

Allocations

**Middletown School District (083-000) 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
<b>LEA</b>		\$3,191,120.00		\$0.00		\$0.00		\$0.00	\$3,191,120.00
<b>Total</b>		\$3,191,120.00		\$0.00		\$0.00		\$0.00	\$3,191,120.00

Talent

**Middletown School District (083-000) 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 checked="" type="checkbox"/> Recruitment and human capital pipelines | <input checked="" type="checkbox"/> Instructional coaching                 |
| <input checked="" type="checkbox"/> Hiring and placement processes          | <input checked="" type="checkbox"/> District/school leadership development |
| <input checked="" type="checkbox"/> Professional learning                   | <input checked="" 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**" ...

**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 Math, ELA, Science and Social Studies Curriculum Support and Development: Continue to fund 6-12 Curriculum Supervisors in Math and ELA and 6-12 Math Coach. Supervisors and coach will attend professional development opportunities to enhance their professional learning and build teacher capacity. Continue to fund stipend positions for one K-5 Science and one K-5 Social Studies chairperson to work with district committees to develop curriculum that is aligned to NGSS and new SS State frameworks. Chairpersons will also provide training to teachers on new units. 13 building substitutes will be used to cover for teachers when they attend district, State and other professional development offered in NGSS and SS State frameworks. Rationale: The continuation of funding these positions will provide teachers with expertise when writing and revising ELA, Math, Science and SS. Job embedded coaching from instructional coaches has resulted in school-wide and district-wide improvements. We need to continue to increase the capacity of our teachers through professional learning, coaching and professional development in order to provide our students with curriculum and instruction that is aligned with CCS and NGSS. Research shows that if curriculum is fully aligned with standards and instruction is fully aligned with comprehensive and interdisciplinary units then student achievement will increase and the achievement gap will narrow because students will be highly engaged in their cross-curricular learning experiences.

1.1 In alignment with ESSA goal targets, increase the District Performance Index (DPI) for 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 53.5 in 2016-17 to 60.6 in 2018-19. In alignment with ESSA goal targets, increase the District Performance Index (DPI) for Math from 59.1 in 2016-17 to 61.6 in 2018-19. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for Math from 57.7 in 2016-17 to 64.2 in 2018-19.

1.2 CT Relay Teacher preparation Program Scholarship. Middletown believes in increasing the talent development pipeline of minority teachers from our current workforce. To this end we have partnered with CT Relay Teacher Preparation program and are offering two scholarships to minority candidates via competitive application. Rationale: The education gap is a serious obstacle our district faces and the "diversity gap" of our staff is a major part of our struggle. The education gap is staggering and it is hindering our country socially and economically. We have to find ways to get more teachers of color in the classroom. Students perform better when they can relate to their teachers, and teachers who can relate to their students are less likely to have a preconceived idea of how each student will perform. We need more teachers of color in our schools acting as strong role models for our minority students.

1.2 In alignment with ESSA goal targets, increase the District Performance Index (DPI) for 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 53.5 in 2016-17 to 60.6 in 2018-19. In alignment with ESSA goal targets, increase the District Performance Index (DPI) for Math from 59.1 in 2016-17 to 61.6 in 2018-19. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for Math from 57.7 in 2016-17 to 64.2 in 2018-19.

Academics

**Middletown School District (083-000) 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 type="checkbox"/> Pre-Kindergarten
<input checked="" type="checkbox"/> Supports for special populations (eg., EL, SPED)	<input checked="" type="checkbox"/> Pre-K - Grade 3 literacy
<input checked="" type="checkbox"/> SRBI and academic interventions	<input checked="" 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**" ...

**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 Targeted Intervention for Student Subgroup Achievement. MPS will utilize a multifaceted approach to this priority. ELL Intervention: 199 students will receive ELL support from 2 ELL teachers and 1 ELL interventionist. Twenty three certified interventionists will provide targeted instruction to students based on SRBI and data collected from assessments. A cohort of 4 schools has been selected to create a Literacy Action Plan and receive intensive professional development and side by side coaching from Hill for Literacy (paid in full by the District). Substitute teachers paid through the Alliance grant will support students during the professional development sessions. Math Inventory purchased for grades 5-8 to gather specific and targeted data to inform interventions. PK-3 Intervention Model: Bridge2Brilliance implementation is an early learning solution that helps all children become proficient readers and is administered via a mobile technology platform that allows school districts to leverage in home mobile devices to scale early literacy citywide from age 3. Library media specialists, art and music specialists, and a physical education (PE) teacher allow teachers the opportunity to meet as a professional learning community (common planning time). Rationale: To understand why the achievement gaps persists in subgroup populations and implement approaches, strategies, and programs that will change the academic and life trajectory for our students. Blended learning platforms, integrated with NWEA benchmark assessments allow classroom interventionists and teachers to align specific skills gap demonstrated in benchmark assessments to targeted interventions. This blended learning platform using embedded digital tools and supplemental resources available for small group instruction and personalized learning will provide an individualized learning path that will engage all students and improve student achievement.

2.1 In alignment with ESSA goal targets, increase the District Performance Index (DPI) for 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 53.5 in 2016-17 to 60.6 in 2018-19. In alignment with ESSA goal targets, increase the District Performance Index (DPI) for Math from 59.1 in 2016-17 to 61.6 in 2018-19. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for Math from 57.7 in 2016-17 to 64.2 in 2018-19.

2.2 Middle and High School Redesign: an intentional redesign to address preparation of all graduating students for college and career. In Grades 6-8, Interventionists will implement the use of System 44, Read 180, and Math 180 for targeted intervention. System 44 will provide specific intervention for students who need support building their foundational reading skills. System 44 can be used for universal screening to identify students' Lexile level, skills gap, and area of readiness, and then provide appropriate activities and support for intervention. Read 180 and Math 180 can provide personalized intervention for students two or more grades below grade level. Interventionists will work in small groups and create personalized experiences for students to interact with the appropriate platforms to improve understanding of specific learning goals. Center for School Redesign (CSSR) is in the process of working with our middle schools and high schools to create secondary schools of innovation. This will allow for school teams to move toward creating a more student-centered and competency-based approach to learning in middle and high schools. Rationale: We need to understand why achievement gaps persist in our subgroup populations and implement approaches, strategies, and programs that will change the academic and life trajectory for our students. We need to engage students in their learning through more student-centered learning pathways and opportunities in order to increase student achievement and help students engage in their personalized learning opportunities.

