assessment must be used for goal-setting purposes. S.M.A.R.T. goals will be central to quarterly progress monitoring.

Operations Priorities:

Aligned SMART Goals:

Sample: 1.1 Embedded Literacy Coaching - District will staff one literacy coach in each of the elementary Turnaround and Focus schools. Coaches will work with the Chief Academic Officer and school principals to create and implement a four-week coaching cycle, ensuring that all teachers receive some form of coaching over the school year. Coaches will provide instructional coaching, professional development, model lessons, and co-taught lessons. All coaches will receive Foundational Literacy training in Fall 2018.

Rationale: The addition of embedded coaches in each Turnaround and Focus elementary school in 2017-18 contributed to improvements in Tier 1 and SRBI supports, resulting in schoolwide improvements in district interim assessments in each school. The district has completed its professional development guide for the current year and will implement the first coaching cycle in September 2018.

For Opportunity Districts, if the priority is one of its three identified need areas supported by the CSDE cross-functional team, it would instead be identified in the example above as follows: "**4.1 CORE DISTRICT PRIORITY #1** (or #2 or #3) - **Embedded Literacy Coaching**" ...


Sample: 4.1 In alignment with ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 50.2 in 2016-17 to 54.1 in 2018-19. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 42.9 in 2016-17 to 49.3 in 2018-19.

Note that 2017-18 ESSA-related results will not be available until Winter 2018, therefore 2016-17 scores are being used for baseline planning purposes.

Related Documents

Danbury School District (034-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Focus Areas - Alliance District and Priority School District Grants

Required Documents

Type	Document Template	Document/Link
ESSA Milestones [Upload at least 1 document(s)]	N/A	 ESSA

Alliance District Grant Budget

Danbury School District (034-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant

Object	Total
100 - Personal Services > Salaries	\$8,069,260.00
200 - Personal Services > Employee Benefits	\$960,000.00
300 - Purchased Professional and Technical Services	\$0.00
400 - Purchased Property Services	\$0.00
500 - Other Purchased Services	\$0.00
600 - Supplies	\$150,000.00
700 - Property	\$255,000.00
800 - Debt Service and Miscellaneous	\$0.00
917 - Indirect Costs	\$0.00
Total	\$9,434,260.00
Allocation	\$9,434,260.00
Remaining	\$0.00

Budget Detail

Danbury School District (034-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant

100 - Personal Services > Salaries - \$8,069,260.00

Budget Detail		Narrative Description
Object:	100 - Personal Services > Salaries	All day kindergarten in all 12 elementary schools total FTE's is 37
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.3	
LEA / School:	Danbury School District (034-000)	
Quantity:	1.00	
Cost:	\$2,960,000.00	
Line Item Total:	\$2,960,000.00	
Object:	100 - Personal Services > Salaries	Support ELL services in our high needs group a total of 15 fte's this provides at least one ell teachers in each of our elementary schools
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1 Academics Goal 2.2 Academics Goal 2.3	
LEA / School:	Danbury School District (034-000)	
Quantity:	1.00	
Cost:	\$1,470,000.00	

Line Item Total:	\$1,470,000.00	
Object:	100 - Personal Services > Salaries	one social worker in each elementary school with a total of 15
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1 Climate Goal 3.2 Climate Goal 3.3	
LEA / School:	Danbury School District (034-000)	
Quantity:	1.00	
Cost:	\$1,050,000.00	
Line Item Total:	\$1,050,000.00	
Object:	100 - Personal Services > Salaries	
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1 Talent - Goal 1.2 Talent - Goal 1.3	
LEA / School:	Danbury School District (034-000)	
Quantity:	1.00	
Cost:	\$650,000.00	
Line Item	\$650,000.00	

