

# Alliance and Priority School District Consolidated Application

Year 3 Application Amendment | 2014-15

Form Number: ED - 705

Sections 10-262u and 10-266q of the Connecticut General Statutes

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## Connecticut State Department of Education

**Stefan Pryor**  
Commissioner of Education

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## Year 3 Alliance and Priority School District Consolidated Application

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## PART I: 2014-15 APPLICATION OVERVIEW

### 1. Application Overview

In response to feedback from districts and in an effort to streamline and align district strategic planning processes, the Connecticut State Department of Education (CSDE) is pleased to provide a consolidated grant application for 2014-15 for Alliance and Priority School Districts (PSDs). The purpose of the consolidated application is to centralize district reform priorities in one overarching plan, as supported and enabled by Alliance and PSD funding. To that end, the application is designed to ease reporting requirements and, more importantly, generate one unifying plan to lead district transformation and school improvement efforts.

### 2. Alliance District Program Overview

The Alliance District program is a unique and targeted investment in Connecticut's 30 lowest-performing districts. C.G.S. § 10-262u established a process for identifying Alliance Districts and allocating increased Education Cost Sharing (ECS) funding to support district strategies to dramatically increase student outcomes and close achievement gaps by pursuing bold and innovative reforms. In total, Alliance Districts serve over 200,000 students in more than 400 schools.

Pursuant to C.G.S. § 262u, each Alliance District's receipt of its designated ECS funding is conditioned upon district submission and the Commissioner of Education's approval of a plan, district progress and performance relative to that plan, and subsequent annual amendments, in the context of the district's overall strategy to improve academic achievement. The CSDE reviews district plans on an annual basis and approves plans aligned to the goals of the program. Annual plan approval is predicated upon district implementation and performance during the prior year. Proposals for the use of Alliance District funding will be reviewed for the quality of the overall plan, as well as the degree of alignment between the proposed use of funds and the overall district strategy.

### 3. Priority School District Overview

The PSD grant was established to provide support for school districts with the greatest academic need. During the 2014-15 school year, 14 Alliance Districts also qualify as PSDs, such designation provides for additional funding and also imposes additional responsibilities. As outlined in C.G.S. § 10-266q, the PSD grant provides funds to support districts in the pursuit of all or some of the following eight approved reform areas:

1. Create or expand innovative programs related to dropout prevention.
2. Establish alternative and transitional programs for students having difficulty succeeding in traditional educational programs.
3. Create academic enrichment, tutorial and recreation programs or activities in school buildings during non-school hours and during the summer.
4. Develop or expand extended-day kindergarten programs.
5. Develop or expand early reading intervention programs which include summer and after-school programming.
6. Enhance of the use of technology to support instruction or to improve parent and teacher communication.



7. Strengthen parent involvement in the education of children, and parent and other community involvement in school and school district programs, activities and educational policies.
8. Obtain accreditation for elementary and middle schools from the New England Association of Schools and Colleges.

PSDs must use at least 20 percent of the grant funding to support early reading interventions.

#### 4. 2014-15 List of Alliance and Priority School Districts

The following 30 districts are entering their third year in the Alliance District program. During 2014-15, 14 of these districts also qualify as PSDs and are identified with an asterisk (\*).

Ansonia	East Hartford*	Manchester	New London*	Waterbury*
Bloomfield	East Haven	Meriden*	Norwalk*	West Haven
Bridgeport*	East Windsor	Middletown	Norwich*	Winchester
Bristol	Hamden	Naugatuck	Putnam*	Windham*
Danbury*	Hartford*	New Britain*	Stamford*	Windsor
Derby	Killingly	New Haven*	Vernon	Windsor Locks

#### 5. Application Instructions

Review and follow all directions carefully when completing this consolidated district application. Complete all of the required sections. Year 3 consolidated applications must be submitted electronically in Microsoft Word and PDF formats to [SDEAllianceDistrict@ct.gov](mailto:SDEAllianceDistrict@ct.gov). The deadline for Year 3 applications is 4:00 PM (EST) on Friday, April 11, 2014.

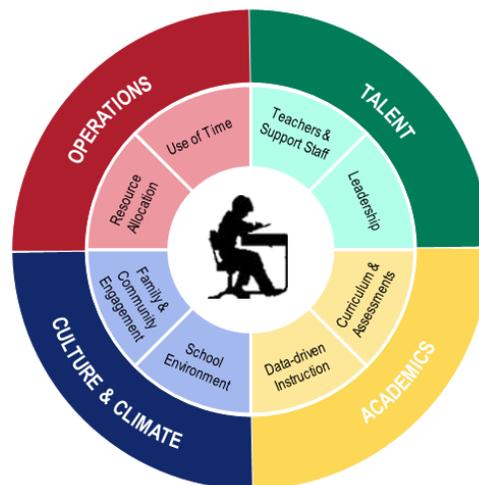
**PLEASE NOTE:** All applications become the property of the CSDE and are subject to the requirements of the Freedom of Information Act.

#### 6. Timeline Summary

1. CSDE releases the Year 3 consolidated application	January 15, 2014
2. CSDE provides information about Year 3 planning during the winter convening of Alliance Districts	January 16, 2014
3. Districts complete and submit Year 3 Alliance and PSD consolidated applications	April 11, 2014
4. Districts submit 1003(a) and High School Redesign applications, and Review school plans (if applicable)	April 11, 2014

## 7. Year 3 Reform Priorities

The CSDE’s turnaround framework identifies four research-based levers to dramatically improve district and school performance and student achievement. School and district success requires strong systems and performance in each of the following four areas shown in the framework at right:



1. **Talent:** Employ systems and strategies to recruit, hire, develop, evaluate, and retain excellent school leaders, teachers, and support staff.
2. **Academics:** Design and implement a rigorous and engaging academic program that allows all students to achieve at high levels, including aligned curricula, instruction, and assessments.
3. **Culture and Climate:** Foster a positive learning environment that supports high-quality teaching and learning, and engages families and the community as partners in the educational process.
4. **Operations:** Create systems and processes that promote organizational efficiency and effectiveness, including through the use of time and financial resources.

The Alliance and PSD grants allow for investments in each of these critical areas. Districts are encouraged to pursue reforms that align to district-specific needs and long-term strategic plans in these areas. Additionally, the CSDE has prioritized and will ask all districts to include comprehensive strategies in the following areas:

- Educator evaluation and support systems;
- Transition to the Common Core State Standards (CCSS) and next-generation assessments;
- Kindergarten through Grade 3 (K-3) literacy; and
- Interventions in low-performing schools.

## 8. Quarterly Monitoring Process

District and CSDE leadership share a commitment to continuously monitoring progress and performance, promoting implementation effectiveness and results. During Year 3, the CSDE will continue a quarterly monitoring process initiated in Year 2. On a quarterly basis, districts will submit a three-part implementation tracker to the CSDE, consisting of:

1. **Data Dashboard:** District aggregate data and data for low-performing schools, including leading and lagging performance indicators;
2. **Quarterly Implementation Trackers:** Progress updates on the district’s Alliance and PSD reform initiatives as aligned to quarterly implementation milestones outlined in the consolidated application; and
3. **ED 114 Financial Information:** Quarterly updates on year-to-date spending as aligned to the approved district reform priorities and budgets.



After submitting quarterly self-reflections, district leaders meet with CSDE staff to discuss progress, troubleshoot barriers and challenges, and identify necessary supports and next steps. This quarterly monitoring process is designed to satisfy the annual evaluation requirements as stipulated for PSDs in state statute.

Please note that the Commissioner may withhold funds if the local or regional board of education fails to comply with the provisions of C.G.S. § 10-262u. The Commissioner may renew funding if the local or regional board provides evidence that the district is achieving the objectives and performance targets as stated in the plan and communicated by the CSDE. The Commissioner may require changes in any plan before he approves an application.

