

Allocations

Hamden School District (062-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Allocations

	(1)	Alliance DG	(2)	Priority SDG	(3)	PSD - ESH	(4)	PSD - SS	Total
LEA		\$4,355,014.00		\$0.00		\$0.00		\$0.00	\$4,355,014.00
Total		\$4,355,014.00		\$0.00		\$0.00		\$0.00	\$4,355,014.00

Talent

Hamden School District (062-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Focus Areas - Alliance District and Priority School District Grants

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

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

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

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

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

Talent Priorities:

Aligned SMART Goals:

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

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

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

1.1 Embedded Instruction Coaching to implement new standards aligned curricula. Hamden Public Schools will continue to utilize Literacy and Math Specialists to provide embedded instructional coaching to implement new CCSS aligned curricula at their assigned schools, while the Science Specialist will support new curriculum aligned with NGSS. In 18-19 we will continue coaching related to workshop models for the writing process in Math and Reading instruction. With Alliance resources HPS will continue to invest in its professional development partnership with Columbia Teachers College. Rationale: The continued changes to our curricula require supports from coaches.

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

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

1.1 In alignment with ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 64.5 in 2016-17 to 66.2 in 2018-19, and the DPI for Math from 60.6 to 62.8. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 54% in 2016-17 to 61.1% in 2018-19, and from 62.9% in math to 68.6%.

1.2 Professional Development to support coherent instructional practices. In the coming year the district will focus on improving teachers purposeful planning, student centered learning strategies including discourse and engagement. Teachers and administrators will receive professional development on each of the high level strategies on scheduled full and half-day professional development days. Specialists will support teachers with intentional planning throughout the year. Columbia Teachers College will also be providing professional development services in order to effectively implement Readers and Writers Workshop at the elementary level. Rationale: Last year, having common "look fors" in observations gave the district some coherence. This work will continue and be expanded in 18-19.

1.2 In alignment with ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 64.5 in 2016-17 to 66.2 in 2018-19, and the DPI for Math from 60.6 to 62.8. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 54% in 2016-17 to 61.1% in 2018-19, and from 62.9% in math to 68.6%.

Academics

Hamden School District (062-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Focus Areas - Alliance District and Priority School District Grants

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

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

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

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

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

Academic Priorities:

Aligned SMART Goals:

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

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

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

2.1 Alignment in Curriculum with CCSS, NGSS, G3: In 2018-2019 the focus will be writing and updating K-12 curriculum to increase rigor and align with NGSS. Engineering units are being added to the elementary curriculum and engineering courses are being added to the high school. The Applied Physical Science course has been created for those students who have historically struggled in Biology. Curriculum approval is currently scheduled for August. Revision of K-12 social studies will continue as we align with the C3 framework. The math curriculum at the middle school is being aligned with CCSS in order to emphasize the instruction connected to the power standards. The district will be adding a phonics instruction program which would require the district to adjust scope and sequence of ELA instruction in the K-1 grade levels. Rationale: We are continuing to strengthen and align curricula in order to meet our district focus.

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

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

2.1 Improve Four-Yr. Adjusted Cohort Graduation Rate from 88% in 16-17 to 89% in 18-19. Increase the District Performance Index (DPI) for English Language Arts (ELA) from 64.5 in 2016-17 to 66.2 in 2018-19, and the DPI for Math from 60.6 to 62.8. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 54% in 2016-17 to 61.1% in 2018-19, and from 62.9% in math to 68.6%.

2.2 Comprehensive Strategic Support for At Risk Students:

Continue to build consistency in programs and provide instruction to meet the needs of intervention and special education students. For SRBI, Coordinators will continue to develop standard treatment protocols for literacy and mathematics interventions. In addition, Coordinators will track data from NWEA and other assessments, consult with PPS and grade level teams and provide direct instruction to all tier 3 and some tier 2 students. Special Education Department will use standard curriculum materials and assessments that meet individual needs and enable students to access curriculum. Robin Riccitelli, the IIC administrator, will work with teachers to develop goals and track student progress. Elementary schools will collaborate with the Hamden Partnership for Young Children (HPYC) to support incoming kindergarten students to reduce school anxiety and prepare students for learning. Credit recovery classes are being offered during the school year which three teachers will be supervising. Rationale: Last year's focus for standard treatment protocols was primary literacy. While some math and intermediate literacy protocols were developed, more are needed. In addition, working with community resources such as the HPYC to reduce school anxiety and absenteeism may be beneficial to families.

