



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):		
Meriden Public Schools		
Contact Person:	Contact Title:	
Robert J. Angeli	Associate Superintendent for Instruction	
Telephone:	Email Address:	
203-630-4185	robert.angeli@meridenk12.org	
Street Address:	City:	Zip Code:
22 Liberty Street	Meriden	CT
Local Board Approval of Plan:	PSD:	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No BOE Meeting 4/22/14	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Name of Superintendent:		
Mark D. Benigni, Ed.D.		
Signature of Superintendent:		Date:
Name of Board Chair:		
Mark A. Hughes		
Signature of Board Chair:		Date:

REVISED 6/6/14

2. Talent Section		
<p>Year 3 Reform Priorities: 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 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>Summary: Briefly describe the district’s talent-related reform priorities, as indicated above.</p> <ul style="list-style-type: none"> • Educator Evaluation: 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. • Professional Learning: 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. 		
<p>Educator Evaluation: Educator evaluation has been a major focus of our work this year. The MPS has invested considerable time and funding to implement one third (4 schools) pilot model as well as plan for a smooth transition to 100% of the staff for the 2014-15 school year. Central Office (CO) has been reorganized to distribute evaluation responsibilities. A new CO position, Performance and Evaluation Specialist, was created as an interim position to oversee the evaluation plan rollout and was recently made permanent by the BOE. Eight elementary assistant principals will be added in 2014-15. These positions will support teacher evaluation, expanded learning day school programs as well as use of data to improve instruction. All High School Department Chairs and Middle School Subject Area Specialists in English positions have been revised to include complementary evaluation responsibilities. All evaluators are being provided with PD on evaluation as well as on the working of the BloomBoard database. In addition, the previous positions of Instructional Associate will be discontinued. This position includes complementary evaluation responsibilities. Our district has adopted the state-developed rubric based in the Common Core Teaching (CCT) for evaluation purposes. Meriden's new teacher evaluation model with SLOs aligned with CCSS will result in improved instruction and professional practices. One of the reasons the district chose BloomBoard is because of its linkage to job-embedded professional development opportunities which can be targeted to specific instructional CCSS standards to facilitate.</p>		

2. Talent Section

Professional Learning: One of the reasons the district chose BloomBoard is because of its linkage to job-embedded professional development opportunities which can be targeted to specific instructional standards to facilitate the newly aligned CCSS. The Meriden Public Schools (MPS) continues to strengthen its leadership development program by enhancing the Leadership Academy and Peer Coaching programs. The Meriden Teachers Sharing Success program has also been implemented this year. Teachers identified as having above district average student achievement growth data are identified as resources for their peers. Meriden also conducts a teacher Induction Program.

Aligned Strategies: 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.	Progress Metric: Identify progress indicators to monitor the implementation and impact of each strategy.	Timeline: Place an "X" indicating when strategies will occur.			
		Summer 2014	Fall 2014	Winter 2015	Spring 2015
1. All teachers across 12 schools will receive professional development on August 26, 2014 on written SLO's linked to student achievement.	100% of teachers will complete SLO by October	X	X		
2. The district will develop a bank of sample bank SLOs linked to CCSS	Bank of SLOs available to teachers and administrators		X	X	X
3. Periodic training for evaluators on conferences and collaboration	100% of evaluators will receive school professional development		X	X	X
4. Periodic ongoing training for teachers on implementation of SLOs	100% of teachers will receive ongoing training for teachers on implementation of SLOs		X	X	X
5. Mandate all new teachers to attend Teacher Induction Program to provide more support during first year of teaching	100% of new teachers will attend teacher induction	X	X	X	X
6. Continue to refine Peer Coaching model for teachers and administrators to provide time for more feedback and collaboration	Collaboration and feedback time will be increased by 20%	X	X	X	X
7. Leadership Academy with emphasis on individual leadership projects	100% of participants will complete leadership projects		X	X	X
8. Continue Executive Coaching Program with the CT Center for School Change with new principal and new assistant principals.	100% of new administrators will receive Executive Coaching		X	X	X

2. Talent Section					
9. Cohort 2 Principals will participate in Leader Turnaround Principal Support Program (LEAD CT)	Cohort 2 principals will develop and present their 90-Day Plan	X	X	X	
10. Meriden Teachers Sharing Success (MTSS) will provide targeted professional supports through model, classroom observations and professional discussion of best practices	List of teacher visitations		X	X	X
11. Hire eight assistant principals to implement the new teacher evaluation plan	Schedule of assistant principal's observations and conferences with evaluatees		X	X	X