## 9. Questions

Any and all questions regarding the Alliance and PSD programs and consolidated Year 3 application should be directed to:

Morgan Barth  
Turnaround Office Director  
Connecticut State Department of Education  
Telephone: (860) 713-6705  
Email: [Morgan.Barth@ct.gov](mailto:Morgan.Barth@ct.gov)



## PART II: YEAR 3 ALLIANCE AND PRIORITY SCHOOL DISTRICT CONSOLIDATED APPLICATION

### 1. District Contact Information

**Instructions:** Using the space provided below, please identify a main point of contact for the Year 3 Alliance and PSD consolidated application, and provide that individual's contact information.

Local Education Agency (LEA): Danbury Public Schools		
Contact Person: Dr. William R. Glass	Contact Title: Deputy Superintendent	
Telephone: (203) 797-4724	Email Address: glassw@danbury.k12.ct.us	
Street Address: 63 Beaver Brook Road	City: Danbury	Zip Code: 06810
Local Board Approval of Plan:	PSD:	
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Name of Superintendent: Dr. Sal V. Pascarella		
Signature of Superintendent:		Date:
Name of Board Chair: Mrs. Eileen Alberts		
Signature of Board Chair:		Date:

## 2. Needs Analysis

**Instructions:** Conduct a needs analysis identifying the district’s strengths and growth areas in the following areas:

- **Talent:** Systems and strategies to recruit, hire, develop, evaluate, and retain excellent school leaders, teachers, and support staff;
- **Academics:** Rigorous and engaging academic program that allows all students to achieve at high levels, including aligned curricula, instruction, and assessments;
- **Culture and Climate:** Positive learning environment that supports high-quality teaching and learning, and engages families and the community as partners in the educational process; and
- **Operations:** Systems and processes that promote organizational efficiency and effectiveness, including through the use of time and financial resources.

Reflect upon and critically evaluate Alliance District and PSD programming and accomplishments over the past year. Briefly summarize the district’s most significant strengths and Year 2 accomplishments, in addition to the district’s most critical growth areas. Complete and submit **Appendix A: District Self-Diagnostic Tool**, and use the self-diagnostic tool to inform the needs analysis below.

Strengths/Year 2 Accomplishments:	Explanation and Data to Substantiate:
1. Very strong launch of the district’s new Teacher Evaluation System	100% of the certified educators in Danbury received <u>at least</u> 10 hours of intensive awareness training on the new Teacher Evaluation Model. Every administrator received approximately 50 hours of intensive training from Learning Sciences International on the Marzano Teacher and Leader Evaluation Model. All administrators were required to participate in formal inter-rater reliability calibration assessments. On each of the final three culminating assessments 100% inter-rater agreement was achieved.
2. Effective transition to job-embedded professional development with a focus on the secondary level	All secondary teachers were provided with ongoing access to and service from Shelter Instruction Observation Protocol (SIOP) coaches. All secondary teachers were provided with job-embedded coaching from department heads and literacy/math coaches. All secondary teachers were provided with job-embedded coaching from Technology Leaders on the integration of technology into the instructional program.
3. Increased monitoring of the instructional program with a focus on the secondary level	A review of the Marzano-Learning Sciences International “iObservation” digital Teacher Evaluation Reports indicate a substantial increase in the number of informal walk through observations and significantly greater alignment between observers in the overall focus of all formal and informal observations and evaluations due to the organizational requirements of the Marzano evaluation protocol.

<p>4. Administrators have increased their focus on the use of data to inform instructional decision-making at the secondary level</p>	<p>The district has introduced Structured Query Language (SQL) Reports in the academic areas. These reports are being used to determine areas of strength and continuing areas of need regarding student performance on the benchmark assessments that are administered three times per year. This information is being used to inform strategic planning, instructional planning, instructional delivery options and formative assessment practices.</p>
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Growth Areas:	Explanation and Data to Substantiate:
<p>1. There is a need to build increased teacher awareness and facility of the new Teacher Evaluation System</p>	<p>Although awareness sessions have taken place this year, 10+ hours of training is not sufficient to build a deep level of understanding and facility with the new system. There is a need to continue to deepen and refine the knowledge and skills of all teachers and administrators on the mechanics, protocols, and reporting features of the Marzano Teacher Evaluation Protocol. Additionally, there is a need to continue to ensure inter-rater reliability between and among our administrative team.</p>
<p>2. There is a need to provide greater differentiation of support to our middle school teachers with regard to instructional coaching to enhance their professional practice and to increase math coaching saturation at the elementary level</p>	<p>We currently have a middle school STEM coach and a middle school Humanities coach for a total of two middle school academic coaches. The STEM coach supports science and math and the Humanities coach supports English, reading, and social studies. Consequently, in order to achieve the degree of job-embedded coaching saturation that is necessary to enhance teacher growth and development at a faster pace, we need to provide an additional coach in the area of reading, which would provide increased concentration on literacy and also allow the Humanities coach to focus on only two core areas and not three. Further, we intend to add two new math specialists/coaches to the elementary level bringing the total number to 11 in order to provide greater levels of coaching to our elementary teachers on our new curricula and related assessments as well as aligned and effective pedagogy.</p>
<p>3. There is a need for all administrators to continue to develop greater facility with all aspects of the Teacher Evaluation Model</p>	<p>Although our administrators have been provided with at least 50 hours of intensive training on our new Teacher Evaluation Plan and the corresponding Marzano Evaluation Protocol and iObservation, there is still a need to continue to build long-term capacity. It is our intent to ensure that in the event that funding is no longer available to drive our enhancement efforts that all administrators will have been trained well and that organizational capacity is fully in place. To this end we need to do more side-by-side training and coaching for each of our administrators and to continue to promote long-term inter-rater reliability and calibration.</p>
<p>4. There is a need to complete the implementation of universal full-day kindergarten</p>	<p>The district embarked on a three-year phase-in of universal full-day kindergarten. It is our intent to complete this process during the coming school year by adding the final five kindergarten teachers.</p>

<p>5. There is a need to increase administrative support at selected elementary schools</p>	<p>The district has just completed a redistricting process and a related school building expansion project. The schools with the expansion projects have become too large for a single administrator. For example, at Park Avenue School the student enrollment will grow to 600+ students. Therefore, it is our intent to place a fulltime or part-time assistant principals in the three referenced schools.</p>
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2. Talent Section		
<p><b>Year 3 Reform Priorities:</b> Place an “X” beside the district’s Year 3 talent-related reform priorities. Please note that in Year 3, all Alliance Districts will pursue strategies to advance educator evaluation and support systems. Districts may choose, but are not required, to pursue additional strategies to strengthen district and school talent systems. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas.</p>		
Year 3 Alliance District Priorities:	Allowable initiatives for PSD funding:	Other optional reforms:
<input checked="" type="checkbox"/> Educator evaluation and support systems	N/A – PSD funds cannot be used to support talent-related initiatives.	<input checked="" type="checkbox"/> Recruitment and human capital pipelines <input type="checkbox"/> Hiring and placement processes <input checked="" type="checkbox"/> Professional development/coaching <input checked="" type="checkbox"/> School leadership development <input type="checkbox"/> Retention of top talent <input type="checkbox"/> Other: _____
<p><b>Summary:</b> Briefly describe the district’s talent-related reform priorities, as indicated above.</p> <ul style="list-style-type: none"> <li>• <b>Educator Evaluation:</b> Describe how the district is working to successfully implement educator evaluations district-wide, resulting in improved instruction and professional practice that are aligned to the CCSS.</li> <li>• <b>Professional Learning:</b> Describe how evaluation processes inform professional development. Explain the district’s approach to providing meaningful and impactful professional learning opportunities that are aligned to the CCSS.</li> </ul>		
<p>As noted about, the district has engaged with Learning Sciences International to fully implement the Marzano Teacher and Administrator Observation and Evaluation Protocols. To this end, all educators have undergone intensive training to become familiar with the district’s new Teacher Evaluation and Professional Development Plan and the Marzano frameworks.</p> <p>The training for teacher evaluation has been facilitated by expert trainers from Learning Sciences International and supported further by the district’s internal Evaluation Validator. Emphasis has been placed upon initial awareness training, observation skills enhancement, developing an understanding of the iObservation digital evaluation support environment, and side-by-side coaching to promote greater inter-rater reliability and calibration.</p> <p>The district has moved to a blended model of professional development. There are still times when a whole group training approach is appropriate such as when the district introduced the new Teacher Evaluation Model. However, there is far more efficacy of personal development and skill enhancement via the job-embedded coaching model. Additionally, the tools that are part of the iObservation environment include numerous videos, which are research-based vignettes of effective pedagogy directly related to the Marzano Framework. There are also PDFs and other resources to support personalized learning.</p>		

## 2. Talent Section

The combined approach of whole group, small group or individual coaching and personalized learning opportunities form the overarching construct of the district’s approach to professional development. It is important to note that extensive training has already occurred on our new curriculum initiative that is directly aligned with the CCSS as well as some training on SBAC. All of these training activities will continue to be a primary focus of our professional development efforts.