2.2 In alignment with ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 64.5 in 2016-17 to 66.2 in 2018-19. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 54% in 2016-17 to 61.1% in 2018-19.

2.3 Provide new college and career readiness programs: The district will be introducing Environmental Engineering I this year at Hamden High School. The district continues to plan for a re-purposing of the Auto Shop as a new Manufacturing Laboratory. The Manufacturing Lab will also be part of Hamden's commitment to career readiness, as there are also plans to expand programming to include medical courses which will allow for post graduate college acceptance and/or immediate job placement opportunities. The Alliance will assist in supporting a \$500,000 grant provided by the State of Connecticut in developing career pathways at the high school. Rationale: We will continue to implement STEM courses as this is a district priority.

2.3 In alignment with ESSA goal targets, improve Four-Yr. Adjusted Cohort Graduation Rate from 88% in 16-17 to 89% in 18-19. Improve the Six-Year Cohort Graduation Rate from 91.1% in 2016-2017 to 91.6% in 2018-19.

Hamden School District (062-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Focus Areas - Alliance District and Priority School District Grants

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

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

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

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

Climate Priorities:	Aligned SMART Goals:

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

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

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

3.1 Reduce Anxiety with Additional Mental Health Supports: We will continue to provide an additional social worker and school psychologist to support the additional high level mental health needs among students at Church Street School. Rationale: Last year, students developed relationships with the psychologist and social worker and felt a sense of belonging. The continued presence of these trusted adults should enable students to be more successful.

3.2 Family Engagement Coordinator: By providing a family engagement coordinator at Church Street School families will feel more connected with the school through increase communication in both English and Spanish and through various workshops offered after school. The coordinator creates relationships with families as new families enroll. Rationale: This communication provides a friendly "face" to the school and assists the families in becoming comfortable in their new school setting.

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

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

3.1 In alignment with ESSA goal targets, decrease the district's Chronic Absenteeism rate from 12.7% in 2016-2017 to 11.6% in 2018-19.

3.2 In alignment with ESSA goal targets, decrease the district's Chronic Absenteeism rate from 12.7% in 2016-2017 to 11.6% in 2018-19.

Operations

Hamden School District (062-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Focus Areas - Alliance District and Priority School District Grants

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

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

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

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

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

Operations Priorities:

Aligned SMART Goals:

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

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

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

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

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

Related Documents

Hamden School District (062-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Focus Areas - Alliance District and Priority School District Grants

Required Documents

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

Alliance District Grant Budget

Hamden School District (062-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant

Object	Total
100 - Personal Services > Salaries	\$3,833,432.34
200 - Personal Services > Employee Benefits	\$0.00
300 - Purchased Professional and Technical Services	\$109,878.16
400 - Purchased Property Services	\$0.00
500 - Other Purchased Services	\$0.00
600 - Supplies	\$320,623.50
700 - Property	\$91,080.00
800 - Debt Service and Miscellaneous	\$0.00
917 - Indirect Costs	\$0.00
Total	\$4,355,014.00
Allocation	\$4,355,014.00
Remaining	\$0.00

Budget Detail

Hamden School District (062-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant

100 - Personal Services > Salaries - \$3,833,432.34

Budget Detail		Narrative Description
Object:	100 - Personal Services > Salaries	1 FTE Mathematic Specialist@Church Street \$83,704.26 1 FTE Mathematic Specialist@Helen Street \$83,704.26 1 FTE Mathematic Specialist@Ridge Hill \$83,704.26 1 FTE Mathematic Specialist@Shepherd Glen \$83,704.26 1 FTE Mathematic Specialist@Spring Glen \$83,704.26 1 FTE Mathematic Specialist@Bear Path \$83,704.26 1 FTE Mathematic Specialist@West Woods \$83,704.26 1 FTE Mathematic Specialist@Dunbar Hill \$83,704.26 1 FTE Mathematic Specialist@Hamden Middle School \$83,704.26 (x2)
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1 Talent - Goal 1.2	
LEA / School:	Hamden School District (062-000)	
Quantity:	1.00	
Cost:	\$837,042.60	
Line Item Total:	\$837,042.60	
Object:	100 - Personal Services > Salaries	1 FTE Literacy Specialist @ Church Street \$83,546.16 1 FTE Literacy Specialist @ Helen Street \$83,546.16 1 FTE Literacy Specialist @ Dunbar Hill \$83,546.16 1 FTE Literacy Specialist @ Ridge Hill \$83,546.16 1 FTE Literacy Specialist @ Spring Glen \$83,546.16 1 FTE Literacy Specialist @ Shepherd Glen \$83,546.16 1 FTE Literacy Specialist @ Bear Path \$83,546.16 1 FTE Literacy Specialist @ West Woods \$83,546.16 1 FTE Literacy Specialist @ Hamden Middle School \$83,546.16
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.2	
LEA / School:	Hamden School District (062-000)	
Quantity:	1.00	
Cost:	\$751,915.44	
Line Item Total:	\$751,915.44	
Object:	100 - Personal Services > Salaries	1 FTE SRBI Coordinator@ Church Street \$80,304.20 1 FTE SRBI Coordinator @ Helen Street \$80,304.20 (x2) 1 FTE SRBI Coordinator @ Dunbar Hill \$80,304.20
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	

LEA / School:	Hamden School District (062-000)	1 FTE SRBI Coordinator @ Ridge Hill \$80,304.20 1 FTE SRBI Coordinator @ Spring Glen \$80,304.20 1 FTE SRBI Coordinator @ Shepherd Glen \$80,304.20 1 FTE SRBI Coordinator @ Bear Path \$80,304.20 1 FTE SRBI Coordinator @ West Woods \$80,304.20
Quantity:	1.00	
Cost:	\$722,737.80	
Line Item Total:	\$722,737.80	
Object:	100 - Personal Services > Salaries	1 FTE EL/WL Director district-wide average \$131,221.98 1 FTE College and Career Readiness Coordinator@Hamden High School and Hamden Middle School average \$131,221.98 1FTE SRBI Director district-wide average \$131,221.98
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2 Academics Goal 2.3	
LEA / School:	Hamden School District (062-000)	
Quantity:	1.00	
Cost:	\$393,665.94	
Line Item Total:	\$393,665.94	
Object:	100 - Personal Services > Salaries	1 FTE Special Education teacher@Dunbar Hill \$85,701.43 1 FTE Special Education teacher@Ridge Hill \$85,701.43 1 FTE Special Education teacher@Church Street \$85,701.43 1 FTE Special Education teacher@Hamden High School \$85,701.43
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA / School:	Hamden School District (062-000)	
Quantity:	1.00	
Cost:	\$342,805.72	
Line Item Total:	\$342,805.72	

Object:	100 - Personal Services > Salaries	1 PTE SRBI tutors@Bear Path \$12,000 (x2) 1 PTE SRBI tutors@Church Street \$12,000 (x3) 1 PTE SRBI tutors@Dunbar Hill \$12,000 (x3) 1 PTE SRBI tutors@Helen Street \$12,000 (x3) 1 PTE SRBI tutors@Ridge Hill \$12,000 (x3) 1 PTE SRBI tutors@Shepherd Glen \$12,000 (x2) 1 PTE SRBI tutors@Spring Glen \$12,000 (x2) 1 PTE SRBI tutors@West Woods \$12,000 (x2)
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA / School:	Hamden School District (062-000)	
Quantity:	1.00	
Cost:	\$240,000.00	
Line Item Total:	\$240,000.00	
Object:	100 - Personal Services > Salaries	1FTE Social Worker @Church Street \$52,530 1FTE School Psychologist@Church Street \$52,530
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Hamden School District (062-000)	
Quantity:	1.00	
Cost:	\$105,060.00	
Line Item Total:	\$105,060.00	
Object:	100 - Personal Services > Salaries	1 FTE Special Education Administrator for IIC classes District-wide (Robin Riccitelli)
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA / School:	Hamden School District (062-000)	