3. Academics Section		
<p>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.</p>		
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 checked="" type="checkbox"/> Dropout prevention <input checked="" 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 checked="" type="checkbox"/> Instructional technology	<input type="checkbox"/> Supports for special populations <input checked="" type="checkbox"/> SRBI and academic interventions <input type="checkbox"/> High school redesign <input checked="" type="checkbox"/> Other:
<p>Summary: Briefly describe the district's academic-related reform priorities, as indicated above.</p> <ul style="list-style-type: none"> • 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. 		

3. Academics Section

- **Common Core Strategy:** Over the past three years, the district has been rewriting K-12 ELA and math curricula to transition to CCSS. Implementation has been phased in to transition to CCSS while still addressing the need to prepare students for CMT and CAPT assessments. Starting with the 2014-2015 school year, we will be in full implementation in grades K-12. The district is using MDAs and Key Concepts as determined by grade level. We also will use curriculum embedded Common Formative Assessment as well as SBAC Interim Assessment when available. Professional development has been provided concurrently with curriculum implementation to all appropriate teachers and administrators. Our curriculum has been developed "in-house" using supervisors, reading teachers, math coaches, teachers and consultants to maintain fidelity of alignment to CCSS and provide support for teacher implementation in the classroom. Our Memorandum of Collaboration (MOC) with the SDE has provided opportunities for our team mentors and coaches to receive professional development on curriculum writing and alignment of curriculum to CCSS. The MFT has also had members trained by the AFT to become "experts" in the CCSS in addition to our own supervisors.
- **K-3 Literacy:** The district focuses on delivery of a consistent and structured K-3 literacy program across grade levels. Classroom teachers teach language arts in a 2 ½ hour block encompassing Word Study, Guided Reading, Reading Workshop and Writing Workshop taught through whole, small and individualized groups. Tiered SRBI intervention occurs in a scheduled block four times a week within the regular school day. Reading teachers provide coaching, modeling and serve as interventionists. School Literacy Teams meet monthly with the Language Arts Supervisor to plan instruction while data teams meet weekly to analyze data and modify instruction. Students receive individualized instruction during Guided Reading groups, individual conferencing within the Reading and Writing Workshop components and Success Time. Success Time provides a 30 minute uninterrupted block of time allocated for each grade level to facilitate SRBI interventions and enrichment for four days a week within the regular school day. The challenge lies in effectively and efficiently implementing appropriate tiered intervention. Our Media Center has been restructured into a Reading Center taught by a reading teacher. She provides Tier 1 support at each grade level during this weekly 30 minute block by reemphasizing skills taught by classroom teachers. The district is participating in the expanded role out of the SDE K-3 Early Literacy Program at Nathan Hale Elementary School. John Barry is also participating in K-3 Literacy Initiative grant partnership with UCONN Neag School of Education. The school week was reconfigured to provide increased instructional time and an abbreviated Thursday, providing teachers with an extra hour each Thursday for teacher collaboration.

3. Academics Section					
Aligned Strategies: 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.	Progress Metric: Identify progress indicators to monitor the implementation and impact of each strategy.	Timeline: Place an “X” indicating when strategies will occur.			
		Summer 2014	Fall 2014	Winter 2015	Spring 2015
1. Fully implement new K-12 ELA Curriculum/CCSS and provide professional development with assistance of Supervisor of Language Arts and reading teachers to provide support to teachers and students.	80% of classrooms will show evidence of implementation of CCSS in ELA as evidenced through Learning Walks		X	X	X
2. Fully implement new Math Curriculum/CCSS and provide professional development with assistance of Supervisor of Math and math coaches to provide support to teachers and students.	80% of classrooms will show evidence of implementation of CCSS in Math as evidenced through Learning Walks		X	X	X
3. Continue to maintain adequate staffing and support for full day kindergarten	Class size not to exceed 22		X	X	X
4. Continue development of Key Concept passages	Bank of Key Concepts passages will increase by 100 items	X	X	X	X
5. Hire eight elementary assistant principals to facilitate and monitor the use of data to inform instruction	School wide and Instructional data teams	X	X	X	X
6. Refine SRBI to ensure appropriate tiered interventions	All 12 schools will provide Tier 1, 2, and 3 interventions in ELA and Math		X	X	X
7. Monitor the fidelity of implementation of K-3 Literacy instructional strategies within the classroom	80% of classrooms, visited during Learning Walks, will be shown to implement expected K-3 Literacy strategies.		X	X	X
8. Continue participation/collaboration with CSDE Memorandum of Collaboration (MOC)	Professional Development Workshop All members of MOC Team will participate in at least one CSDE CCSS Professional Development activity		X	X	X