<b>Aligned Strategies:</b> Identify a core set of actionable strategies to implement talent-related reform priorities described in the previous sections. Please note that this set of strategies will serve as the foundation for Year 3 progress monitoring.	<b>Progress Metric:</b> Identify progress indicators to monitor the implementation and impact of each strategy.	<b>Timeline:</b> Place an “X” indicating when strategies will occur.			
		Summer 2014	Fall 2014	Winter 2015	Spring 2015
1. Expand job-embedded coaching via additional department heads and math coaches/specialists. All coaches and department heads have been trained in the Marzano Model of Effective Teaching. Additionally, they have all gone through the Inter-rater Reliability Calibration training. The calibration training is ongoing and will continue so as to ensure that all coaches and department heads are continuously demonstration effective observation and data collection skills within a small range of tolerance. These individuals will conduct observations, provide diagnostic feedback, conduct model lessons, provide detailed information on new curricula and assessment initiatives, and will serve to coach teachers on an ongoing basis as determined by the growth or lack thereof as evidenced by ongoing instructional rounds, formative observations, and/or coaching sessions requested by a given teacher/administrator. Heavy emphasis will be place upon the Board of Education’s Strategic Plan priority goals to ensure vertical and horizontal alignment. All evaluation enhancement targets will be aligned to the Board’s, Superintendent’s, and Deputy Superintendent’s goals.	Teacher evaluation observations and summative evaluation ratings <ul style="list-style-type: none"> <li>- Number of coaching sessions officially logged by quarter</li> <li>- 100% of coached teachers implementing the new instructional and management strategies by quarter</li> <li>- 100% of the coached teacher demonstrating improved practice as evidenced by formative observations by quarter and finalized in the summative evaluation</li> <li>- 90% staff retention of non-tenured teachers</li> </ul> NOTE: The respective Curriculum Administrators via the district’s CSDE approved evaluation protocols and		X	X	X

2. Talent Section					
	ongoing review of the data team minutes will monitor the middle school Department Heads. The high school Department Heads will be monitored in the same manner by the high school Associated Principal of Instruction.				
2. Continue the phasing in of the Marzano Protocol and inter-rater reliability training to build greater internal instructional coherence including an internal Evaluation Validator who will work in a side-by-side manner with evaluators and observers to promote inter-rater reliability via the calibration process. The Evaluation Validator will also serve as the head trainer for all new administrative and teacher level hires.	<ul style="list-style-type: none"> <li>- Teacher evaluation observations and summative evaluation ratings and calibration ratings for all administrators will reflect 95% inter-rater reliability</li> <li>- 100% of new certified hires will be trained in the district's evaluation plan and the Marzano Model.</li> </ul>		X	X	X
3. Increase efforts to recruit high quality minority educators for teaching and leadership positions	Review of hiring and retention rates	X	X	X	X
4. Prior to writing any curriculum all participants must attend an intensive multi-session Curriculum Boot Camp in which they learn how to write curricula in the "Danbury manner." At Boot Camp the participants are taught to write curricula that follows a common template that includes CCSS as appropriate. Boot Camp is facilitated by our district's Curriculum Administrators who have all had extensive training on the CCSS. NOTE: See Appendix 1.	<ul style="list-style-type: none"> <li>- 100% of participating teachers can demonstrate mastery of the district's curriculum writing model</li> <li>- 100% adherence to the district's curriculum writing model as evidenced by peer and administrative review</li> </ul>		X	X	X
5. Continue the position of Associate Principal of Instruction (API) for the middle schools. This position is responsible for promoting increased alignment between the district's middle	80% of middle school teachers will implement district curriculum with	X	X	X	X

2. Talent Section					
<p>school with an emphasis on: curriculum alignment, fidelity of implementation of all curricula, creation and implementation of benchmark assessments and other formative assessments, data analysis, strategic planning, facilitating PLCs, conducting teacher observations and evaluations, and promoting the effective implementation of research-based instructional practices. The expected outcome from this position is to realize increased alignment and coherence between and among the district's middle schools, achieve greater fidelity of curricular implementation, enhanced data-driven decision-making, and improved support to identified teachers with an emphasis on non-tenured teachers.</p>	<p>fidelity as measured by walkthrough and formal observation data.</p> <p>Evidence of bi-weekly data team meetings at all middle schools focused on the same assessment data.</p>				

### 3. Academics Section

**Year 3 Reform Priorities:** Place an “X” beside the district’s Year 3 academic-related reform priorities. Please note that in Year 3, all Alliance Districts will pursue strategies to advance Common Core implementation. Districts may choose, but are not required, to pursue additional strategies to strengthen academics. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas.

Year 3 Alliance District Priorities:	Allowable initiatives for PSD funding:	Other optional reforms:
<input checked="" type="checkbox"/> Transition to the CCSS and next-generation assessments	<input type="checkbox"/> Dropout prevention <input type="checkbox"/> Alternative and transitional educational programs <input checked="" type="checkbox"/> Kindergarten program <input checked="" type="checkbox"/> Early literacy interventions (PSDs must invest at least 20 percent of PSD funding in support of early literacy) <input type="checkbox"/> Instructional technology	<input type="checkbox"/> Supports for special populations <input type="checkbox"/> SRBI and academic interventions <input type="checkbox"/> High school redesign <input type="checkbox"/> Other: _____

**Summary:** Briefly describe the district’s academic-related reform priorities, as indicated above.

- **Common Core Strategy:** Describe how the district is working to implement Common Core-aligned curricula, instruction, and assessments; describe the methods for determining that the district’s curricula are aligned to the CCSS. If you use Common Core curricular programs, specifically on-line or technology-related programs, how does the district determine alignment to the CCSS? Explain the district’s approach and parameters, if any, to interim and formative assessments aligned to the CCSS. Explain how the district is monitoring implementation and providing necessary professional development that is aligned to the CCSS.
- **K-3 Literacy:** Describe the district’s K-3 literacy strategy, including the use of universal screening assessments and targeted interventions.

The district has moved aggressively in the direction of retrofitting our curricula to reflect the CCSS. More than 50 new curriculum guides have been developed by teams of curriculum writers who are primarily teachers under the direction of a curriculum administrator for the given content area.

As noted in the Talent section, prior to writing any curriculum all participants must attend an intensive multi-session Curriculum Boot Camp in which they learn how to write curricula in the “Danbury manner.” At Boot Camp the participants are taught to write curricula that follows a common template that includes CCSS as appropriate. Boot Camp is facilitated by our district’s Curriculum Administrators who have all had extensive training on the CCSS.

Further, all of our curriculum specialists in the areas of literacy and mathematics have been trained extensively in the CCSS and they produce all K-5 curricula in reading/language arts and mathematics.