Total:		
Object:	100 - Personal Services > Salaries	Department heads for increased instructional support and evaluation Danbury high school and our middle schools 5.0 FTE
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.2 Talent - Goal 1.3	
LEA / School:	Danbury School District (034-000)	
Quantity:	1.00	
Cost:	\$500,000.00	
Line Item Total:	\$500,000.00	
Object:	100 - Personal Services > Salaries	7 reading coaches that will support both teacher coaching and provide SRBI support to students in need.
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1 Academics Goal 2.2 Academics Goal 2.3	
LEA / School:	Danbury School District (034-000)	
Quantity:	1.00	
Cost:	\$490,000.00	
Line Item Total:	\$490,000.00	
Object:	100 - Personal Services > Salaries	5.5 fte math coaches. This will add a .5 coach in each of our 13 elementary schools

Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Danbury School District (034-000)	
Quantity:	1.00	
Cost:	\$300,000.00	
Line Item Total:	\$300,000.00	
Object:	100 - Personal Services > Salaries	SIOP coaches at Danbury high school
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1 Academics Goal 2.2 Academics Goal 2.3	
LEA / School:	Danbury School District (034-000)	
Quantity:	1.00	
Cost:	\$210,000.00	
Line Item Total:	\$210,000.00	
Object:	100 - Personal Services > Salaries	substitutes to help with PD and teacher training in all schools
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1 Academics Goal 2.2	

	Academics Goal 2.3	
LEA / School:	Danbury School District (034-000)	
Quantity:	1.00	
Cost:	\$200,000.00	
Line Item Total:	\$200,000.00	
Object:	100 - Personal Services > Salaries	Early college director working at danbury high school on supporting students
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1 Academics Goal 2.2	
LEA / School:	Danbury School District (034-000)	
Quantity:	1.00	
Cost:	\$139,260.00	
Line Item Total:	\$139,260.00	
Object:	100 - Personal Services > Salaries	2 data specialists to support data collection and analysis
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1 Academics Goal 2.2 Academics Goal 2.3	
LEA / School:	Danbury School District (034-000)	

Quantity: 1.00

Cost: \$100,000.00

Line Item
Total: \$100,000.00

Total for 100 - Personal Services > Salaries: \$8,069,260.00

Total for all other Objects: \$1,365,000.00

Total for all Objects: \$9,434,260.00

Allocation: \$9,434,260.00

Remaining: \$0.00

Budget Detail

Danbury School District (034-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant

200 - Personal Services > Employee Benefits - \$960,000.00

Budget Detail		Narrative Description
Object:	200 - Personal Services > Employee Benefits	Health insurance for ELL teachers, K teachers, and coaches
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1 Academics Goal 2.2 Academics Goal 2.3	
LEA / School:	Danbury School District (034-000)	
Quantity:	1.00	
Cost:	\$650,000.00	
Line Item Total:	\$650,000.00	
Object:	200 - Personal Services > Employee Benefits	health insurance for administrators and teachers
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Danbury School District (034-000)	
Quantity:	1.00	

Cost:	\$310,000.00	
Line Item Total:	\$310,000.00	

Total for 200 - Personal Services > Employee Benefits: \$960,000.00

Total for all other Objects: \$8,474,260.00

Total for all Objects: \$9,434,260.00

Allocation: \$9,434,260.00

Remaining: \$0.00

Budget Detail

Danbury School District (034-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant

600 - Supplies - \$150,000.00

Budget Detail		Narrative Description
Object:	600 - Supplies	Purchase and support the STAR assessment k-12
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1 Academics Goal 2.2	
LEA / School:	Danbury School District (034-000)	
Quantity:	1.00	
Cost:	\$150,000.00	
Line Item Total:	\$150,000.00	
		Total for 600 - Supplies: \$150,000.00
		Total for all other Objects: \$9,284,260.00
		Total for all Objects: \$9,434,260.00
		Allocation: \$9,434,260.00
		Remaining: \$0.00

Budget Detail

Danbury School District (034-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant

700 - Property - \$255,000.00

Budget Detail		Narrative Description	
Object:	700 - Property	student chromebooks and macbooks to support instruction in all schools each chromebook is \$300 dollars and \$1000 for each macbook. Total quantity of chromebooks is 350 and about 145 macbooks	
Purpose:	01 - Public School Activities		
Focus Area:	Academics Goal 2.1 Academics Goal 2.2 Academics Goal 2.3		
LEA / School:	Danbury School District (034-000)		
Quantity:	1.00		
Cost:	\$255,000.00		
Line Item Total:	\$255,000.00		
		Total for 700 - Property:	\$255,000.00
		Total for all other Objects:	\$9,179,260.00
		Total for all Objects:	\$9,434,260.00
		Allocation:	\$9,434,260.00
		Remaining:	\$0.00

Danbury School District (034-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant

Filter by Location:

Object	Purpose	01 - Public School Activities	Total
100 - Personal Services > Salaries		8,069,260.00	8,069,260.00
200 - Personal Services > Employee Benefits		960,000.00	960,000.00
600 - Supplies		150,000.00	150,000.00
700 - Property		255,000.00	255,000.00
Total		9,434,260.00	9,434,260.00
		Allocation	9,434,260.00
		Remaining	0.00

Priority School District Grant Budget

Danbury School District (034-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Priority School District Grant

Object	Total
100 - Personal Services > Salaries	\$1,498,166.00
200 - Personal Services > Employee Benefits	\$125,002.00
300 - Purchased Professional and Technical Services	\$0.00
400 - Purchased Property Services	\$0.00
500 - Other Purchased Services	\$0.00
600 - Supplies	\$0.00
700 - Property	\$0.00
800 - Debt Service and Miscellaneous	\$0.00
917 - Indirect Costs	\$0.00
Total	\$1,623,168.00
Allocation	\$1,623,168.00
Remaining	\$0.00

Budget Detail

Danbury School District (034-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Priority School District Grant

100 - Personal Services > Salaries - \$1,498,166.00

Budget Detail		Narrative Description
Object:	100 - Personal Services > Salaries	Language Arts Coaches District wide total of 8.0 FTE's
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Danbury School District (034-000)	
Quantity:	1.00	
Cost:	\$560,000.00	
Line Item Total:	\$560,000.00	
Object:	100 - Personal Services > Salaries	ELL Teachers district wide including a supervisor to support instruction
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Danbury School District (034-000)	
Quantity:	1.00	
Cost:	\$510,000.00	
Line Item Total:	\$510,000.00	

Object:	100 - Personal Services > Salaries	All Day K Teachers
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Danbury School District (034-000)	
Quantity:	1.00	
Cost:	\$428,166.00	
Line Item Total:	\$428,166.00	

Total for 100 - Personal Services > Salaries:	\$1,498,166.00
Total for all other Objects:	\$125,002.00
Total for all Objects:	\$1,623,168.00
Allocation:	\$1,623,168.00
Remaining:	\$0.00

Budget Detail

Danbury School District (034-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Priority School District Grant

200 - Personal Services > Employee Benefits - \$125,002.00

Budget Detail		Narrative Description
Object:	200 - Personal Services > Employee Benefits	Benefits for LA coaches and ELL
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Danbury School District (034-000)	
Quantity:	1.00	
Cost:	\$125,002.00	
Line Item Total:	\$125,002.00	
Total for 200 - Personal Services > Employee Benefits:		\$125,002.00
Total for all other Objects:		\$1,498,166.00
Total for all Objects:		\$1,623,168.00
Allocation:		\$1,623,168.00
Remaining:		\$0.00

Danbury School District (034-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Priority School District Grant

Filter by Location:

Object	Purpose	01 - Public School Activities	Total
100 - Personal Services > Salaries		1,498,166.00	1,498,166.00
200 - Personal Services > Employee Benefits		125,002.00	125,002.00
Total		1,623,168.00	1,623,168.00
		Allocation	1,623,168.00
		Remaining	0.00

Danbury School District (034-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Extended School Hours

Program Design

Briefly describe the district's proposed approach to extend school hours. Please respond to the prompts below explaining how the district would leverage the ESH grant to advance district goals and student achievement.