3. Academics Section					
1. Continue to increase student-centered learning through blended learning, personalized learning opportunities (PLEs) and student voice	Number of Students taking PLEs will increase by 20%	X	X	X	X
2. Create new position, Technology Integration Specialist, to support high school teachers with the implementation of Bring Your Own Device (BYOD) guidelines	High school teachers utilizing BYOD will increase by 20%	X	X	X	X
3. Purchase 500 devices for grade 10 and implement a 1:1 blended learning environment	All Grade 10 students will experience blended learning in at least one class	X	X	X	X
4. Continue with installation of Smartboards in grades 4-5 to facilitate student engagement and differentiation of instruction	100% of Grade 4 and 5 teachers will utilize SMART Boards as an interactive instructional tool		X	X	X
5. Creating additional AP/UCONN ECE courses and removing barriers for admission	10% increased enrollment in AP/UCONN ECE courses Disaggregated by sub-group	X	X	X	X
6. Participate in cross-district consortium to develop standard-based report cards K-8	Grades K-5 will implement standards-based report cards in 2014-2015	X	X	X	X

4. Culture and Climate Section		
<p>Year 3 Reform Priorities: 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>		
Year 3 Alliance District Priorities:	Allowable initiatives for PSD funding:	Other optional reforms:
N/A	<input checked="" type="checkbox"/> Dropout prevention <input type="checkbox"/> Alternative and transitional programs <input type="checkbox"/> Instructional technology <input checked="" type="checkbox"/> Family engagement	<input checked="" type="checkbox"/> Positive behavior management <input checked="" type="checkbox"/> Wraparound strategy <input checked="" type="checkbox"/> Attendance <input checked="" type="checkbox"/> Graduation and dropout prevention <input type="checkbox"/> Other: _____
<p>Summary: Briefly describe the district’s climate-related reform priorities, as indicated above.</p>		

4. Culture and Climate Section

The district is working to develop a positive school climate and culture where children and adults are valued and respected. To this end, we are implementing Positive Behavior and Intervention Support (PBIS), a behavior management system, across all schools in district with the help of a contracted consultant from the University of Connecticut. Additional programs supporting PBIS included Second Steps and Responsive Classroom. Several BCBA and behavior technicians have been hired to work with teachers with children with challenging behaviors. Under the leadership of Dr. Larson, Director of Research and Evaluation, MPS has developed online climate surveys for each of the following groups: students, teachers and parents. Student Climate Survey measures safety and social/emotional health indicators. A trigger-email to the principal and school psychologist alerts them to a student potentially in crisis. More recently, a "Getting to Know You survey" was developed to facilitate teachers' understanding of students' interests and personal goals. The district is strongly committed to engaging families in their children's education. A Family School Liaison Department with a coordinator and four Family School Liaisons (FSL's) are assigned to the schools to facilitate parents' involvement in the schools and to proactively engage students and parents in problem-solving around school-related concerns including attendance and chronic absenteeism. In addition, the district continues to expand its wraparound service including partnership with Community Health Center, Meriden YMCA, Meriden Boys' and Girls' Club, Meriden Police Department, Meriden Health Department, DCF and the University of Connecticut. Services include school-based health, dental and medical clinics, family and marriage counseling, Juvenile Assistance and Diversion Program to reduce arrests and expulsions.

Aligned Strategies: 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.	Progress Metric: Identify progress indicators to monitor the implementation and impact of each strategy.	Timeline: Place an "X" indicating when strategies will occur.			
		Summer 2014	Fall 2014	Winter 2015	Spring 2015
1. Maintain and improve PBIS across all schools	100% of schools will fully implement a PBIS Program		X	X	X
2. Track office referral and disciplinary actions	There will be a 10% reduction in office referrals district-wide		X	X	X
3. Family School Liaison Department engages parents and families in school-based educational initiatives	The Family School Liaison Department will facilitate a minimum of three parent/family events at each school		X	X	X
4. Utilize Juvenile Assistance and Diversion Board to reduce expulsions and school based arrests	There will be a 10% reduction in both expulsions and school-based arrests		X	X	X