Quantity:	1.00	
Cost:	\$104,634.66	
Line Item Total:	\$104,634.66	
Object:	100 - Personal Services > Salaries	1 PTE Math tutors@Hamden High School \$11,371.50 (x2) 1 PTE Literacy Tutors@Hamden High School \$11,371.50 (x5)
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA / School:	Hamden School District (062-000)	
Quantity:	1.00	
Cost:	\$79,600.50	
Line Item Total:	\$79,600.50	
Object:	100 - Personal Services > Salaries	1 FTE Science Specialist (District wide)
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.2	
LEA / School:	Hamden School District (062-000)	
Quantity:	1.00	
Cost:	\$79,543.68	
Line Item Total:	\$79,543.68	

Object:	100 - Personal Services > Salaries	Curriculum Development 18 Teachers x \$42/hour x 5 hours per day x 14 days.
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Hamden School District (062-000)	
Quantity:	1.00	
Cost:	\$52,920.00	
Line Item Total:	\$52,920.00	
Object:	100 - Personal Services > Salaries	Substitute Coverage for Professional Development Activities 490 Substitute Days x \$104 per day.
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1 Talent - Goal 1.2	
LEA / School:	Hamden School District (062-000)	
Quantity:	1.00	
Cost:	\$50,906.00	
Line Item Total:	\$50,906.00	
Object:	100 - Personal Services > Salaries	1 FTE Family Engagement Coordinator @Church Street School \$50,000
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.2	

LEA / School:	Hamden School District (062-000)	
Quantity:	1.00	
Cost:	\$50,000.00	
Line Item Total:	\$50,000.00	
Object:	100 - Personal Services > Salaries	Professional Development for College and Career Readiness Instructors
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.3	
LEA / School:	Hamden School District (062-000)	
Quantity:	1.00	
Cost:	\$12,600.00	
Line Item Total:	\$12,600.00	
Object:	100 - Personal Services > Salaries	1 credit recovery program teacher@Hamden High School \$2,500.00 1 credit recovery program teacher@Hamden High School \$2,500.00 1 credit recovery program teacher@Hamden High School \$5,000.00
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.3	
LEA / School:	Hamden School District (062-000)	
Quantity:	1.00	
Cost:	\$10,000.00	

Line Item
Total:

\$10,000.00

Total for 100 - Personal Services > Salaries:

\$3,833,432.34

Total for all other Objects:

\$521,581.66

Total for all Objects:

\$4,355,014.00

Allocation:

\$4,355,014.00

Remaining:

\$0.00

Budget Detail

Hamden School District (062-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant

300 - Purchased Professional and Technical Services - \$109,878.16

Budget Detail		Narrative Description
Object:	300 - Purchased Professional and Technical Services	Columbia Teachers College will present professional development to teachers, in district.
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.2	
LEA / School:	Hamden School District (062-000)	
Quantity:	1.00	
Cost:	\$64,447.01	
Line Item Total:	\$64,447.01	
Object:	300 - Purchased Professional and Technical Services	Hamden Partnership for Young Children: transportation from preschools to elementary schools-1 day; books for incoming kindergarten students; kindergarten orientation.
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA / School:	Hamden School District (062-000)	
Quantity:	1.00	
Cost:	\$30,311.15	
Line Item Total:	\$30,311.15	

Object:	300 - Purchased Professional and Technical Services	District Wide Professional Development 24 People x \$630/day x 2 half days 10 Literacy Specialists, 10 Math Specialists, 1 Science Specialist, 1 science teacher, and 2 social studies teachers are providing professional development.
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Hamden School District (062-000)	
Quantity:	1.00	
Cost:	\$15,120.00	
Line Item Total:	\$15,120.00	
Total for 300 - Purchased Professional and Technical Services:		\$109,878.16
Total for all other Objects:		\$4,245,135.84
Total for all Objects:		\$4,355,014.00
Allocation:		\$4,355,014.00
Remaining:		\$0.00

Budget Detail

Hamden School District (062-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant

600 - Supplies - \$320,623.50

Budget Detail		Narrative Description
Object:	600 - Supplies	Common Core and Other Standards Aligned Resources
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Hamden School District (062-000)	
Quantity:	1.00	
Cost:	\$276,533.50	
Line Item Total:	\$276,533.50	
Object:	600 - Supplies	Special Education Curriculum Materials Curriculum materials will be purchased for the IIC teachers and students. These include Foundations which is being implemented district-wide this year for all grade K-1 students, science kits appropriate for the grade levels of students in each IIC, and new grade 3 Investigations math materials being implemented this district-wide this year.
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA / School:	Hamden School District (062-000)	
Quantity:	1.00	
Cost:	\$26,090.00	
Line Item Total:	\$26,090.00	
Object:	600 - Supplies	Materials to support Environmental Engineering 1 course and Manufacturing Laboratory
Purpose:	01 - Public School Activities	

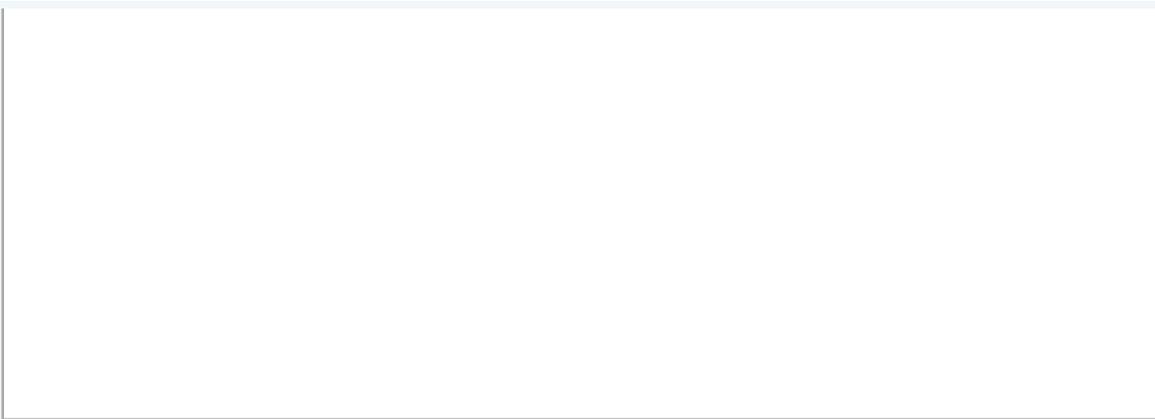
Focus Area: Academics Goal 2.3

LEA / School: Hamden School District (062-000)

Quantity: 1.00

Cost: \$18,000.00

Line Item Total: \$18,000.00



Total for 600 - Supplies: \$320,623.50

Total for all other Objects: \$4,034,390.50

Total for all Objects: \$4,355,014.00

Allocation: \$4,355,014.00

Remaining: \$0.00

Budget Detail

Hamden School District (062-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant

700 - Property - \$91,080.00

Budget Detail		Narrative Description
Object:	700 - Property	Software and Licensing: Subscriptions for NWEA, Credit Recovery Curriculum Program
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA / School:	Hamden School District (062-000)	
Quantity:	1.00	
Cost:	\$91,080.00	
Line Item Total:	\$91,080.00	

Total for 700 - Property: \$91,080.00

Total for all other Objects: \$4,263,934.00

Total for all Objects: \$4,355,014.00

Allocation: \$4,355,014.00

Remaining: \$0.00

Alliance District Grant Budget Overview

Hamden School District (062-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant

Filter by Location:

Object	Purpose	01 - Public School Activities	Total
100 - Personal Services > Salaries		3,833,432.34	3,833,432.34
300 - Purchased Professional and Technical Services		109,878.16	109,878.16
600 - Supplies		320,623.50	320,623.50
700 - Property		91,080.00	91,080.00
Total		4,355,014.00	4,355,014.00
		Allocation	4,355,014.00
		Remaining	0.00

Hamden School District (062-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Assurances

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

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

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

For purposes of this Section, the terms "Contract" and "contract" do not include a contract where each contractor is (1) a political subdivision of the state, including, but not limited to, a municipality, (2) a quasi-public agency, as defined in Conn. Gen. Stat. Section 1-120, (3) any other state, including but not limited to any federally recognized Indian tribal governments, as defined in Conn. Gen. Stat. Section 1-267, (4) the federal government, (5) a foreign government, or (6) an agency of a subdivision, agency, state or government described in the immediately preceding enumerated items (1), (2), (3), (4) or (5).

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

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

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

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

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

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

08/14/2018 