2.2 In alignment with ESSA goal targets, increase the District Performance Index (DPI) for 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 53.5 in 2016-17 to 60.6 in 2018-19. In alignment with ESSA goal targets, increase the District Performance Index (DPI) for Math from 59.1 in 2016-17 to 61.6 in 2018-19. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for Math from 57.7 in 2016-17 to 64.2 in 2018-19.

2.3 STEM Continuation during school day: The Elementary and Secondary Science Chairs and STEM teachers will continue to work with K-8 science teachers and committees to purchase NGSS materials and provide them with professional development and learning opportunities. One 0.5FTE district STEM teacher will be paid from this grant. Rationale: The ultimate goal of STEM education is to encourage students to take an interest in STEM subjects at an early age and continue to remain interested as they move to middle and high school. It is the district's goal to provide hands-on, inquiry based learning opportunities that will enhance the skill set of our students as they enter the job market.

2.3 In alignment with ESSA goal targets, increase the District Performance Index (DPI) for 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 53.5 in 2016-17 to 60.6 in 2018-19. In alignment with ESSA goal targets, increase the District Performance Index (DPI) for Math from 59.1 in 2016-17 to 61.6 in 2018-19. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for Math from 57.7 in 2016-17 to 64.2 in 2018-19.

**Middletown School District (083-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Focus Areas - Alliance District and Priority School District Grants**

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

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

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

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

**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 Social/Emotional support initiatives. The District will maintain mental health professional staff to support social-emotional/mental health needs. (2.5 FTE District Mental health professionals WWMS and MHS; 1FTE Psychologist WWMS); engage Behavioral Support Monitors (2.0 FTE ISS Monitors); for at-risk students Woodrow Wilson Middle School and Keigwin Middle School and will support administration with developing plans to decrease chances of repeating inappropriate behaviors; and Provide year round wraparound services at Title 1 Schools and in response to need. (1.0 FTE Home Visitor, Bielefield School; 1.0 FTE Home Visitor Snow School, 1.1 FTE FRC Specialist/FRC Parent Liaison Macdonough School). Middletown Public Schools wishes to achieve equity in education by providing additional services for our most vulnerable families through Home Visiting. Families can self-identify and/or the visitors receive referrals through the SRBI process and at the school based Climate Committee meetings. PD for district staff and volunteers supporting wrap around services including District Partnership Coordinator, BOE member, Equity Coach, Parent representative, and Parent Liaison will include: Family Engagement Education conference at Harvard in July 2018, and Parents as Teachers (PAT) certification. Mileage is also provided to home visitors to support home visits and attendance at professional training. Rationale: Social emotional support staff and Home Visitors strengthen parent/child relationship and support parents in meeting their child's developmental, behavioral, health and educational needs by providing intensive, high quality home visitation, establishing connections to community resources and building a strong partnership with the child's school. If students are emotionally sound and supported by a positive learning environment and tiered system of supports, they will thrive in their learning and student achievement will increase.

3.1 In alignment with ESSA goal targets, increase the District Performance Index (DPI) for 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 53.5 in 2016-17 to 60.6 in 2018-19. In alignment with ESSA goal targets, increase the District Performance Index (DPI) for Math from 59.1 in 2016-17 to 61.6 in 2018-19. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for Math from 57.7 in 2016-17 to 64.2 in 2018-19. In alignment with ESSA goal targets, decrease the DPI for chronic absenteeism from 9.1 in 2016-17 to 8.4 in 2018-19. In alignment with ESSA goal targets, decrease the DPI for four-year adjusted cohort graduation rate from 87.1 in 2016-17 to 88.3 in 2018-19. In alignment with ESSA goal targets, decrease the DPI for six- year adjusted cohort graduation rate from 84.1 in 2016-17 to 86.0 in 2018-19.

**3.2 Equity, Restorative Practice & Social-Emotional Learning Coach:** Hire 1.0 FTE District Equity Coach to both direct and indirect support to administrators, teachers, students, families, and the community. Rationale: Too many students are being suspended for issues that can be addressed through restorative practices. This process will support our goal to suspend less high needs students and provide them with an equitable education. The Equity, Restorative Practices & Social-Emotional Learning Facilitator will provide a culturally responsive approach to teaching and learning, apply restorative practices and social-emotional learning to strengthen and enhance student and adult capacity to integrate skills, attitudes and behaviors to effectively approach intra personal, interpersonal and cognitive competence.

**3.2** In alignment with ESSA goal targets, increase the District Performance Index (DPI) for 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 53.5 in 2016-17 to 60.6 in 2018-19. In alignment with ESSA goal targets, increase the District Performance Index (DPI) for Math from 59.1 in 2016-17 to 61.6 in 2018-19. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for Math from 57.7 in 2016-17 to 64.2 in 2018-19. In alignment with ESSA goal targets, decrease the DPI for chronic absenteeism from 9.1 in 2016-17 to 8.4 in 2018-19. In alignment with ESSA goal targets, decrease the DPI for four-year adjusted cohort graduation rate from 87.1 in 2016-17 to 88.3 in 2018-19. In alignment with ESSA goal targets, decrease the DPI for six- year adjusted cohort graduation rate from 84.1 in 2016-17 to 86.0 in 2018-19.

Operations

**Middletown School District (083-000) 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 checked="" 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**" ...