4. Culture and Climate Section					
5. Developing an elementary full service community school at John Barry, our Focus School, and facilitating wraparound services in all our schools	List of providers, resources and services		X	X	X
6. Implement "Getting to Know You Survey" to increase teacher – student relationships	75% of students will complete the "Getting to Know You" survey		X		
7. Graduation Coach and tutors to work with students at-risk of failure in the Venture Academy Program	10% increase in students meeting graduation requirements		X	X	X

5. Operations Section		
<p>Year 3 Reform Priorities: 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.</p>		
Year 3 Alliance District Priorities:	Allowable initiatives for PSD funding:	Other optional reforms:
N/A	<input checked="" type="checkbox"/> Extended learning time <input checked="" type="checkbox"/> Use of technology <input type="checkbox"/> NEASC accreditation	<input type="checkbox"/> Budgeting and financial management <input type="checkbox"/> School operations <input checked="" type="checkbox"/> Technology integration <input checked="" type="checkbox"/> Student enrollment and registration <input type="checkbox"/> Other: _____
<p>Summary: Briefly describe the district’s operations-related reform priorities, as indicated above.</p>		
<p>One of the district's major reform priorities is to increase expanded learning time at the elementary level. The district currently has two expanded learning day schools which are John Barry Elementary School, our Focus School, and Casimir Pulaski Elementary School, one of our largest elementary schools in the district. The district will implement a third expanded learning day school, Roger Sherman Elementary School, for the 2014-2015 school year. The Meriden Public Schools will be the only district in the state with three expanded learning days’ schools. Working with the National Center on Time and Learning, each of our expanded learning day schools has an additional 100 minutes per day, or the equivalent of an additional 40 school days. Other expanded learning time initiatives includes an in district enrichment held on Saturday mornings for elementary students in STEM-related activities as well as a Saturday morning enrichment program for middle school students conducted in collaboration with Middlesex Community College who hosts and provides the faculty. The district currently has 21st Century Community Learning Center after school programs at Washington Middle School,</p>		

5. Operations Section

Lincoln Middle School and Hanover Elementary Schools, credit recovery programs at both high schools operate after school, Saturday mornings and during the summer, elementary and middle school summer programs and an elementary Saturday Academy which includes educational field trips to museums, art galleries and theater performances. The district also had centralized registration for grades K-8 students in the office located in the Meriden Health Department building which facilitates access for parents to medical services required for registration. As the district continues to integrate instructional technology into the curricula, there is an increased demand for technical support.

The Instructional Technology Supervisor has increased staff to meet these demands. In addition, Roger Sherman Elementary School's Media Center is being renovated to include a new "state of the art" computer lab to facilitate use of blended learning instructional software programs.

Aligned Strategies: 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.	Progress Metric: Identify progress indicators to monitor the implementation and impact of each strategy.	Timeline: Place an "X" indicating when strategies will occur.			
		Summer 2014	Fall 2014	Winter 2015	Spring 2015
1. Continue Expanded Learning Facilitator position for John Barry* to coordinate programs and coach and model instruction for K-3 teachers *John Barry is a Focus School	Expanded Learning Facilitator position	X	X	X	X
2. Continue to implement and adjust John Barry and Casimir Pulaski's expanded learning day school's programs	Refine Program Schedule	X	X	X	X
3. Implement and monitor Roger Sherman's expanded learning day	Expanded Learning Time Plan implemented for the 2014-2015 school year	X	X	X	X
4. Hire assistant principals, one for each of the expanded day schools to support and monitor initiative impact on student learning	All Expanded Learning Time schools will hire an assistant principal	X			
5. Centralized student registration K-8 students	All new students will be registered at a Central Registration Office	X	X	X	X
6. Expansion of Middlesex Community College to grade 6 students	Grade 6 program with Middlesex Community College to be implemented in the 2014-2015 school year		X		X

5. Operations Section					
7. Maintain Desk Top Support Specialist to meet increased technological demands	Desk Top Support Specialist will maintain log of tech support requests	X	X	X	X
8. Renovate Roger Sherman Media Center to include computer lab to facilitate use of blended learning instructional software programs	Roger Sherman School Media Center /Computer Lab will open for the 2014-2015 school year	X	X	X	X