### 3. Academics Section

As curricula is written companion assessments are also developed that are directly aligned to the CCSS. These assessments are comprised of Common Formative Assessments, Benchmark Assessments, and Unit Assessments. All assessments are reviewed by the district’s Curriculum Administrators to ensure alignment with the CCSS.

Ongoing large group, small group, and job-embedded professional development is provided on all aspects of the new curricula and related assessments. Additionally, professional development is provided on recommended best practices for planning and delivering the new curricula. The district’s Curriculum Administrators, our Department Heads, and our specialists and coaches facilitate these sessions. The curriculum writers and Curriculum Administrators review instructional materials that are either digital or hardcopy for alignment to the CCSS and other aspects of all new curricula.

The district’s Instructional Development Team (IDT) monitors the degree of fidelity of implementation via reviews of School Data Team minutes and debriefings with the department heads, coaches, and specialists. Further, a compendium of data reports such as SQL reports are used to track longitudinal progress. The “walk thru” process has become commonplace and serve as an additional vehicle for monitoring lesson plans, instructional episodes, and the implementation of assessments. Artifacts of student learning are routinely reviewed to determine quality and alignment with the outcome expectations of the curricula.

The district utilizes the Balanced Literacy Model of literacy instruction. All teachers have been trained in the model. Professional Learning Communities (PLCs) are routinely used to reinforce key elements of the model. Language Arts Specialists and Literacy Coaches provide job-embedded training and modeling in all appropriate classrooms.

Units of Study serve as the foundation for all instruction. There are common formative and screening assessments have been developed and are routinely implemented. Each school’s Instructional Data Teams as well as the School Data Team analyze all data results. The Instructional Development Team also monitors progress through the use of data. The IDT meets once each week to address curriculum, delivery, and assessment strategies and related outcomes in order to make adjustments to the instructional program.

The district has a fully implemented SRBI process and all staff has been trained in the model. While the district is challenged with resources, the literacy and math specialists in conjunction with instructional interventionists help to support the effective implementation of the model.

<b>Aligned Strategies:</b> Identify a core set of actionable strategies to implement academic-related reform priorities described in the previous sections. Please note that this set of strategies will serve as the foundation for Year 3 progress monitoring.	<b>Progress Metric:</b> Identify progress indicators to monitor the implementation and impact of each strategy.	<b>Timeline:</b> Place an “X” indicating when strategies will occur.			
		Summer 2014	Fall 2014	Winter 2015	Spring 2015

3. Academics Section					
<p>1. Implement the next phase of new curricular development and related assessments. The district is placing increased emphasis on our English Language Learners. To this end, all ELL teachers have been trained in the Sheltered Instruction Observation Protocol as well as hundreds of regular education teachers and all administrators. ELL teachers use a variety of push-in and pullout approaches with the preponderance being push-in activities. ELL teachers have been trained by the Center for Applied Linguistics to support the regular classroom teacher’s curricular efforts while also addressing their own professional responsibilities.</p>	<p>Feedback from field tests regarding the viability of the newly developed materials</p> <ul style="list-style-type: none"> <li>- The district will adhere to the adopted assessment calendar. NOTE: Please see Appendix 2.</li> <li>- 80% of ELL teachers demonstrate growth in implementing push-in strategies</li> <li>- 80% of ELL students will demonstrate growth on the LAS Links Assessment (Appendix 2)</li> </ul>		X	X	X
<p>2. Enhance the viability and increase the robustness and use of the district’s assessment process with an emphasis on cleansing data, data driven decision-making, and data reporting</p>	<p>Review of all newly developed protocols, products, and instructional artifacts</p>		X	X	X
<p>3. Complete the phasing in of universal full day kindergarten programming by adding five (5) new full day classrooms at Stadley Rough Elementary School, Shelter Rock Elementary School, and Mill Ridge Primary School. NOTE: No kindergarten materials or supplies will need to be drawn from the Alliance Grant. The district also has maintained a long-term partnership with Head Start in order to support the developmental readiness of our youngest children. This effort will continue.</p>	<p>Formative assessments and teacher observation reports</p> <ul style="list-style-type: none"> <li>- 80% of kindergarten students will demonstrate growth as measured by CFAs, Las Links, Letter ID, DSA and DRA2.</li> <li>- 60% of kindergarten students meet projected growth goals as measured by district</li> </ul>		X	X	X

3. Academics Section					
	assessments.				
<p>Literacy Section</p> <p>4. All K-3 classrooms will deliver a CCSS aligned curriculum utilizing the balanced literacy model</p> <p>Grade level teams will review assessment results, and tier 2 and 3 groups will be created/designed.</p> <p>A list of strategies will be recommended for tiers 2 and 3 and Language Arts Specialists, along with other support staff, will support tier 1 implementation and delivery of tiers 2 and 3.</p>	<p>Assessments will include Concepts About Print (K-1), Letter Identification (K-1), Phonological Awareness (K-1) and the DRA2 (K-5). Each school's Child Study Team will continue to monitor student progress using student work, running records, CFAs, a specific assessments aligned to needs (e.g., Phonological Awareness Profile or Test of Written Language) for more in-depth knowledge of the skill/strategy being monitored.</p>		X	X	X

4. Culture and Climate Section								
<p><b>Year 3 Reform Priorities:</b> Place an “X” beside the district’s Year 3 climate-related reform priorities. Districts may choose, but are not required, to pursue strategies to strengthen district and school culture and climate. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas.</p>								
<b>Year 3 Alliance District Priorities:</b>	<b>Allowable initiatives for PSD funding:</b>	<b>Other optional reforms:</b>						
	<input type="checkbox"/> Dropout prevention <input type="checkbox"/> Alternative and transitional programs <input type="checkbox"/> Instructional technology <input type="checkbox"/> Family engagement	<input type="checkbox"/> Positive behavior management <input type="checkbox"/> Wraparound strategy <input checked="" type="checkbox"/> Attendance <input checked="" type="checkbox"/> Graduation and dropout prevention <input type="checkbox"/> Other: _____						
<p><b>Summary:</b> Briefly describe the district’s climate-related reform priorities, as indicated above.</p> <p>The district will continue to employ two High School Deans of Students and one Climate Specialist. The Deans are responsible for working with identified students who have chronic attendance and academic performance issues that could lead to them becoming dropouts. The Deans also make home visits to work with families. The Climate Specialists work to support an overall positive school climate and to intervene in low-level disciplinary issues so as to provide more time for administrators for to engage in the monitoring/support of the instructional program. The district will also continue the positions of SIOP coaches, instructional interventionists, cadre substitutes, and the increased number of social workers to support the ability of teachers and administrators to address the social, emotional, and academic needs of students.</p>								
<p><b>Aligned Strategies:</b> Identify a core set of actionable strategies to implement climate-related reform priorities described in the previous sections. Please note that this set of strategies will serve as the foundation for Year 3 progress monitoring.</p>		<p><b>Progress Metric:</b> Identify progress indicators to monitor the implementation and impact of each strategy.</p>		<p><b>Timeline:</b> Place an “X” indicating when strategies will occur.</p>				
				Summer 2014	Fall 2014	Winter 2015	Spring 2015	
<p>1. Identify students who are at risk of dropping out with chronic attendance problems. Also identify students who are having very limited academic success because they do not feel connected to the school and/or because they believe that their teachers don’t have an understanding of their unique cultural needs and learning styles. The SIOP coaches and social workers will play key roles in this endeavor. Provide intervention services to identified students and their families. Also provide intervention services to students who are failing two or more courses. Interventionists and cadre substitutes will continue to</p>		<ul style="list-style-type: none"> <li>- 20% reduction of HS students demonstrating attendance problems.</li> <li>- 5% reduction in the number of HS students failing two or more courses</li> </ul>		<table border="1" style="width: 100%; height: 100%;"> <tr> <td style="width: 25%;"></td> <td style="width: 25%; text-align: center;">X</td> <td style="width: 25%; text-align: center;">X</td> <td style="width: 25%; text-align: center;">X</td> </tr> </table>		X	X	X
	X	X	X					