4.1 STEM Continuation through extended learning: STEM classes will be provided at the after school programs at Macdonough elementary and 21C Afterschool at Keigwin and Woodrow Wilson Middle Schools. The grant will support after school staffing and benefits, transport, and educational supplies. Rationale: The ultimate goal of STEM education is to encourage students to take and interest in STEM subjects at an early age and continue to remain interested as they move to middle and high school. It is the district's goal to provide hands-on, inquiry based learning opportunities that will enhance the skill set of our students as they enter the job market.

**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.

4.1 In alignment with ESSA goal targets, increase the District Performance Index (DPI) for 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 53.5 in 2016-17 to 60.6 in 2018-19. In alignment with ESSA goal targets, increase the District Performance Index (DPI) for Math from 59.1 in 2016-17 to 61.6 in 2018-19. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for Math from 57.7 in 2016-17 to 64.2 in 2018-19.

4.2 Summer Learning/Expansion-- The Summer STEM program for Macdonough School students was held for two weeks in July 2018. Funds were be used to support certified staff/benefits and educational supplies. Middletown Public Schools will design a K-3 Summer Intervention program from June 17, 2019 - July 28, 2019. The grant will support purchase and/or writing of curriculum units/software, experimental learning opportunities and student transport for the period of June 17- 28, 2019 ONLY. [Separate and distinct funding will support the July 2019 portion of Summer School] Rationale: The ultimate goal of STEM education is to encourage students to take and interest in STEM subjects at an early age and continue to remain interested as they move to middle and high school. It is the district's goal to provide hands-on, inquiry based learning opportunities that will enhance the skill set of our students as they enter the job market.

4.2 In alignment with ESSA goal targets, increase the District Performance Index (DPI) for 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 53.5 in 2016-17 to 60.6 in 2018-19. In alignment with ESSA goal targets, increase the District Performance Index (DPI) for Math from 59.1 in 2016-17 to 61.6 in 2018-19. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for Math from 57.7 in 2016-17 to 64.2 in 2018-19.

Related Documents

**Middletown School District (083-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Focus Areas - Alliance District and Priority School District Grants**

**Required Documents**

<b>Type</b>	<b>Document Template</b>	<b>Document/Link</b>
ESSA Milestones [Upload at least 1 document(s)]	N/A	 <a href="#">Middletown ESSA Milestones</a>

Alliance District Grant Budget

**Middletown School District (083-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant**

Object	Total
100 - Personal Services > Salaries	\$2,356,326.00
200 - Personal Services > Employee Benefits	\$334,045.59
300 - Purchased Professional and Technical Services	\$422,213.00
400 - Purchased Property Services	\$0.00
500 - Other Purchased Services	\$51,150.00
600 - Supplies	\$27,385.41
700 - Property	\$0.00
800 - Debt Service and Miscellaneous	\$0.00
917 - Indirect Costs	\$0.00

Budget Detail

**Middletown School District (083-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant**

100 - Personal Services > Salaries - \$2,356,326.00

Budget Detail		Narrative Description
<b>Object:</b>	100 - Personal Services > Salaries	23 Interventionists @ \$23,400 = \$538,200. Schools: Bielefield (3), Farm Hill (3), Lawrence (2), Macdonough (4), Moody (1), Snow (2), Spencer (2), Wesley (1), WWMS (1 x ELL); MHS (4: 2 x Credit Recovery + 1 x Math, 1 x ELL).
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Academics Goal 2.1	
<b>LEA / School:</b>	Middletown School District (083-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$538,200.00	
<b>Line Item Total:</b>	\$538,200.00	
<b>Object:</b>	100 - Personal Services > Salaries	13 building substitutes (district) to cover teacher training for PD and technology. 13.0 x subs @ \$17,100/yr =\$222,300.
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Talent - Goal 1.1 Academics Goal 2.1	
<b>LEA / School:</b>	Middletown School District (083-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$222,300.00	
<b>Line Item Total:</b>	\$222,300.00	
<b>Object:</b>	100 - Personal Services > Salaries	2.0 FTE Library Media Specialist salary at Bielefield and Farm Hill Schools @ \$93,053

<b>Purpose:</b>	01 - Public School Activities	each = \$186,106.
<b>Focus Area:</b>	Academics Goal 2.1	
<b>LEA / School:</b>	Middletown School District (083-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$186,106.00	
<b>Line Item Total:</b>	\$186,106.00	
<b>Object:</b>	100 - Personal Services > Salaries	2.0 FTE Mental Health professionals-district. Salary = \$58,980/ MHP = \$117,960.
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Climate Goal 3.1	
<b>LEA / School:</b>	Middletown School District (083-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$117,960.00	
<b>Line Item Total:</b>	\$117,960.00	
<b>Object:</b>	100 - Personal Services > Salaries	1.0 FTE Curr. Supervisor, 6-12(LA) - salary. Schools = Keigwin MS, Woodrow Wilson MS, MHS.
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Talent - Goal 1.1	
<b>LEA / School:</b>	Middletown School District (083-000)	

<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$115,917.00	
<b>Line Item Total:</b>	\$115,917.00	
<b>Object:</b>	100 - Personal Services > Salaries	1.0 FTE Curriculum Supervisor Math (salary). Schools = Keigwin MS, Woodrow Wilson MS, MHS.
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Talent - Goal 1.1	
<b>LEA / School:</b>	Middletown School District (083-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$110,574.00	
<b>Line Item Total:</b>	\$110,574.00	
<b>Object:</b>	100 - Personal Services > Salaries	1.0 FTE ELL Teacher (salary). All district schools.
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Academics Goal 2.1	
<b>LEA / School:</b>	Middletown School District (083-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$85,317.00	
<b>Line Item Total:</b>	\$85,317.00	