1. Description of the type of academic supports and enrichment offered.

Each of Danbury's 13 elementary and 3 middle schools provide afterschool programming from the end of the day to 6 pm, Monday through Friday, during the school year. Programming includes homework help, reading, and project assistance. The school principal, social worker, and teachers recommend students for the program who need extra support and parents enroll their children who need before and afterschool care. NO child is turned away due to the inability to pay. Care 4 Kids when applicable and scholarships are given through ELP to accommodate all students including children with special needs.

Programming includes building, legos, manipulative, cooperative games and STEAM activities.

Specific tutoring has been piloted in one school. The Eagle Club will continue to take place at Shelter Rock School.

2. Description of the type of health and recreational activities offered.

We offer positive youth development activities, physical education using the CATCH program, healthy life styles using the 5210 curriculum, and SCRAM with the YMCA.

Other enrichment activities include in-house and out of house field trips, and field trip with parents to build foundational knowledge.

3. Description of the criteria for student participation (e.g., days, hours of operation).

Students enroll for a minimum of 3 days per week but most children are five days per week from the end of school till 6 pm. Children also enroll in the mornings from 7 am to the start of the school day.

4. Description of how the district will ensure the program supports the regular school curriculum.

A program manager and a site facilitator run the Extended Learning Program at each school. Both meet with the school principals, social workers and teachers to ensure the continuity of the programs across curriculums. The site facilitator communicates and meets with classroom teachers about specific child's needs.

5. Description of how the program provides for community involvement (40 percent of funding must support community partners).

The YMCA runs the SCRAM program at the school sites and the Danbury Family Learning Center, Inc. runs parenting programs. 4-H, Sign Language and Theater Arts are also provided by outside community vendors.

Each of the community partners meets with the program managers prior to the start of the year to schedule the programs.

The parenting programs are run in conjunction with other outside agencies to create the honey comb (safety net) for parents.

6. Description of how the program coordinates operations and activities with existing programs and the agencies in the school (if applicable).

Each year an assessment is done of each site that looks at existing programs in the school, it needs and then plans programs that augments them but does not duplicate them.

7. Description of the plan for involving parents in program planning and using parents as advisers and volunteers.

Parent engagement is an important part of any school-based program. The parenting education programs meet the districtwide family and school engagement plan and is offered during the day, evenings and Saturdays to meet all the needs of the families. Parents are also included in field trips. Parents volunteer in the programs as their time allows and we look for parent expertise to help in programming such as: a nurse talks about her profession to the children, etc.

Yearly surveys are done with the parents to survey their thoughts about he program and to get new ideas.

8. Description of the plan for the superintendent and school principal to work collaboratively with the community-based organization(s) for access to the school's facilities and equipment.

The ELP Managers work with sites and facilities to ensure program space for community agencies and for program staff. Building space is in-kind. ELP uses classrooms, art rooms, gymnasium, computer labs, and outside space.

Projected School And Student Participation

Pursuant to C.G.S. Section 10-266u, each district shall prepare an annual report describing program operations , student participation, and other student indicators of success. Please use the following format to report the information about the district's proposed ESH program for 2018-19. Districts are strongly encouraged to consider targeting this work in Category 4 & 5 schools.

Schools Offering Extended School Building Hours Program	Grade Level(s) Offered	Projected Number of Students by Grade Level	Days/Times of Week Offered	Number of Weeks Offered
All Elementary Schools	k-5	300	2 hours a day 5 days	42

Program Evaluation

ESH program grant recipients must submit an annual program evaluation and fact sheet. The evaluation will include data that reflects the impact of program initiatives on student achievement. The evaluation may also require other relevant data related to program implementation. Such data may include student enrollment in programs, teacher and personnel hired using grant funds, programs and materials used, and performance benchmarks used for measuring student progress such as interim assessments, attendance, or any other data that demonstrated student progress as a result of the grant.