4. Culture and Climate Section					
be trained in order to be sensitive to the cultural, social, and emotional needs of students as well as in effective strategies to engage or re-engage students who are disconnected from the instructional program.					
2. Provide immediate action to attend to low-level disciplinary concerns while also being proactive in creating a climate that is conducive to the instructional/educational process.	20% decrease in discipline referrals resulting in OSS and ISS.		X	X	X

5. Operations Section					
<b>Year 3 Reform Priorities:</b> Place an “X” beside the district’s Year 3 operations-related reform priorities. Districts may choose, but are not required, to pursue strategies to strengthen district and school operations. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas.					
<b>Year 3 Alliance District Priorities:</b>	<b>Allowable initiatives for PSD funding:</b>	<b>Other optional reforms:</b>			
	<input type="checkbox"/> Extended learning time <input type="checkbox"/> Use of technology <input type="checkbox"/> NEASC accreditation	<input type="checkbox"/> Budgeting and financial management <input type="checkbox"/> School operations <input type="checkbox"/> Technology integration <input type="checkbox"/> Student enrollment and registration <input type="checkbox"/> X Other: Grant Writing – supplemental funding acquisition			
<b>Summary:</b> Briefly describe the district’s operations-related reform priorities, as indicated above.					
<p>There is a concern that once the funding from the Alliance District Grant is no longer available the initiatives funded by the grant will not be sustained. In order to mitigate this concern some of the grant initiatives are already being shifted over to the local educational budget. However, a grant writer has been hired to research supplemental funding streams, to cultivate potential funding relationships, and to acquire supplemental funding via external funding sources such as grants, foundations, and donations.</p>					
<b>Aligned Strategies:</b> Identify a core set of actionable strategies to implement operations-related reform priorities described in the previous sections. Please note that this set of strategies will serve as the foundation for Year 3 progress monitoring.	<b>Progress Metric:</b> Identify progress indicators to monitor the implementation and impact of each strategy.	<b>Timeline:</b> Place an “X” indicating when strategies will occur.			
		Summer 2014	Fall 2014	Winter 2015	Spring 2015
1. Establish and maintain the position of Grant Writer	<ul style="list-style-type: none"> <li>- 20 new funding sources identified and cultivated</li> <li>- Increase of \$200,000 in external revenue generated</li> </ul>	X	X	X	X
2.					

5. Operations Section					
3.					



## 6. School Turnaround Strategy

**Instructions:** Your district will receive a prepopulated chart (similar to the chart shown below), listing the district’s Turnaround, Focus, and Review schools. Districts must work in collaboration with school communities to dramatically improve student achievement in these schools. Alliance Districts must invest Alliance and/or PSD (if applicable) funds to support school turnaround efforts. Using the chart provided, describe how the district plans to intervene in its Turnaround, Focus, and Review schools and pursue resources on behalf of such schools. By placing an “X” beside a competitive grant, the district expresses its intent to apply for that grant on behalf of the school. The CSDE will award funds competitively based on the quality of each district’s submissions and the grant specifications. Please note that when awarding 1003(a) and High School Redesign funds, the CSDE will give preference to schools not receiving Commissioner’s Network funding or School Improvement Grants during 2014-15. 1003(a) funds are established by Section 1003(a) of Title I of the Elementary and Secondary Education Act of 1965. Comprehensive Turnaround and Focus high schools may submit applications for both 1003(a) and High School Redesign.

Competitive school-level grants, such as the School Improvement Grant, 1003(a), and High School Redesign are not included in this consolidated application and require separate school-level applications, which can be accessed at: <http://www.ct.gov/sde/AllianceDistricts>. Districts are strongly encouraged to submit grants on behalf of only those schools that present strong and transformative plans.

In 2013, districts submitted school improvement plans for at least half of their Review schools. No later than April 11, 2014, districts must submit plans for their remaining Review schools and any newly-identified Focus or Review schools, using the template at: <http://www.ct.gov/sde/AllianceDistricts>.

School:	Classification:	Funding Source/Competitive Grants Sought:
School Danbury High School	Review	<input type="checkbox"/> Commissioner’s Network <input type="checkbox"/> High School Redesign Competition <input checked="" type="checkbox"/> Alliance District Funding <input type="checkbox"/> PSD Grant
School Alternative Center for Excellence	Review	<input type="checkbox"/> Commissioner’s Network <input type="checkbox"/> High School Redesign Competition <input checked="" type="checkbox"/> Alliance District Funding <input type="checkbox"/> PSD Grant
School Ellsworth Avenue School	Review	<input type="checkbox"/> Commissioner’s Network <input type="checkbox"/> High School Redesign Competition <input checked="" type="checkbox"/> Alliance District Funding <input checked="" type="checkbox"/> PSD Grant
School Mill Ridge Primary School	Review	<input type="checkbox"/> Commissioner’s Network <input type="checkbox"/> High School Redesign Competition <input checked="" type="checkbox"/> Alliance District Funding <input checked="" type="checkbox"/> PSD Grant

## 7. Budget Instructions

**Instructions:** Please complete and submit the Excel budget workbook as a part of the Year 3 consolidated application. Follow the instructions outlined below.

- Budget Cover Page:** Using Tab #1, please enter the district's name and total 2014-15 Alliance District and PSD, if applicable, allocation amounts. Do not add data in the remaining cells; these total amounts will be auto-generated as you enter budget information on the remaining tabs. Please note that the total Alliance District and PSD budget amounts should match the district's 2014-15 allocations exactly.
- Budgets for Reform Funding (for new priorities and the expansion of existing priorities):** Using Tabs #2-5, summarize reform expenditures as aligned in the Year 3 consolidated application, including strategies for talent, academics, culture and climate, and operations. Please provide a line-by-line budget that details the use of 2014-15 grant funding, as well as the use of other funds. Separate expenditures by the ED 114 cost categories, adding rows as necessary. Provide the following information for each line item:
  - Cost, position, or service;
  - Detailed budget justification and cost basis (e.g., cost structure, unit cost, number of units);
  - Total use of Alliance District funding for the particular cost;
  - Total use of PSD funding for the particular cost;
  - Total use of other district funding for the particular cost; and
  - Indication as to whether the investment supports a new or expanded reform initiative.
- Investments in Low-Performing Schools:** All Alliance Districts with Turnaround, Review, and Focus schools must outline investments in each of the district's low-performing schools. Using Tab #6, itemize investments in each of the district's Turnaround, Review, and Focus schools. Please ensure that the district is using Alliance and/or PSD funds to properly resource reform efforts in the district's lowest-performing schools. If the investment/position will be divided across low-performing schools, please explain the allocation across schools in the cost and FTE columns.
- Budget for Alliance District Funding for Other Purposes:** In the event that your budget proposes using Alliance District funds for purposes other than new or expanded reforms, summarize such investments in the final tab. Provide detailed budget information for proposed non-reform expenditures. Separate expenditures by the ED 114 cost categories.

## 8. Stakeholder Engagement

**Instructions:** Please describe stakeholder engagement throughout the planning process. Provide evidence that collective bargaining units, school and district personnel, School Governance Councils, Parent Advisory Councils, parents, students, and community members were engaged in the planning process and/or are aware the contents of this plan. Also, provide information regarding opportunities for engagement during and involvement in the implementation of this plan.