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:
John Barry School	Focus	<input type="checkbox"/> Commissioner’s Network <input checked="" type="checkbox"/> School Improvement Grant (SIG) <input type="checkbox"/> 1003(a) Competition <input type="checkbox"/> High School Redesign Competition <input checked="" type="checkbox"/> Alliance District Funding <input checked="" type="checkbox"/> PSD Grant
Washington Middle School	Review	<input type="checkbox"/> Commissioner’s Network <input checked="" type="checkbox"/> Alliance District Funding <input checked="" type="checkbox"/> PSD Grant
Francis T. Maloney High 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
Orville H. Platt High 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

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 the district planned for implementation of a third expanded day school at Roger Sherman Elementary School, the Meriden Federation of Teachers, Central office and administrators met several times with school faculties and parent groups for their input and support. We also worked with Roger Sherman's community partners, Meriden Boys' and Girls' Club and Meriden YMCA. We also worked with the CSDE/TIME Collaborative to facilitate this plan. The Meriden Public Schools continues to collaborate with the CSDE and UCONN on the K-3 Literacy Initiative at John Barry School.

With an emphasis on student centered-learning at the high schools, a District Community Forum was held to discuss and inform the community about our Bring Your Own Device (BYOD) guidelines and blended learning. The forum included an informational presentation as well as student guided demonstration on the integration of technology into the curriculum and "anytime, anywhere learning." Platt and Maloney High School each held a school-based community event highlighting student-lead blending learning activities. High school students participate in a public presentation to the Board of Education on blended learning and Personalized Learning Experience (PLE). High school students appeared on Talk Education Radio and blended learning classroom and both Maloney and Platt have been featured on local television networks. The Superintendent, MFT President and other district staff have presented on extended learning day schools, management/union collaboration and the use of data to inform instruction at several state and national conferences.

The district recently underwent an Initiative Mapping process to identify high priority strategies. This process included students, parents, teachers, and administrators. The outcome of the Initiative Mapping was used to inform the completion of this Alliance and Priority School Consolidated application.

B. Statement of Assurances

CONNECTICUT STATE DEPARTMENT OF EDUCATION
STANDARD STATEMENT OF ASSURANCES | GRANT PROGRAMS

PROJECT TITLE: **Alliance and Priority School District Consolidated Application**

THE APPLICANT: **Mark D. Benigni, Ed.D.** HEREBY ASSURES THAT:

 Meriden Public Schools

(insert Agency/School/CBO Name)

- 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)

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:

Mark D. Benigni, Ed.D.

Name: *(typed)*

Superintendent

Title: *(typed)*

April 11, 2014

Date:

C. PSD Extended School Hours Grant

Purpose of the Grant:

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:

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.

- a. Saturday Enrichment programs at 8 elementary schools for activities/field trips to museums, etc.
- b. District Saturday Academy Enrichment Program with identified students from 8 schools; grades 2, 3, 4, 5
- c. Teacher Stipends for afterschool programs (clubs, etc.) at all 8 elementary schools

- d. Saturday Enrichment Program offered at Middlesex Community College for grades 6, 7, 8
- e. Credit recovery options at high schools before/after/Saturdays
- f. Support to Washington and Lincoln Middle Schools 21st Century Community Learning Centers program (CCLC) for contracted non-profit providers providing enrichment activities
- g. Partners in Science Program for middle school students held at CCSU on four Saturday mornings

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

After school programs at Washington Middle School and Lincoln Middle Schools provide physical fitness activities.

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

- a. Saturday Enrichment program open to all students and families at 8 elementary schools. Number of Saturdays and hours dependent on activities/trips chosen by each school.
- b. District Saturday Academy runs for 6 Saturdays in fall and spring open to top 10% students from each school
- c. Schools run afterschool clubs/activities 1-3 days per week
- d. Washington/Lincoln Middle School 21st CCLC after school program open to all students
- e. Saturday Enrichment – at Middlesex Community College in fall and spring – 6 Saturdays – identified interested students
- f. Credit recovery-high school students making up credit – before/after/Saturday/Summer
- g. Partners in Science Program held on four Saturday mornings

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

All programs are run by in-house staff familiar with students and curriculum with the exception of the middle school program hosted and taught by Middlesex faculty. Both middle schools and supervisors are involved in the selection of enrichment activities.