Indicators of Success:

Describe how student performance (progress) will be assessed as a result of attending the ESH program, including type(s) of measures and timeline for assessments:

Student STAR and SBAC-follows schedule given at each school.

Daily enrollment and attendance tracking.

Describe how student performance (progress) will be tracked during the next school year, including type(s) of measures and timeline for assessments:

SCRAM Program and adult learning programs all do pre- and post-assessments. Student assessment follows the particular curriculum. Follows program schedule

Parenting programs-start and ending of programs.

PSD - Extended School Hours Budget

Danbury School District (034-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Extended School Hours

Object	Total
100 - Personal Services > Salaries	\$185,341.00
200 - Personal Services > Employee Benefits	\$5,500.00
300 - Purchased Professional and Technical Services	\$0.00
400 - Purchased Property Services	\$0.00
500 - Other Purchased Services	\$0.00
600 - Supplies	\$0.00
700 - Property	\$0.00
800 - Debt Service and Miscellaneous	\$0.00
917 - Indirect Costs	\$0.00
	Total \$190,841.00
	Allocation \$190,841.00
	Remaining \$0.00

Budget Detail

Danbury School District (034-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Extended School Hours

100 - Personal Services > Salaries - \$185,341.00

Budget Detail		Narrative Description
Object:	100 - Personal Services > Salaries	Staff to support programs
Purpose:	01 - Public School Activities	
LEA / School:	Danbury School District (034-000)	
Quantity:	1.00	
Cost:	\$95,000.00	
Line Item Total:	\$95,000.00	
Object:	100 - Personal Services > Salaries	Cost of Materials to support programming
Purpose:	01 - Public School Activities	
LEA / School:	Danbury School District (034-000)	
Quantity:	1.00	
Cost:	\$90,341.00	
Line Item Total:	\$90,341.00	

Total for 100 - Personal Services > Salaries: \$185,341.00

Total for all other Objects: \$5,500.00

Total for all Objects: \$190,841.00

Allocation: \$190,841.00

Remaining: \$0.00

Budget Detail

Danbury School District (034-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Extended School Hours

200 - Personal Services > Employee Benefits - \$5,500.00

Budget Detail		Narrative Description
Object:	200 - Personal Services > Employee Benefits	Social Security taxes
Purpose:	01 - Public School Activities	
LEA / School:	Danbury School District (034-000)	
Quantity:	1.00	
Cost:	\$5,500.00	
Line Item Total:	\$5,500.00	
Total for 200 - Personal Services > Employee Benefits:		\$5,500.00
Total for all other Objects:		\$185,341.00
Total for all Objects:		\$190,841.00
Allocation:		\$190,841.00
Remaining:		\$0.00

Danbury School District (034-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Extended School Hours

Filter by Location:

Object	Purpose	01 - Public School Activities	Total
100 - Personal Services > Salaries		185,341.00	185,341.00
200 - Personal Services > Employee Benefits		5,500.00	5,500.00
Total		190,841.00	190,841.00
		Allocation	190,841.00
		Remaining	0.00

Danbury School District (034-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Summer School

Program Design

Each applicant must include a project plan outlining the design and implementation of the district's summer school program which shall include, but not be limited to, an explanation of goals, objectives, evaluation strategies, and budget identifying local funding and other resource contributions.

The project plan shall include:

- Criteria for student participation in the program, including provisions for priority for students who are determined to be substantially deficient in reading.
- Criteria for teacher selection that emphasize the skills needed for teaching the summer program and criteria for establishment of the curriculum for the summer program.
- A system for reporting, by school and grade, on the number of students who attend the program and for assessing the performance of such students in the program and for tracking their performance during the school year.