As was done this past year, the following groups were again solicited for their input:

- The Danbury Board of Education – supportive of the overall approach and particularly sensitive to closing gaps for selected subgroups of students and the long-term funding capabilities
- The district’s Administrative Council comprised of all administrators – supportive of the overall direction of the proposal with specific advocacy for key initiatives positioned at a given administrators leadership level (K-5, 6-8, 9-12, district-wide)
- The City-Wide PTO comprised of the leadership from each school’s PTO – supportive of any initiative to enhance the instructional opportunities of subgroups of children and to provide additional support at the individual school level for targeted students with particular emphasis on completing the Full-Day Kindergarten Implementation Initiative
- Teacher Union Representatives– overall support for the direction of the proposal with once again a cautionary note on the amount of time teachers may be away from instruction for training purposes
- Administrative Union Representatives – overall support for the direction of the proposal and training support for administrators with regard to teacher evaluation and the Common Core State Standards and how to monitor and supervise the implementation of the new curricula
- School Governance Councils – particularly supportive of individualized support for students, attendance issues and outreach efforts to parents
- Through the District Enhancement Collaborative initiative a variety of teachers at the elementary, middle and high school levels – particularly supportive of continuing staff training/coaching with an emphasis on job-embedded coaching and Professional Learning Communities
- Western Connecticut State University – particularly supportive of the components that provided for adult growth and development and efforts to develop a Minority Educator Pipeline
- Municipal leadership including the Mayor and Director of Finance – supportive of the overall concept and interventions
- The CSDE staff assigned to monitor the district as a District In Need of Improvement – continued support for the project initiatives with emphasis on raising student achievement and closing identified instructional gaps
- Head Start Leadership and Promise for Children – highly supportive of the early childhood intervention component
- Danbury Youth Services – very supportive for supplemental support programs
- Danbury Public Library – very supportive of collaborative efforts to enhance literacy and technology development
- Local Coalition of Stand Together - Make a Difference partnering with Danbury High School to provide healthy opportunities for students



## PART III: APPENDIX SECTION

### A. District Self-Diagnostic Tool

**Instructions:** Complete the district self-diagnostic tool below as part of the Year 3 needs analysis process. Reflect upon district system, processes, and performance in each of the categories outlined below. Rate the district as “1 - Needs Improvement, 2 - Developing, 3 - Proficient, 4 – Exemplary” using the rating key shown at right. After completing the self-diagnostic, prioritize each area as a low, medium, or high reform priority for the 2014-15 academic year. Please complete the self-diagnostic as accurately and honestly as possible.

Rating Key	
<b>1 - Needs Improvement</b>	Weak or nonexistent district systems and practices; poor and minimal implementation.
<b>2 - Developing</b>	Some district systems and some institutionalized practices; inconsistent and moderate implementation.
<b>3 - Proficient</b>	Solid district systems and largely universal practices; strong and consistent implementation across sites.
<b>4 - Exemplary</b>	Excellent district systems with universal practices; excellent implementation and commitment to continuous improvement.

Domains and Subcategories	Self-Assessment				2014-15 Prioritization (Low, Medium, High)
	1 - Needs Improvement	2 - Developing	3 - Proficient	4 - Exemplary	
<b>Talent:</b>					
1.1. Recruitment and human capital pipelines	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Medium
1.2. Hiring and placement processes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Medium
1.3. Educator evaluation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High
1.4. Professional development/coaching	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High
1.5. School leadership development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High
1.6. Retention of top talent	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High
<b>Academics:</b>					
2.1. Common Core-aligned curriculum and academic rigor	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High



Domains and Subcategories	Self-Assessment				2014-15 Prioritization (Low, Medium, High)
	1 - Needs Improvement	2 - Developing	3 - Proficient	4 - Exemplary	
2.2. Fidelity in curriculum implementation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	High
2.3. Comprehensive assessment system	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High
2.4. Data-driven instruction	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High
2.5. Support for special populations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	High
2.6. SRBI and academic interventions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High
<b>Culture and Climate:</b>					
3.1. Positive behavior management	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Medium
3.2. Family engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Medium
3.3. Wraparound strategy	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Medium
3.4. Attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	High
3.5. Graduation and dropout prevention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High
<b>Operations:</b>					
4.1. Budgeting and financial management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	High
4.2. School operations (e.g., facilities, transportation, food services)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	High
4.3. Scheduling and extended learning time	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Medium
4.4. Collaborative staff planning time	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Medium
4.5. Technology integration	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High
4.6. Student enrollment and registration	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Medium



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)**

1) References in this section to “contract” shall mean this grant agreement and references to “contractor” shall mean the Grantee.

For the purposes of this section, “Commission” means the Commission on Human Rights and Opportunities.

For the purposes of this section “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 section 32-9n; and "good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations. “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.

2) (a) 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, mental retardation 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. The contractor further agrees to take affirmative action to insure that applicants with job-related 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, mental retardation, 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; (b) 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; (c) 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 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; (d) the contractor agrees to comply with each provision of this section and sections 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to sections 46a-56, 46a-68e and 46a-68f; (e) 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 section 46a-56.

3) 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.

4) The contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.

5) The contractor shall include the provisions of section (2) above 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 section 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.

6) The contractor agrees to comply with the regulations referred to in this section as the term of this contract and any amendments thereto as they exist on the date of the contract and as they may be adopted or amended from time to time during the term of this contract and any amendments thereto.

7) (a) 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 of the state of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (b) 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; (c) the contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to section 46a-56; (d) 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 section 46a-56.

8) The contractor shall include the provisions of section (7) above 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 section 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.



I, the undersigned authorized official, hereby certify that these assurances shall be fully implemented.

Superintendent Signature:

\_\_\_\_\_

Dr. Sal V. Pascarella

Name: *(typed)*

\_\_\_\_\_

Superintendent of Schools

Title: *(typed)*

\_\_\_\_\_

April 10, 2014

Date:

\_\_\_\_\_

## C. PSD Extended School Hours Grant

### Purpose of the Grant:

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Section 10-266t of the C.G.S. establishes grants for Extended School Hours (ESH) programs for academic enrichment, support and recreation programs in PSDs. Each PSD shall solicit applications for individual school programs, on a competitive basis, from town and non-profit agencies, prioritize the application, and select applications for funding with the total grant amount allocated to the district.

Districts' decisions to fund individual school programs shall be based on specific criteria including:

- Total hours of operation;
- Number of students served;
- Total student hours of service;
- Total program cost;
- Estimate of volunteer hours, or other sources of support;
- Community involvement, commitment, and support;
- Non-duplication of existing services;
- Needs of student body of the school;
- Unique qualities of the proposal; and
- Responsiveness to the requirements of Section 10-266u.

Each PSD must submit all proposals received as part of its grant application and documentation of the review and ranking process for such proposals. Each district application shall:

- Demonstrate that a district-wide and school building needs assessment was conducted, including an inventory of existing academic enrichment and support, and recreational opportunities available during non-school hours both within and outside of school buildings;
- Ensure equal program access for all students and necessary accommodations and support for students with disabilities;
- Provide a summer component, unless it is able to document that sufficient summer opportunities already exists;
- Include a schedule and total number of hours determined to be reasonable and sufficient for individual school programs;
- Support no less than 10 percent of the cost of the total district-wide ESH program and provide documentation of local funding or in-kind contributions, or both; and
- Contract for the direct operation of the program, if the district is able to document that no providers are interested or able to provide a cost efficient program.

### Program Design Questions:

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Briefly describe the district's proposed approach to extend school hours. Please answer the questions 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 2 middle schools provide afterschool programming from the end of the school day (2:25, 2:50 or 3:25 pm) to 6 pm. The new Westside Middle Academy School will provide afterschool enrichment beginning in August 2014. The programming includes an academic half or full hour (depending a student need) with homework, reading, and individual skill development. Students

are grouped by grade and work with the same Associate (person assigned to a specific group) on a daily basis to ensure continuity of provided support.

Enrichment activities include physical fitness, tennis, theater, Girl Scouts, 4-H, Girls Talk and Boys Rule (positive youth development for 4 and 5<sup>th</sup> graders), gardening, vocal music, art exploration, swimming, kids in the kitchen, SCRAM and field trips. The field trips support the concepts taught in the other enrichment sections.

Group size is 1 enrichment associate to 10 students throughout the programs lead by a Site Facilitator. Children who have IEP's are provided with additional support as necessary.