<b>Object:</b>	100 - Personal Services > Salaries	1.0 FTE Psychologist at Woodrow Wilson MS -salary = \$85,317.
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Climate Goal 3.1	
<b>LEA / School:</b>	Middletown School District (083-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$85,317.00	
<b>Line Item Total:</b>	\$85,317.00	
<b>Object:</b>	100 - Personal Services > Salaries	1.0 FTE Curr. Secondary Math Coach (salary). School = MHS.
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Talent - Goal 1.1	
<b>LEA / School:</b>	Middletown School District (083-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$79,564.00	
<b>Line Item Total:</b>	\$79,564.00	
<b>Object:</b>	100 - Personal Services > Salaries	1.0 FTE ELL Teacher (salary). All district schools.
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Academics Goal 2.1	
<b>LEA /</b>	Middletown School District (083-000)	

<b>School:</b>		
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$79,271.00	
<b>Line Item Total:</b>	\$79,271.00	
<b>Object:</b>	100 - Personal Services > Salaries	1.0 FTE Equity coach supports direct and indirect equity, restorative practice and social-emotional learning for administrators, teachers, students, families and community (salary).
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Climate Goal 3.2	
<b>LEA / School:</b>	Middletown School District (083-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$71,681.00	
<b>Line Item Total:</b>	\$71,681.00	
<b>Object:</b>	100 - Personal Services > Salaries	0.93 FTE Library Media Specialist salary at Snow School.
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Academics Goal 2.1	
<b>LEA / School:</b>	Middletown School District (083-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$71,336.00	
<b>Line Item Total:</b>	\$71,336.00	

<b>Object:</b>	100 - Personal Services > Salaries	0.8 FTE Library Media Specialist salary at Lawrence School.
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Academics Goal 2.1	
<b>LEA / School:</b>	Middletown School District (083-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$54,145.00	
<b>Line Item Total:</b>	\$54,145.00	
<b>Object:</b>	100 - Personal Services > Salaries	0.7 FTE Library Media Specialist salary at Moody School.
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Academics Goal 2.1	
<b>LEA / School:</b>	Middletown School District (083-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$47,377.00	
<b>Line Item Total:</b>	\$47,377.00	
<b>Object:</b>	100 - Personal Services > Salaries	.5FTE STEM teacher at Macdonough School.
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Academics Goal 2.3	
<b>LEA /</b>	Middletown School District (083-000)	

<b>School:</b>		
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$45,527.00	
<b>Line Item Total:</b>	\$45,527.00	
<b>Object:</b>	100 - Personal Services > Salaries	0.8 FTE Library Media Specialist salary at Spencer School.
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Academics Goal 2.1	
<b>LEA / School:</b>	Middletown School District (083-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$43,387.00	
<b>Line Item Total:</b>	\$43,387.00	
<b>Object:</b>	100 - Personal Services > Salaries	1.0 FTE Home Visitor @ Macdonough School = \$41,995
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Climate Goal 3.1	
<b>LEA / School:</b>	Middletown School District (083-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$41,995.00	
<b>Line Item Total:</b>	\$41,995.00	

<b>Object:</b>	100 - Personal Services > Salaries	0.8 FTE Library Media Specialist salary at Wesley School.
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Academics Goal 2.1	
<b>LEA / School:</b>	Middletown School District (083-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$38,718.00	
<b>Line Item Total:</b>	\$38,718.00	
<b>Object:</b>	100 - Personal Services > Salaries	2.0 ISS Monitor @ \$19,213/monitor =\$38,426. Schools = Keigwin and Woodrow Wilson.
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Climate Goal 3.1	
<b>LEA / School:</b>	Middletown School District (083-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$38,426.00	
<b>Line Item Total:</b>	\$38,426.00	
<b>Object:</b>	100 - Personal Services > Salaries	0.4 FTE Music teacher to support teacher common planning time. (Keigwin Middle School). Salary = \$37,221.
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Academics Goal 2.1	
<b>LEA /</b>	Middletown School District (083-000)	

<b>School:</b>		
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$37,221.00	
<b>Line Item Total:</b>	\$37,221.00	
<b>Object:</b>	100 - Personal Services > Salaries	1.0 Home Visitor at Snow School. Salary =\$35,854.
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Climate Goal 3.1	
<b>LEA / School:</b>	Middletown School District (083-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$35,854.00	
<b>Line Item Total:</b>	\$35,854.00	
<b>Object:</b>	100 - Personal Services > Salaries	0.6 FTE Art teacher to support teacher common planning time. (Farm Hill School). Salary = \$34,473.
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Academics Goal 2.1	
<b>LEA / School:</b>	Middletown School District (083-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$34,473.00	
<b>Line Item Total:</b>	\$34,473.00	

<b>Object:</b>	100 - Personal Services > Salaries	0.6 FTE PE teacher to support teacher common planning time.((Woodrow Wilson Middle School) . Salary = \$33,015.
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Academics Goal 2.1	
<b>LEA / School:</b>	Middletown School District (083-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$33,015.00	
<b>Line Item Total:</b>	\$33,015.00	
<b>Object:</b>	100 - Personal Services > Salaries	1,000 hrs x certified staff at \$29/hr = \$29,000 for STEM programming at Middle School 21C after school program during 18-19 school year.
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Operations Goal 4.1	
<b>LEA / School:</b>	Middletown School District (083-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$29,000.00	
<b>Line Item Total:</b>	\$29,000.00	
<b>Object:</b>	100 - Personal Services > Salaries	0.5 FTE Mental Health professional (MHS). Salary = \$28,008.
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Climate Goal 3.1	
<b>LEA /</b>	Middletown School District (083-000)	

<b>School:</b>		
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$28,008.00	
<b>Line Item Total:</b>	\$28,008.00	
<b>Object:</b>	100 - Personal Services > Salaries	0.7FTE FRC Specialist at Macdonough School. Salary = 52wks x \$18.50/hr x 28 hrs/wk) \$26,936.
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Climate Goal 3.1	
<b>LEA / School:</b>	Middletown School District (083-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$26,936.00	
<b>Line Item Total:</b>	\$26,936.00	
<b>Object:</b>	100 - Personal Services > Salaries	0.4 FTE Art teacher to support teacher common planning time (Macdonough School). Salary = \$23,716.
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Academics Goal 2.1	
<b>LEA / School:</b>	Middletown School District (083-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$23,716.00	
<b>Line Item Total:</b>	\$23,716.00	