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

- a. Saturday Enrichment provides field trips to a variety of community organizations such as Eli Whitney Museum, CT Science Center, Peabody Museum, etc.
- b. Middle School Enrichment Program is held at Middlesex Community College
- c. Washington and Lincoln after school program has YMCA as its community partner
- d. Partners in Science program with Southing Public Schools held at Central Connecticut State University

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

Not applicable



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

Principals and staff involve parents in programs, YMCA offers Family Nights. Parent and siblings invited to participate in field trips for Saturday Enrichment.

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 Superintendent and Principal work collaboratively with a number of community organization providing access to the schools facilities for before/after school programs. All schools adequately address building code and safety issues as well as provide voice, video and data infrastructure in each building as budget allows. The Meriden Public Schools has a faculty utilization policy that specifically states the rules and regulations applicable to building an equipment usage and supervision guidelines.

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
Saturday Enrichment Program – Barry*, Franklin, Hale, Hanover, Hooker, Putnam, Pulaski, Sherman Schools	K-5	30 Per School	Saturday 9:00 – 3:00	Varies Trips conducted primarily in April-June
District Saturday Academy Barry*, Franklin, Hale, Hanover, Hooker, Putnam, Pulaski, Sherman	2, 3, 4, 5	5 from each school 40 per session	Saturdays 8:00 – 12:00	6 weeks Fall/Spring
Middlesex Community College	6, 7, 8	30 per session	Saturdays 8:00 – 12:00	6 weeks Fall/Spring
Washington/Lincoln Middle School *Barry is a Focus School	6, 7, 7	25 per grade level	Mon, Tues, Wed 2:30–5:00 Dinner Served	96 days/ 32 weeks

Program Evaluation:

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:

Given CMT is no longer administered, Meriden will use Meriden Diagnostic Assessment (MDA) and/or Key Concepts for ELA and Math. SBAC will be used when available. DRA will be used for diagnostic assessment. MDA and Key Concepts are analyzed for growth from January to May.

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

Meriden has a comprehensive test schedule. Students receive DRA in January 2015, May 2015; MDA in reading and math in October 2014, December 2014, and May 2015. Key Concepts for math and ELA will be given in October 2014, December 2014, and May 2015. Interim SBAC assessments will be used when available.

Budget Narrative:

CODE	OBJECT	Amount
100	PERSONAL SERVICES – SALARIES. Amounts paid to both permanent and temporary grantee employees including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the grantees.	\$86,000
200	PERSONAL SERVICES – EMPLOYEE BENEFITS. Amounts paid by the grantee on behalf of employees; these amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are parts of the cost of personal services.	\$6, 579
300	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES. 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. UNALLOWABLE USAGE OF FUNDS: PSD and Extended School Hours cannot be used for Audits.	\$
400	PURCHASED PROPERTY SERVICES. Services purchased to operate, repair, maintain, and rent property owned or used by the grantee. Persons other than grantee employees perform these services. While a product may or may not	\$

CODE	OBJECT	Amount
	result from the transaction, the primary reason for the purchase is the service provided.	
500	OTHER PURCHASED SERVICES. Amounts paid for services rendered by organizations or personnel not on the payroll of the grantee (separate from Professional and Technical Services or Property Services). While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Summer School funding cannot be used for Tuition and Travel.	\$7,000
560	TUITION	
580	TRAVEL	
600	SUPPLIES. Amounts paid for items that are consumed, worn out, or deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances.	\$9,837
700	PROPERTY. Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment, and replacement of equipment.	\$
890	OTHER OBJECTS. (Miscellaneous Expenditures) Expenditures for goods or services not properly classified in one of the above objects. Included in the category could be expenditures for dues and fees, judgments against a grantee that are not covered by liability insurance, and interest payments on bonds and notes. UNALLOWABLE USAGE OF FUNDS PSD funding cannot be used for Other Objects.	\$
940	INDIRECT COSTS. Costs incurred by the grantee, which are not directly related to the program but are a result thereof. Grantees must submit indirect cost proposals to the Connecticut State Department of Education to apply for a restricted and unrestricted rate. Only grantees that have received rate approvals are eligible to claim indirect costs. UNALLOWABLE USAGE OF FUNDS: Summer School grant funds cannot be used for Indirect Costs.	\$
	TOTAL	\$172,416

D. PSD Summer School Grant

Purpose of the Grant:

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:

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)

Exiting grades 1, 2, 3 students: all students from 8 elementary schools who are substantially deficient in reading based on the DRA² results in May are required to attend summer school. DRA² instrument may be subject to change – district piloting STAR this year.