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

Each program uses the CATCH (Coordinated Approach to Child Health) curriculum to improve physical fitness, team building, identifies practices to adopt a healthy and physical activity lifestyle through social learning theory. The curriculum is also used for our Kids in the Kitchen cooking program. In addition we collaborate with the YMCA and implement the SCRAM curriculum (Students can run and move). Exercise is included daily for a period of 30 minutes with special events embedded throughout the year for parents to partake and learn during.

These special events help to expose and engage families in healthy eating habits, cooking and tasting demonstrations and parent education. Other programs that enhance our healthy living approach include: The Girls Talk, Boys Rule and 4-H work on citizenship, positive youth development, gardening and conflict resolution.

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

The Danbury middle school day ends at 2:25 and the elementary schools at 3:00 or 3:30 pm. All programs run from the end of the school day, 5 days a week till 6 pm. Students are enrolled in the programs for 3 main reasons: parents enroll their child due to the need to work and need care afterschool; parents who do not work enroll their child due to the fact they cannot help their child with homework due to their own illiteracy or lack of knowledge of how to support the common core curriculum and realize the importance of homework, academic support and recreation; or teachers, social workers, or school principals recommend the child for enrollment due to grades, social or safety concerns. Many of our student population include children who are in the care of the Department of Children and Families or homeless.

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

Each program is overseen by one of the 3 ELP program managers (PM). The PM assists the site facilitator who is the person in charge at each site. The immediate care of the students is the responsibility of the Enrichment Associate who reports directly to the site facilitator. In many cases the site facilitator or associates are staff employed by the school during the day working as a teacher

or support staff. The facilitators meet with student's classroom teachers to align the curriculum and academic needs of students between the regular school day and the afterschool program. Trainings throughout the school year assist site facilitators and associates with understanding the new common core curriculum and how activities in the afterschool program can support, enrich and extend what students learn during the day.

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

The program uses the following community programs:

- A. YMCA SCRAM (Students can run and move) program (SCRAM is paid for in part by a grant received by the YMCA),
- B. 4-H
- C. Girl Scouts
- D. Sports and Wellness, Inc.
- E. A Common Ground-theatre arts
- F. Danbury Children First (for parenting education)
- G. Sign Language by Miss Angie
  
- H. Each of these community partners meets with the program managers prior to the start of the year to schedule the programs. The YMCA also provides parenting education as part of the SCRAM program. We look at programs that can support the entire family. Especially in the case of SCRAM where we are encouraging improved eating habits. The children learn the importance of a good diet and through parent events and education parents are learning the same thing.

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

Planning meetings in June set a year-long plan into place. Quarterly meeting review the ongoing plan and if revisions need to be made, they are done. Monthly meetings conducted by the program managers at each site tailor the program to the needs of the school, children and families. Due to our populations, barriers and languages used at each of the school, this monthly meeting is a way to ensure that any barriers are taken care of and the programming offered is relevant to the population it is serving. Parents, the children and staff are surveyed in the Spring of the year to determine program activities that are desired. Programs are designed from this information and cross-checked with the principal to ensure no duplicity. Should duplicity be found, it is worked out to augment the program being already offered by the school through alternative methods.

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

Yearly the parents are surveyed as to their response of the program and to solicit new programming ideas. We have parents who volunteer to do gardening with the students (we have a self-sustaining garden going at 2 of our schools), art projects, reading, and other cultural events. Parents volunteer throughout the year for activities, events and field trips. Parents have daily communication with the Site Facilitators at pick-up time. We also doing newsletters throughout the year and parents often share their expertise with upcoming activities or suggest new ones.

Yearly, Family University is held where parents serve on the year-long planning committee and often present seminars or help with presentations in their native languages. On March 29, 2014 over 300 families, 80% from Extended Learning Programs participated in the day-long conference.

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.

Each program manager works with the community members and the principal to plan events and activities at their schools. Danbury Promise for Danbury Children Partnership is the City's early childhood collaborative and helps support programs as well as bringing a diversity of programs to each school. Some during the day, weekend or during the afterschool program.

Program Managers meet with Sites and Facilities to ensure program space and work individually with the principals for space in the schools that includes classrooms, art room, gymnasium, computer labs, etc. The ESH programs are not charged for building usage (In-kind).

**Projected School and Student Participation:**

**Instructions:** Pursuant to 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 2014-15. Districts are strongly encouraged to consider targeting this work in Turnaround, Focus, and Review schools.

Schools offering extended school building hours program	Grade level(s) offered	Projected # of students by grade level	Days/Times of week offered	Number of weeks offered
All 13 Danbury elementary	K-grade 5	K- 165 1 <sup>st</sup> -160 2 <sup>nd</sup> -145 3 <sup>rd</sup> - 150 4 <sup>th</sup> - 140 5 <sup>th</sup> - 140  #’s are appx. due to ongoing registration and principal/teacher referral that will begin in Sept.	3-6 pm Monday-Friday	42-entire school year and vacation time.
3 middle schools	Grade 6, 7 and 8th	6 <sup>th</sup> - 70 7 <sup>th</sup> - 30 8 <sup>th</sup> -30	2:25-6 Pm Monday - Friday	42-entire school year and vacation time.



**Program Evaluation:**

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On or before August 15 of each year, ESH program grant recipients must submit an annual program evaluation and fact sheet. The evaluation will include data that reflect 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, CMT, 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:

Students DRA's and CMT's (at 3<sup>rd</sup> grade) are used for academic assessment.  
Days enrolled and attendance is tracked.  
Teacher and parent report is critical to the evaluation process as many of our children face issues of daily living, social/emotion needs and learning challenges.  
The SCRAM program does a pre and post health screening (height, weight, BMI, heart rate, etc) on each child yearly.  
Individual used curriculums have their own pre and post tests.  
Timeline: DRA are done two times per year.

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

DRA's, CMT's, teacher report,  
DRA-two times per year, CMT at 3<sup>rd</sup> grade, K inventory survey,  
  
The SCRAM program does a pre and post health screening (height, weight, BMI, heart rate, etc) on each child yearly.  
  
Pre and post questionnaires on Girls and Boys programs for youth development.  
  
Site Facilitators have running records on students who have behavioral plan or who have an IEP. These records ensure that children are making progress in their plans and details what other support needs to be given.

**Budget Narrative:**

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CODE	OBJECT	Amount
100	<b>PERSONAL SERVICES – SALARIES.</b> Amounts paid to both permanent and temporary grantee employees including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the grantees.	\$ 107,836

CODE	OBJECT	Amount
200	<b>PERSONAL SERVICES – EMPLOYEE BENEFITS.</b> Amounts paid by the grantee on behalf of employees; these amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are parts of the cost of personal services.	\$8,249
300	<b>PURCHASED PROFESSIONAL AND TECHNICAL SERVICES.</b> Services, which by their nature can be performed only by persons or firms with specialized skills and knowledge. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Included are the services of architects, engineers, auditors, dentists, medical doctors, lawyers, consultants, teachers, accountants, etc. <b>UNALLOWABLE USAGE OF FUNDS:</b> <b>PSD and Extended School Hours cannot be used for Audits.</b>	\$
400	<b>PURCHASED PROPERTY SERVICES.</b> Services purchased to operate, repair, maintain, and rent property owned or used by the grantee. Persons other than grantee employees perform these services. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.	\$
500	<b>OTHER PURCHASED SERVICES.</b> Amounts paid for services rendered by organizations or personnel not on the payroll of the grantee (separate from Professional and Technical Services or Property Services). While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. <b>Summer School funding cannot be used for Tuition and Travel.</b>	\$81,000
560	<b>TUITION</b>	
580	<b>TRAVEL</b>	
600	<b>SUPPLIES.</b> Amounts paid for items that are consumed, worn out, or deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances.	\$ 6251.00
700	<b>PROPERTY.</b> Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment, and replacement of equipment.	\$
890	<b>OTHER OBJECTS.</b> (Miscellaneous Expenditures) Expenditures for goods or services not properly classified in one of the above objects. Included in the category could be expenditures for dues and fees, judgments against a grantee that are not covered by liability insurance, and interest payments on bonds and notes. <b>UNALLOWABLE USAGE OF FUNDS</b> <b>PSD funding cannot be used for Other Objects.</b>	\$