1. Criteria for student participation (including provisions for priority students who are determined to be substantially deficient in reading)

Students were identified for summer school based on their spring STAR score. All students with scores in Urgent Intervention were included first. If space was available (maintaining a 1:10 ratio), students whose scores were at the Intervention level were included. A total of 600+ students go into the program.

Student in the grade five pilot program will be identified using the criteria from the STAR assessment in reading along with HMH PI assessment with emphasis on students who are years behind grade level literacy development and who are still substantially deficient in reading.

2. Criteria for teacher selection (emphasizing the instructional skills needed for summer school)

Teachers were required to have an elementary education certification. In addition, when possible,

teachers who worked in the students' home schools were selected and placed at that site. Each principal does the hiring based on overall need and grade levels. All monitoring is conducted by the language arts specialist and our Director of k5 Reading. Teachers are required to hold an elementary teaching or remedial reading teaching certificate

Teachers for the grade five pilot schools will be selected from the Extended Learning Program staff based upon their strength in teaching reading to exceptionally struggling readers.

3. Criteria for establishing the curricula for the summer program

The summer curriculum was based on scientific research and designed to develop necessary reading skills. The curriculum supported:

- reading texts with increasing complexity

- developing phonemic awareness (especially at K and 1)
- developing and applying phonetic skills
- reading with increased fluency

The curriculum for the grade five pilot schools will be the curriculum that is contained within the System 44 program that includes strong emphasis on foundational literacy skills for severely struggling readers.

Students take a progress monitoring assessment in STAR, which acts as a pre and post test. Other data is also utilized, such as reports in Lexia and informal classroom based assessments (e.g., running records).

Program Evaluation

Please provide projections for the coming school year. Districts must serve all students in Grades 1 through 3 who are determined to be substantially deficient on the approved assessment. Districts are strongly encouraged to consider targeting this work in Category 4 & 5 schools.

Schools Offering Summer Program	Grade Level(s) Offered	Days/Times of Week Offered	Number of Weeks Offered
Academy for International Studies	k-3	Monday-Thursday 8:30-11:30	2
Ellsworth Avenue School	k-3	Monday-Thursday 8:30-11:30	4
Great Plain School	k-3	Monday-Thursday 8:30-11:30	4
Hayestown Avenue School	k-3	Monday-Thursday 8:30-11:30	4
King Street Primary School	k-3	Monday-Thursday 8:30-11:30	4
Mill Ridge Primary School	k-3	Monday-Thursday 8:30-11:30	4
Morris Street School	k-3	Monday-Thursday 8:30-11:30	4
Park Avenue	k-3	Monday-Thursday 8:30-11:30	4
Pembroke	k-3	Monday-Thursday 8:30-11:30	4
Shelter Rock	k-3	Monday-Thursday 8:30-11:30	4
South Street	k-3	Monday-Thursday 8:30-11:30	4
Stadley Rough	k-3	Monday-Thursday 8:30-11:30	4

System for Monitoring Results

Describe how student progress will be assessed and tracked during the next school year as a result of attending the summer school program, including type(s) of measures and timeline for assessments.

Students will be assessed and monitored using STAR (three times per year-universal screener). In addition, students who score beneath the 39th percentile will be further assessed

using CORE phonics survey (K-3) and PI (both diagnostic screeners) (4-5) after each STAR administration window.