<b>Object:</b>	100 - Personal Services > Salaries	135 hrs certified staff @ \$29/hr for Elementary STEM Summer School, July 2018 at Lawrence School = \$3,915 + 550 hrs certified staff @ \$29/hr for Elementary STEM After school =\$15,950.
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Operations Goal 4.1 Operations Goal 4.2	
<b>LEA / School:</b>	Middletown School District (083-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$19,865.00	
<b>Line Item Total:</b>	\$19,865.00	
<b>Object:</b>	100 - Personal Services > Salaries	0.5 FTE FRC Parent Specialist at Macdonough School. Salary = \$9,120 (20 hours x \$12/hr x 38wks).
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Climate Goal 3.1	
<b>LEA / School:</b>	Middletown School District (083-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$9,120.00	
<b>Line Item Total:</b>	\$9,120.00	
<b>Object:</b>	100 - Personal Services > Salaries	1 x Social Studies Curriculum Stipend @ \$3,000. Additional 5 days per diem for curriculum development. Schools = Bielefield, Farm Hill, Lawrence, Macdonough, Moody, Spencer, Snow, and Wesley Elementary Schools.
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Talent - Goal 1.1	
<b>LEA /</b>	Middletown School District (083-000)	

<b>School:</b>			
<b>Quantity:</b>	1.00		
<b>Cost:</b>	\$3,000.00		
<b>Line Item Total:</b>	\$3,000.00		
<b>Object:</b>	100 - Personal Services > Salaries	1 x Science Curriculum Stipend @ \$3,000. Additional 5 days per diem for curriculum development. Schools = Bielefield, Farm Hill, Lawrence, Macdonough, Moody, Spencer, Snow, and Wesley Elementary Schools.	
<b>Purpose:</b>	01 - Public School Activities		
<b>Focus Area:</b>	Talent - Goal 1.1		
<b>LEA / School:</b>	Middletown School District (083-000)		
<b>Quantity:</b>	1.00		
<b>Cost:</b>	\$3,000.00		
<b>Line Item Total:</b>	\$3,000.00		
<b>Total for 100 - Personal Services &gt; Salaries:</b>			\$2,356,326.00
<b>Total for all other Objects:</b>			\$834,794.00
<b>Total for all Objects:</b>			\$3,191,120.00
<b>Allocation:</b>		\$3,191,120.00	
<b>Remaining:</b>		\$0.00	

Budget Detail

**Middletown School District (083-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant**

200 - Personal Services > Employee Benefits - \$334,045.59

Budget Detail		Narrative Description
<b>Object:</b>	200 - Personal Services > Employee Benefits	1.0 ELL Teacher, Health + Life ins. + Medicare = \$25,363
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Academics Goal 2.1	
<b>LEA / School:</b>	Middletown School District (083-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$25,363.00	
<b>Line Item Total:</b>	\$25,363.00	
<b>Object:</b>	200 - Personal Services > Employee Benefits	1.0 School Psychologist (Woodrow Wilson MS). Health + Life + Medicare =\$25,363.
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Climate Goal 3.1	
<b>LEA / School:</b>	Middletown School District (083-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$25,363.00	

<b>Line Item Total:</b>	\$25,363.00	
<b>Object:</b>	200 - Personal Services > Employee Benefits	1.0 ELL Teacher, Health + Life ins. + Medicare = \$25,246.
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Academics Goal 2.1	
<b>LEA / School:</b>	Middletown School District (083-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$25,246.00	
<b>Line Item Total:</b>	\$25,246.00	
<b>Object:</b>	200 - Personal Services > Employee Benefits	
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Academics Goal 2.3	
<b>LEA / School:</b>	Middletown School District (083-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$24,815.00	
<b>Line Item Total:</b>	\$24,815.00	
<b>Object:</b>	200 - Personal Services > Employee Benefits	0.6 Art teacher to support Common Planning Time for teachers, (Farm Hill School).

<b>Purpose:</b>	01 - Public School Activities	Health + Life + Medicare = \$24,719.
<b>Focus Area:</b>	Academics Goal 2.1	
<b>LEA / School:</b>	Middletown School District (083-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$24,719.00	
<b>Line Item Total:</b>	\$24,719.00	
<b>Object:</b>	200 - Personal Services > Employee Benefits	0.4 Music teacher to support Common Planning time for teachers),(Keigwin Middle School. Health + life + Medicare =\$24,695
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Academics Goal 2.1	
<b>LEA / School:</b>	Middletown School District (083-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$24,695.00	
<b>Line Item Total:</b>	\$24,695.00	
<b>Object:</b>	200 - Personal Services > Employee Benefits	0.8 FTE Library Media Specialist: Health, Life Ins. + Medicare - Spencer School.
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Academics Goal 2.1	

<b>LEA / School:</b>	Middletown School District (083-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$24,552.00	
<b>Line Item Total:</b>	\$24,552.00	
<b>Object:</b>	200 - Personal Services > Employee Benefits	0.6 PE teacher to support Common Planning Time for teachers, (Woodrow Wilson Middle School) Health + Life + Medicare = \$24,484.
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Academics Goal 2.1	
<b>LEA / School:</b>	Middletown School District (083-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$24,484.00	
<b>Line Item Total:</b>	\$24,484.00	
<b>Object:</b>	200 - Personal Services > Employee Benefits	0.8 FTE Library Media Specialist: Health, Life Ins. + Medicare - Wesley School.
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Academics Goal 2.1	
<b>LEA / School:</b>	Middletown School District (083-000)	
<b>Quantity:</b>	1.00	