Exiting Kindergarten: all students from 8 elementary schools who score below locally determined benchmark on DRA² in May are required to attend summer school.

Grades 6, 7, and 8: all students from Washington and Lincoln Middle Schools who are failing English and/or math.

Grades 9-11: Credit Recovery from Maloney and Platt High School using Odysseyware

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

Grades K, 1, 2, 3, 6, 7, 8: Certified classroom teachers who are presently teaching in Meriden and are familiar with Meriden's reading program. Teachers are required to attend an in-service prior to teaching in summer school. Teachers monitored during program by Summer School Coordinators and Supervisor of Language Arts.

Grades 9-11: Certified Teachers presently teaching in Meriden are hired for summer school

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

The curriculum for grades K, 1, 2, 3, 6, 7, 8 summer school is a summer school program which is aligned with the regular school program and reviews and reinforces the same skills taught during the school year. Imagine Learning, a self-paced software program for K-5 struggling readers, Bilingual and ELLs and Special Education students.

Grade 9-11: Odysseyware program is credit recovery for summer school

Program Evaluation:

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
District Program held at John Barry* Elementary School with children from all 8 schools *John Barry is a Focus School	Exiting Grades 1, 2, 3	5 days per week 9:00 – 11:00	3 weeks
District Exiting Kindergarten Program held at Hanover Elementary School	Exiting Kindergarteners	5 days per week 9:00 – 11:00	2 weeks
District Program at Maloney and Platt High Schools	Recommended grade 8	5 days per week 8-10, 10-12	4 weeks
District Program at Washington Middle School	Recommended grade 6, 7	5 days per week 8-10, 10-12	3 weeks

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 attending summer school will be identified and their progress monitored, tracked and assessed by the following instruments. Director of Research and Evaluation will provide data results.

Entering Grade 1: Will use DRA² for diagnostic purpose, use STAR for assessment if available, DRA² for May 2014 compared to January 2015 and May 2015

Entering Grade 2: MDA May 2014 compared to October 2014 for growth; continued tracking on MDA December 2014 and May 2015

Entering Grade 3: MDA May 2014 compared to MDA October 2014

Entering Grade 4: MDA May 2014 compared to MDA October 2014

Entering Grades 6, 7, 8: MDA May 2014 compared to MDA October 2014

Budget Narrative:

CODE	OBJECT	Amount
100	PERSONAL SERVICES – SALARIES. Amounts paid to both permanent and temporary grantee employees including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the grantees.	\$114,000
200	PERSONAL SERVICES – EMPLOYEE BENEFITS. Amounts paid by the grantee on behalf of employees; these amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are parts of the cost of personal services.	\$8,721
300	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES. 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. UNALLOWABLE USAGE OF FUNDS: PSD and Extended School Hours cannot be used for Audits.	\$
400	PURCHASED PROPERTY SERVICES. Services purchased to operate, repair, maintain, and rent property owned or used by the grantee. Persons other than grantee employees perform these services. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.	\$
500	OTHER PURCHASED SERVICES. Amounts paid for services rendered by organizations or personnel not on the payroll of the grantee (separate from Professional and Technical Services or Property Services). While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Summer School funding cannot be used for Tuition and Travel.	\$
560	TUITION	\$72,869
580	TRAVEL	
600	SUPPLIES. Amounts paid for items that are consumed, worn out, or deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances.	\$1,642
700	PROPERTY. Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment, and replacement of equipment.	\$

CODE	OBJECT	Amount
890	<p>OTHER OBJECTS. (Miscellaneous Expenditures) Expenditures for goods or services not properly classified in one of the above objects. Included in the category could be expenditures for dues and fees, judgments against a grantee that are not covered by liability insurance, and interest payments on bonds and notes.</p> <p>UNALLOWABLE USAGE OF FUNDS PSD funding cannot be used for Other Objects.</p>	\$
940	<p>INDIRECT COSTS. Costs incurred by the grantee, which are not directly related to the program but are a result thereof. Grantees must submit indirect cost proposals to the Connecticut State Department of Education to apply for a restricted and unrestricted rate. Only grantees that have received rate approvals are eligible to claim indirect costs.</p> <p>UNALLOWABLE USAGE OF FUNDS: Summer School grant funds cannot be used for Indirect Costs.</p>	\$
	TOTAL	\$197,232