PSD - Summer School Budget

Danbury School District (034-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Summer School

Object	Total
100 - Personal Services > Salaries	\$150,000.00
200 - Personal Services > Employee Benefits	\$10,000.00
300 - Purchased Professional and Technical Services	\$0.00
400 - Purchased Property Services	\$0.00
500 - Other Purchased Services	\$66,323.00
600 - Supplies	\$0.00
700 - Property	\$0.00
800 - Debt Service and Miscellaneous	\$0.00
917 - Indirect Costs	\$0.00
	Total \$226,323.00
	Allocation \$226,323.00
	Remaining \$0.00

Budget Detail

Danbury School District (034-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Summer School

100 - Personal Services > Salaries - \$150,000.00

Budget Detail		Narrative Description
Object:	100 - Personal Services > Salaries	Staffing to support all Summer and after school programs. this is a total of 75 staff members covering 3 buildings
Purpose:	01 - Public School Activities	
LEA / School:	Danbury School District (034-000)	
Quantity:	1.00	
Cost:	\$150,000.00	
Line Item Total:	\$150,000.00	
Total for 100 - Personal Services > Salaries:		\$150,000.00
Total for all other Objects:		\$76,323.00
Total for all Objects:		\$226,323.00
Allocation:		\$226,323.00
Remaining:		\$0.00

Budget Detail

Danbury School District (034-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Summer School

200 - Personal Services > Employee Benefits - \$10,000.00

Budget Detail		Narrative Description
Object:	200 - Personal Services > Employee Benefits	Social Security taxes
Purpose:	01 - Public School Activities	
LEA / School:	Danbury School District (034-000)	
Quantity:	1.00	
Cost:	\$10,000.00	
Line Item Total:	\$10,000.00	
Total for 200 - Personal Services > Employee Benefits:		\$10,000.00
Total for all other Objects:		\$216,323.00
Total for all Objects:		\$226,323.00
Allocation:		\$226,323.00
Remaining:		\$0.00

Budget Detail

Danbury School District (034-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Summer School

500 - Other Purchased Services - \$66,323.00

Budget Detail		Narrative Description	
Object:	500 - Other Purchased Services	Cost of transportation for all programs	
Purpose:	01 - Public School Activities		
LEA / School:	Danbury School District (034-000)		
Quantity:	1.00		
Cost:	\$66,323.00		
Line Item Total:	\$66,323.00		
		Total for 500 - Other Purchased Services:	\$66,323.00
		Total for all other Objects:	\$160,000.00
		Total for all Objects:	\$226,323.00
		Allocation:	\$226,323.00
		Remaining:	\$0.00

Danbury School District (034-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Summer School

Filter by Location:

Object	Purpose	01 - Public School Activities	Total
100 - Personal Services > Salaries		150,000.00	150,000.00
200 - Personal Services > Employee Benefits		10,000.00	10,000.00
500 - Other Purchased Services		66,323.00	66,323.00
Total		226,323.00	226,323.00
		Allocation	226,323.00
		Remaining	0.00

Danbury School District (034-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Assurances

* **The Local Educational Agency (LEA) hereby assures the State Educational Agency (SEA) that the LEA follows all regulations applicable for CSDE, including those outlined below.**

- | | |
|-----------|--|
| A. | The applicant has the necessary legal authority to apply for and receive the proposed grant; |
| B. | The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application; |
| C. | The activities and services for which assistance is sought under this grant will be administered by or under the supervision and control of the applicant; |
| D. | The project will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the State Board of Education and the Connecticut State Department of Education; |
| E. | Grant funds shall not be used to supplant funds normally budgeted by the agency; |
| F. | Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded; |
| G. | The applicant will submit a final project report (within 60 days of the project completion) and such other reports, as specified, to the Connecticut State Department of Education, including information relating to the project records and access thereto as the Connecticut State Department of Education may find necessary; |
| H. | The Connecticut State Department of Education reserves the exclusive right to use and grant the right to use and/or publish any part or parts of any summary, abstract, reports, publications, records and materials resulting from this project and this grant; |
| I. | If the project achieves the specified objectives, every reasonable effort will be made to continue the project and/or implement the results after the termination of state/federal funding; |
| J. | The applicant will protect and save harmless the State Board of Education from financial loss and expense, including legal fees and costs, if any, arising out of any breach of the duties, in whole or part, described in the application for the grant; |
| K. | At the conclusion of each grant period, the applicant will provide for an independent audit report acceptable to the grantor in accordance with Sections 7-394a and 7-396a of the Connecticut General Statutes, and the applicant shall return to the Connecticut State Department of Education any moneys not expended in accordance with the approved program/operation budget as determined by the audit; |
| L. | REQUIRED LANGUAGE (NON-DISCRIMINATION) |
| | References in this section to "contract" shall mean this grant agreement and to "contractor" shall mean the Grantee. |