CODE	OBJECT	Amount
940	<b>INDIRECT COSTS.</b> Costs incurred by the grantee, which are not directly related to the program but are a result thereof. Grantees must submit indirect cost proposals to the Connecticut State Department of Education to apply for a restricted and unrestricted rate. Only grantees that have received rate approvals are eligible to claim indirect costs. <b>UNALLOWABLE USAGE OF FUNDS:</b> <b>Summer School grant funds cannot be used for Indirect Costs.</b>	\$
	<b>TOTAL</b>	\$203,336.00

## D. PSD Summer School Grant

### Purpose of the Grant:

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C.G.S. § 10-265m establishes grants for summer school programs in PSDs. C.G.S. §§ 10-265g and 10-265l, relating to summer reading programs and student promotion, require PSDs to:

- Offer a summer reading program to children enrolled in kindergarten who are determined by their school to be substantially deficient in reading; Evaluate students in Grades 1 through 3 in October, January and May using an approved assessment. For each student who is determined to be substantially deficient in reading on the January or May assessment, the district must notify the student's parent or guardian of the assessment results and the school must develop a personal reading plan for the student;
- Develop personal reading plans that shall include additional instruction, within available appropriations, such as tutoring, an after-school program, school vacation, weekend program or summer program, as described in Section 10-265f of the C.G.S. Personal reading plans must be reviewed and revised as appropriate and shall be monitored by school literacy teams. Each evaluation or statewide examination must be discussed with the provider of additional instruction and given to the student's parent or guardian with recommendations for reading strategies that can be used at home. For the purposes of providing additional instruction, preference must be given first to elementary schools and then to middle schools with the highest number of students who are substantially deficient in reading;
- Promote students with personal reading plans from Grades 1-3, based on documented progress in achieving the goals of the personal reading plan or demonstrated reading proficiency. If a decision is made to promote a student who is substantially deficient in reading, the school principal shall provide written justification for such promotion to the superintendent of schools. A personal reading plan, that incorporates competencies required for early reading success and effective reading instruction, must be maintained for a student who is substantially deficient in reading until the student achieves a satisfactory grade level proficiency, as determined by a reading evaluation or statewide examination;
- Require students in Grades 1-3 who are determined to be substantially deficient in reading based on the May administration of the another approved assessment to attend summer school. The superintendent of schools may exempt an individual student from such requirement, upon the recommendation of the school principal, based on the student's progress with the personal reading plan. If a student does not receive such an exemption and has been offered the opportunity to attend summer school and fails to attend, the PSD shall not promote the student to the next grade;
- Submit to the CSDE approved assessment data two times per year for all students using an electronic reporting system provided by CSDE to monitor student progress;
- Submit to the CSDE the number of students who are substantially deficient in reading and are promoted from first, second or third grade to the next grade. The CSDE will prepare and publish this report annually;
- Require within available appropriations the development and implementation of personal reading plans for each student who scores below basic level on the Grades 3-5 CMT, unless the principal determines that such additional instruction is not necessary based on the recommendation of the student's teacher; and
- May require, within available appropriations, students in Grades 4 through 6 who fail to make progress with additional instruction provided in their personal reading plans, to attend summer school. The superintendent of schools may exempt an individual student from such requirement upon the recommendation of the school principal.

## Program Design Questions:

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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)

At the elementary school, all students who are identified as substantially deficient in grades K-3 are recommended for summer school. If space is available (generally classes cap at 1:10 ratio), additional students who have not met grade level proficiency from grades K-3 are invited to attend. A Title-1 school has some flexibility and may recommend students from grades 4-5 who were either substantially deficient or not meeting grade expectation also.

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

At the elementary level, all teachers possess an elementary certificate or a remedial reading certificate. When possible, teachers who work with the students during the regular school year are selected for summer school.

3. **Criteria for establishing the curricula for the summer program**

At the elementary level, Language Arts Specialists, in conjunction with classroom staff conduct a review of progress, inclusive of strengths, and obstacles, for students recommended to summer school. This process informs the curricula as well as the grouping of students.

## Program Evaluation:

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Please provide projections for the coming school year. Districts must serve all students in Grades 1-3 who are determined to be substantially deficient on the approved assessment. Districts are strongly encouraged to consider targeting this work in Turnaround, Focus, and Review schools.

Schools offering summer program	Grade level(s) offered	Days/times of week offered	Number of weeks offered
Ellsworth Avenue, Hayestown Avenue, Morris Street, Park Avenue, Shelter Rock, and South Street	K-5	Monday-Thursday 8:30-11:45 (for students)	4 * Title-1 provides an additional two weeks
Great Plain, Pembroke, Stadley Rough, and Western Connecticut Academy for International Studies	K-5	Monday-Thursday 8:30-11:45 (for students)	2
Mill Ridge Primary	K-3	Monday-Thursday 8:30-11:45 (for students)	2

**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 using the Developmental Reading Assessment (DRA2) in the fall upon return to school, and in the winter and spring. School Administrators receive a list of students who attended the summer program, which is shared with teachers. Summer school attendees are monitored during grade level meetings and SRBI meetings throughout the year.

**Budget Narrative:**

CODE	OBJECT	Amount
100	<b>PERSONAL SERVICES – SALARIES.</b> Amounts paid to both permanent and temporary grantee employees including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the grantees.	\$162,457
200	<b>PERSONAL SERVICES – EMPLOYEE BENEFITS.</b> Amounts paid by the grantee on behalf of employees; these amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are parts of the cost of personal services.	\$12,353

CODE	OBJECT	Amount
300	<p><b>PURCHASED PROFESSIONAL AND TECHNICAL SERVICES.</b> Services, which by their nature can be performed only by persons or firms with specialized skills and knowledge. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Included are the services of architects, engineers, auditors, dentists, medical doctors, lawyers, consultants, teachers, accountants, etc.</p> <p><b>UNALLOWABLE USAGE OF FUNDS:</b>  <b>PSD and Extended School Hours cannot be used for Audits.</b></p>	\$
400	<p><b>PURCHASED PROPERTY SERVICES.</b> Services purchased to operate, repair, maintain, and rent property owned or used by the grantee. Persons other than grantee employees perform these services. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.</p>	\$
500	<p><b>OTHER PURCHASED SERVICES.</b> Amounts paid for services rendered by organizations or personnel not on the payroll of the grantee (separate from Professional and Technical Services or Property Services). While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.</p> <p><b>Summer School funding cannot be used for Tuition and Travel.</b></p>	\$35,040
560	<b>TUITION</b>	
580	<b>TRAVEL</b>	
600	<p><b>SUPPLIES.</b> Amounts paid for items that are consumed, worn out, or deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances.</p>	\$7,200
700	<p><b>PROPERTY.</b> Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment, and replacement of equipment.</p>	\$
890	<p><b>OTHER OBJECTS. (Miscellaneous Expenditures)</b> 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.</p> <p><b>UNALLOWABLE USAGE OF FUNDS</b>  <b>PSD funding cannot be used for Other Objects.</b></p>	\$
940	<p><b>INDIRECT COSTS.</b> Costs incurred by the grantee, which are not directly related to the program but are a result thereof. Grantees must submit indirect cost proposals to the Connecticut State Department of Education to apply for a restricted and unrestricted rate. Only grantees that have received rate approvals are eligible to claim indirect costs.</p> <p><b>UNALLOWABLE USAGE OF FUNDS:</b>  <b>Summer School grant funds cannot be used for Indirect Costs.</b></p>	\$



CODE	OBJECT	Amount
	TOTAL	217,023