<b>Cost:</b>	\$23,288.00	
<b>Line Item Total:</b>	\$23,288.00	
<b>Object:</b>	200 - Personal Services > Employee Benefits	1.0 Curr. Secondary Coach (Math), Health + Life ins. + Medicare =\$22,727
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Academics Goal 2.1	
<b>LEA / School:</b>	Middletown School District (083-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$22,727.00	
<b>Line Item Total:</b>	\$22,727.00	
<b>Object:</b>	200 - Personal Services > Employee Benefits	0.8 FTE Library Media Specialist: Health, Life Ins. + Medicare_Bielefield School.
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Academics Goal 2.1	
<b>LEA / School:</b>	Middletown School District (083-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$20,810.00	
<b>Line Item Total:</b>	\$20,810.00	

<b>Object:</b>	200 - Personal Services > Employee Benefits	13 x subs (FICA & Medicare) @ \$1,308.15/sub = \$17,005.95.
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Talent - Goal 1.1 Academics Goal 2.1	
<b>LEA / School:</b>	Middletown School District (083-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$17,005.95	
<b>Line Item Total:</b>	\$17,005.95	
<b>Object:</b>	200 - Personal Services > Employee Benefits	0.8 FTE Library Media Specialist: Health, Life Ins. + Medicare -Farm Hill School.
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Academics Goal 2.1	
<b>LEA / School:</b>	Middletown School District (083-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$10,649.00	
<b>Line Item Total:</b>	\$10,649.00	
<b>Object:</b>	200 - Personal Services > Employee Benefits	1.0 Equity Coach, Health + Life ins. + Medicare = \$10,000
<b>Purpose:</b>	01 - Public School Activities	

<b>Focus Area:</b>	Climate Goal 3.1	
<b>LEA / School:</b>	Middletown School District (083-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$10,000.00	
<b>Line Item Total:</b>	\$10,000.00	
<b>Object:</b>	200 - Personal Services > Employee Benefits	23 Certified Interventionists Medicare x \$339.00 = \$7,797. Schools: Bielefield (3), Farm Hill (3), Lawrence (2), Macdonough (4), Moody (1), Snow (2), Spencer (2), Wesley (1), WWMS(ELL), MHS (4: 2 x Credit Recovery + 1 x Math, 1 x ELA).
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Academics Goal 2.1	
<b>LEA / School:</b>	Middletown School District (083-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$7,797.00	
<b>Line Item Total:</b>	\$7,797.00	
<b>Object:</b>	200 - Personal Services > Employee Benefits	1.0 Home visitor at Bielefield school - Fica/Medicare
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Climate Goal 3.1	
<b>LEA / School:</b>	Middletown School District (083-000)	

<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$3,213.00	
<b>Line Item Total:</b>	\$3,213.00	
<b>Object:</b>	200 - Personal Services > Employee Benefits	1.0 FTE Home Visitor @ Macdonough School, Fica/Medicare = \$3,213.
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Climate Goal 3.1	
<b>LEA / School:</b>	Middletown School District (083-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$3,213.00	
<b>Line Item Total:</b>	\$3,213.00	
<b>Object:</b>	200 - Personal Services > Employee Benefits	2.0 ISS Monitor Fica/Medicare @ \$1,470/monitor = \$2,940. Schools = Keigwin and Woodrow Wilson MS.
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Climate Goal 3.1	
<b>LEA / School:</b>	Middletown School District (083-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$2,940.00	
<b>Line Item Total:</b>	\$2,940.00	

<b>Total:</b>		
<b>Object:</b>	200 - Personal Services > Employee Benefits	0.7 FRC Parent Specialist at Macdonough School. Fica + Medicare.
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Climate Goal 3.1	
<b>LEA / School:</b>	Middletown School District (083-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$2,061.00	
<b>Line Item Total:</b>	\$2,061.00	
<b>Object:</b>	200 - Personal Services > Employee Benefits	
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Academics Goal 2.1	
<b>LEA / School:</b>	Middletown School District (083-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$1,790.00	
<b>Line Item Total:</b>	\$1,790.00	
<b>Object:</b>	200 - Personal Services > Employee Benefits	2.0 Mental Health professionals. Medicare = \$855/MHP = \$1,710.
<b>Purpose:</b>	01 - Public School Activities	

<b>Focus Area:</b>	Climate Goal 3.1	
<b>LEA / School:</b>	Middletown School District (083-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$1,710.00	
<b>Line Item Total:</b>	\$1,710.00	
<b>Object:</b>	200 - Personal Services > Employee Benefits	1.0 Curr. Supervisor (LA) Medicare = \$1,681.
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Talent - Goal 1.1	
<b>LEA / School:</b>	Middletown School District (083-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$1,681.00	
<b>Line Item Total:</b>	\$1,681.00	
<b>Object:</b>	200 - Personal Services > Employee Benefits	1.0 Curriculum Supervisor (Math) Medicare = \$1,603.
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Talent - Goal 1.1	
<b>LEA / School:</b>	Middletown School District (083-000)	

<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$1,603.00	
<b>Line Item Total:</b>	\$1,603.00	
<b>Object:</b>	200 - Personal Services > Employee Benefits	0.93 FTE Library Media Specialist: Medicare - Snow School.
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Academics Goal 2.1	
<b>LEA / School:</b>	Middletown School District (083-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$1,034.00	
<b>Line Item Total:</b>	\$1,034.00	
<b>Object:</b>	200 - Personal Services > Employee Benefits	0.8 FTE Library Media Specialist: Medicare - Lawrence School.
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Academics Goal 2.1	
<b>LEA / School:</b>	Middletown School District (083-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$785.00	
<b>Line Item Total:</b>	\$785.00	

<b>Total:</b>		
<b>Object:</b>	200 - Personal Services > Employee Benefits	0.5 FTE Parent liaison at Macdonough School. Fica + Medicare.
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Climate Goal 3.1	
<b>LEA / School:</b>	Middletown School District (083-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$698.00	
<b>Line Item Total:</b>	\$698.00	
<b>Object:</b>	200 - Personal Services > Employee Benefits	0.7 FTE Library Media Specialist: Medicare - Moody School.
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Academics Goal 2.1	
<b>LEA / School:</b>	Middletown School District (083-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$687.00	
<b>Line Item Total:</b>	\$687.00	
<b>Object:</b>	200 - Personal Services > Employee Benefits	Medicare for Middle School certified after school staff. $.0145 \times \$29,000 = \$420.50$ .
<b>Purpose:</b>	01 - Public School Activities	