(a)	For purposes of this Section, the following terms are defined as follows:
(1)	"Commission" means the Commission on Human Rights and Opportunities;
(2)	"Contract" and "contract" include any extension or modification of the Contract or contract;
(3)	"Contractor" and "contractor" include any successors or assigns of the Contractor or contractor;
(4)	"Gender identity or expression" means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose.
(5)	"good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations;
(6)	"good faith efforts" shall include, but not be limited to, those reasonable initial efforts necessary to comply with statutory or regulatory requirements and additional or substituted efforts when it is determined that such initial efforts will not be sufficient to comply with such requirements;
(7)	"marital status" means being single, married as recognized by the state of Connecticut, widowed, separated or divorced;
(8)	"mental disability" means one or more mental disorders, as defined in the most recent edition of the American Psychiatric Association's "Diagnostic and Statistical Manual of Mental Disorders", or a record of or regarding a person as having one or more such disorders;
(9)	"minority business enterprise" means any small contractor or supplier of materials fifty-one percent or more of the capital stock, if any, or assets of which is owned by a person or persons: (1) who are active in the daily affairs of the enterprise, (2) who have the power to direct the management and policies of the enterprise, and (3) who are members of a minority, as such term is defined in subsection (a) of Connecticut General Statutes § 32-9n; and
(10)	"public works contract" means any agreement between any individual, firm or corporation and the State or any political subdivision of the State other than a municipality for construction, rehabilitation, conversion, extension, demolition or repair of a public building, highway or other changes or improvements in real property, or which is financed in whole or in part by the State, including, but not limited to, matching expenditures, grants, loans, insurance or guarantees.
For purposes of this Section, the terms "Contract" and "contract" do not include a contract where each contractor is (1) a political subdivision of the state, including, but not limited to, a municipality, (2) a quasi-public agency, as defined in Conn. Gen. Stat. Section 1-120, (3) any other state, including but not limited to any federally recognized Indian tribal governments, as defined in Conn. Gen. Stat. Section 1-267, (4) the federal government, (5) a foreign government, or (6) an agency of a subdivision, agency, state or government described in the immediately preceding enumerated items (1), (2), (3), (4) or (5).	

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

(g) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of sexual orientation, in any manner prohibited by the laws of the United States or the State of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (2) the Contractor agrees to provide each labor union or representative of workers with which such Contractor has a collective bargaining agreement or other contract or understanding and each vendor with which such Contractor has a contract or understanding, a notice to be provided by the Commission on Human Rights and Opportunities advising the labor union or workers' representative of the Contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (3) the Contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes § 46a-56; and (4) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor which relate to the provisions of this Section and Connecticut General Statutes § 46a-56.

(h) The Contractor shall include the provisions of the foregoing paragraph in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with Connecticut General Statutes § 46a-56; provided, if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.

M. The grant award is subject to approval of the Connecticut State Department of Education and availability of state or federal funds.

N. The applicant agrees and warrants that Sections 4-190 to 4-197, inclusive, of the Connecticut General Statutes concerning the Personal Data Act and Sections 10-4-8 to 10-4-10, inclusive, of the Regulations of Connecticut State Agencies promulgated there under are hereby incorporated by reference.

* The Local Education Agency (LEA) hereby assures the State Education Agency (SEA) that the LEA has received local board of education approval of this plan's submission. Date of board approval:

09/12/2018 