<b>Focus Area:</b>	Operations Goal 4.1	
<b>LEA / School:</b>	Middletown School District (083-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$420.50	
<b>Line Item Total:</b>	\$420.50	
<b>Object:</b>	200 - Personal Services > Employee Benefits	0.5 Mental Health professionals. Medicare = \$406/MHP.
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Climate Goal 3.1	
<b>LEA / School:</b>	Middletown School District (083-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$406.00	
<b>Line Item Total:</b>	\$406.00	
<b>Object:</b>	200 - Personal Services > Employee Benefits	
<b>Purpose:</b>	01 - Public School Activities	Medicare for 135 hrs certified staff @ \$29/hr for Elementary STEM Summer School, July 2018 at Lawrence School = \$3,915 + 550 hrs certified staff @ \$29/hr for Elementary STEM After school =\$15,950.  \$20,010 x .0145 = \$290.14
<b>Focus Area:</b>	Operations Goal 4.1	
<b>LEA / School:</b>	Middletown School District (083-000)	
<b>Quantity:</b>	1.00	

<b>Cost:</b>	\$290.14		
<b>Line Item Total:</b>	\$290.14		
		<b>Total for 200 - Personal Services &gt; Employee Benefits:</b>	\$334,045.59
		<b>Total for all other Objects:</b>	\$2,857,074.41
		<b>Total for all Objects:</b>	\$3,191,120.00
		<b>Allocation:</b>	\$3,191,120.00
		<b>Remaining:</b>	\$0.00

Budget Detail

**Middletown School District (083-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant**

300 - Purchased Professional and Technical Services - \$422,213.00

Budget Detail		Narrative Description
<b>Object:</b>	300 - Purchased Professional and Technical Services	Targeted intervention using System 44 (universal screening for Lexile level, skills gap and readiness), Read 180 and Math 180 (Personalized intervention for students two or more grades below grade level), Cost is split between district and Alliance grant 7/1/18-6/30/19: Alliance portion only = \$165,000 (for use in SY 19 for grades 6-8 + grade 9 system teacher training).
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Academics Goal 2.2	
<b>LEA / School:</b>	Middletown School District (083-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$165,000.00	
<b>Line Item Total:</b>	\$165,000.00	
<b>Object:</b>	300 - Purchased Professional and Technical Services	Consulting services for Middle and High School redesign to prepare all students for College and Career through student-centered, competency based approach, Center for Secondary School Redesign (CSSR), 7/1/18-6/30/19: = \$97,000.
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Academics Goal 2.2	
<b>LEA / School:</b>	Middletown School District (083-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$97,000.00	
<b>Line Item Total:</b>	\$97,000.00	
<b>Object:</b>	300 - Purchased Professional and Technical Services	Footsteps to Brilliance, mobile technology platform to scale early literacy, citywide beginning at age 3. Year 1 implementation 7/1/18-6/30/19.

<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Academics Goal 2.1	
<b>LEA / School:</b>	Middletown School District (083-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$66,000.00	
<b>Line Item Total:</b>	\$66,000.00	
<b>Object:</b>	300 - Purchased Professional and Technical Services	Technical services in support of district innovation models: IB World Pathway School at Lawrence School; Expansion of STEM into a school-wide model at Macdonough School; Initial discussions including external partnerships for STEM Pathway for Middletown Public Schools. Services will fund research, Professional development and transition.
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Academics Goal 2.3	
<b>LEA / School:</b>	Middletown School District (083-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$60,000.00	
<b>Line Item Total:</b>	\$60,000.00	
<b>Object:</b>	300 - Purchased Professional and Technical Services	Math Inventory software for data collection on Grades 5-8.
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Academics Goal 2.1	
<b>LEA / School:</b>	Middletown School District (083-000)	

<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$25,000.00	
<b>Line Item Total:</b>	\$25,000.00	
<b>Object:</b>	300 - Purchased Professional and Technical Services	I-station curriculum units for Summer School, June 2019.
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Operations Goal 4.1	
<b>LEA / School:</b>	Middletown School District (083-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$9,213.00	
<b>Line Item Total:</b>	\$9,213.00	
<b>Total for 300 - Purchased Professional and Technical Services:</b>		\$422,213.00
<b>Total for all other Objects:</b>		\$2,768,907.00
<b>Total for all Objects:</b>		\$3,191,120.00
<b>Allocation:</b>		\$3,191,120.00
<b>Remaining:</b>		\$0.00

Budget Detail

**Middletown School District (083-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant**

500 - Other Purchased Services - \$51,150.00

Budget Detail		Narrative Description
<b>Object:</b>	500 - Other Purchased Services	Transport for Summer School at two locations, June 2019 ONLY.
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Operations Goal 4.1	
<b>LEA / School:</b>	Middletown School District (083-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$27,000.00	
<b>Line Item Total:</b>	\$27,000.00	
<b>Object:</b>	500 - Other Purchased Services	Bus transport for afterschool STEM program at Macdonough school for school year.
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Operations Goal 4.1	
<b>LEA / School:</b>	Middletown School District (083-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$10,000.00	
<b>Line Item Total:</b>	\$10,000.00	

<b>Object:</b>	500 - Other Purchased Services	4 x district representatives (District Partnership Coordinator, Board Member, Equity Coach and parent) attended the Family Engagement in Education: Creating Effective Home and School Partnerships for Student Success conference at Harvard University in July 2018. Cost of \$2,250 funded by this grant represents 90% of registration fee only. \$2,250 x 4 =\$9,000.
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Climate Goal 3.1	
<b>LEA / School:</b>	Middletown School District (083-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$9,000.00	
<b>Line Item Total:</b>	\$9,000.00	
<b>Object:</b>	500 - Other Purchased Services	Minority Recruitment: 1 x scholarship for CT Relay @ \$3,500
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Talent - Goal 1.2	
<b>LEA / School:</b>	Middletown School District (083-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$3,500.00	
<b>Line Item Total:</b>	\$3,500.00	
<b>Object:</b>	500 - Other Purchased Services	Minority Recruitment: 1 x scholarship for CT Relay @ \$1,000
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Talent - Goal 1.2	
<b>LEA / School:</b>	Middletown School District (083-000)	

<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$1,000.00	
<b>Line Item Total:</b>	\$1,000.00	
<b>Object:</b>	500 - Other Purchased Services	Professional development: PAT certification, 3-5 year old, for Parent Liaison at Macdonough FRC = \$650.
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Climate Goal 3.1	
<b>LEA / School:</b>	Middletown School District (083-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$650.00	
<b>Line Item Total:</b>	\$650.00	
<b>Total for 500 - Other Purchased Services:</b>		\$51,150.00
<b>Total for all other Objects:</b>		\$3,139,970.00
<b>Total for all Objects:</b>		\$3,191,120.00
<b>Allocation:</b>		\$3,191,120.00
<b>Remaining:</b>		\$0.00

Budget Detail

**Middletown School District (083-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant**

600 - Supplies - \$27,385.41

Budget Detail		Narrative Description
<b>Object:</b>	600 - Supplies	Educational supplies for K-3 Summer School/Intervention, June 2019, and STEM Summer School, July 2018 (Macdonough STEM students) including paint, paper, pencils, pop sticks, and other STEM materials for hands on experiments.
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Operations Goal 4.1	
<b>LEA / School:</b>	Middletown School District (083-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$11,890.91	
<b>Line Item Total:</b>	\$11,890.91	
<b>Object:</b>	600 - Supplies	Educational supplies for Middle School 21C Afterschool STEM programming. 150 students x \$73.33/student for STEM supplies and art materials for 3D and other artistic representation of STEM projects = \$11,144.50
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Operations Goal 4.1	
<b>LEA / School:</b>	Middletown School District (083-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$11,144.50	
<b>Line Item Total:</b>	\$11,144.50	
<b>Object:</b>	600 - Supplies	Educational supplies for year round family engagement at Macdonough FRC including books, science kits, family activity items.
<b>Purpose:</b>	01 - Public School Activities	

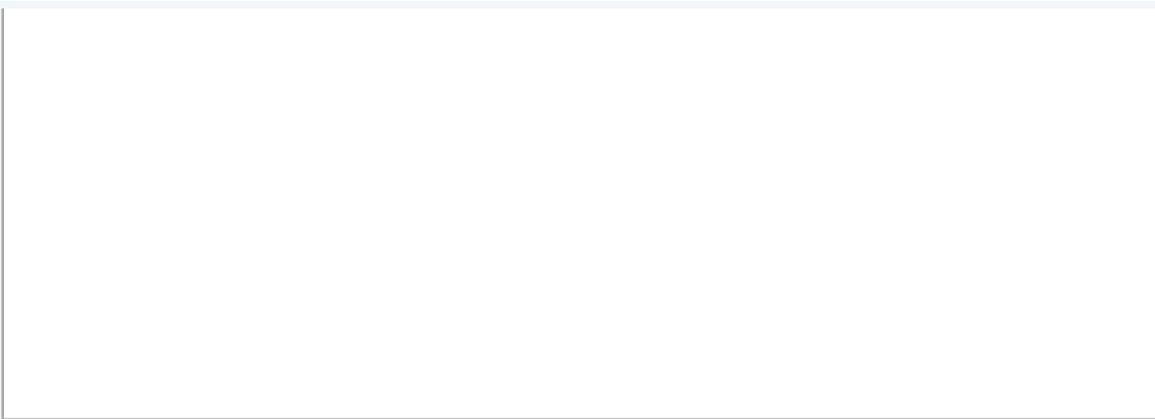
**Focus Area:** Climate Goal 3.1

**LEA / School:** Middletown School District (083-000)

**Quantity:** 1.00

**Cost:** \$4,350.00

**Line Item Total:** \$4,350.00



**Total for 600 - Supplies:** \$27,385.41

**Total for all other Objects:** \$3,163,734.59

**Total for all Objects:** \$3,191,120.00

**Allocation:** \$3,191,120.00

**Remaining:** \$0.00

Alliance District Grant Budget Overview

**Middletown School District (083-000) 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
<b>100 - Personal Services &gt; Salaries</b>		2,356,326.00	2,356,326.00
<b>200 - Personal Services &gt; Employee Benefits</b>		334,045.59	334,045.59
<b>300 - Purchased Professional and Technical Services</b>		422,213.00	422,213.00
<b>500 - Other Purchased Services</b>		51,150.00	51,150.00
<b>600 - Supplies</b>		27,385.41	27,385.41
<b>Total</b>		3,191,120.00	3,191,120.00
		<b>Allocation</b>	3,191,120.00
		<b>Remaining</b>	0.00

**Middletown School District (083-000) 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.**

- |           |  |
|-----------|--|
| <b>A.</b> | The applicant has the necessary legal authority to apply for and receive the proposed grant;   |
| <b>B.</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;  |
| <b>C.</b> | 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;   |
| <b>D.</b> | 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;   |
| <b>E.</b> | Grant funds shall not be used to supplant funds normally budgeted by the agency;   |
| <b>F.</b> | Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded;  |
| <b>G.</b> | 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;  |
| <b>H.</b> | 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;   |
| <b>I.</b> | 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;  |
| <b>J.</b> | 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;  |
| <b>K.</b> | 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; |
| <b>L.</b> | <b>REQUIRED LANGUAGE (NON-DISCRIMINATION)</b>  |
|           | 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:

08/16/2018 