

Allocations

New Haven School District (093-000) 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		\$12,637,138.00		\$4,441,987.00		\$332,033.00		\$380,931.00	\$17,792,089.00
Total		\$12,637,138.00		\$4,441,987.00		\$332,033.00		\$380,931.00	\$17,792,089.00

Talent

New Haven School District (093-000) 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 type="checkbox"/> Instructional coaching |
| <input type="checkbox"/> Hiring and placement processes | <input checked="" type="checkbox"/> District/school leadership development |
| <input checked="" type="checkbox"/> Professional learning | <input checked="" type="checkbox"/> Retention of top talent |
| <input checked="" 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 TEAM Mentoring: The District will continue to provide TEAM mentors for staff that are new and for those currently completing the TEAM modules. Rationale: This is being repeated in order to continue the required support of new teachers.

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.

In alignment with ESSA goal targets, the District DPI for ELA will increase from 56.8% in 2016-17 to 59.6% in 2018-19. The District DPI for Math will increase from 49.9 in 2016-17 to 53.7% in 2018-19. Under the Smarter Balanced Growth Model, the District will improve the Average Percentage of Target Achieved for ELA from 53.0% in 2016-17 to 60.2% in 2018-19 and improve the Average Percentage of Target Achieved for Mathematics from 52.9% in 2016-17 to 60.2% in 2018-19.

Core Priority 1 and 2: 1.2 Develop and maintain a human capital pipeline. (1) The Talent Office will ensure that differentiated professional learning and opportunities are in place to build leadership capacity among teachers and administrators in the district. A Chief Talent Officer will create and implement a comprehensive talent management strategy so that the district can leverage its talent for future growth and development. A Recruitment Specialist will focus on attracting and hiring highly-qualified staff, and a Professional Learning Instructional Coach will coordinate differentiated professional learning opportunities for all staff members. Rationale: This new initiative will enhance the human capital leadership pipeline for the district as well as develop staff capacity. (2) Principal Leadership Coaches (Leadership Advisors) will provide coaching support to principals in Focus and Turnaround schools. Rationale: This new initiative will build capacity of school leaders and support their retention in the district. (3) Opportunities will continue for teachers to be Curriculum Facilitators and Teacher Leaders. Curriculum Facilitators will enhance professional learning in the areas of curriculum, instruction, and the integration of technology in the classroom, focusing on Turnaround and Focus Schools. Teacher leaders will lead professional learning communities and work to develop growth areas to be addressed within PLCs. Rationale: This strategy will continue due to successes in peer to peer coaching and a focus on job-embedded practices utilizing peer to peer supports. (4) An Early Childhood consultant will coordinate cross-sector collaboration of early childhood programs in the district, bridging their work to the K-12 continuum. Rationale: This is new, since the work of the department has been void of this level of support to enhance the work of the early childhood programs and initiatives.

In alignment with ESSA goal targets, the District DPI for ELA will increase from 56.8% in 2016-17 to 59.6% in 2018-19. The District DPI for Math will increase from 49.9 in 2016-17 to 53.7% in 2018-19. Under the Smarter Balanced Growth Model, the District will improve the Average Percentage of Target Achieved for ELA from 53.0% in 2016-17 to 60.2% in 2018-19 and improve the Average Percentage of Target Achieved for Mathematics from 52.9% in 2016-17 to 60.2% in 2018-19.

Core Priority 1 and 2: 1.3 Provide meaningful professional learning opportunities and structures for all educators by developing a continuous culture of learning. (1) Utilize communities of practice, instructional rounds, walkthroughs, school reviews, and print resources as part of the feedback loop to focus on the instructional core, including professional learning provided by an external provider, with a focus on content and pedagogy across content areas districtwide. Rationale: Implementation of research-based professional learning practices can improve student engagement and achievement, as well as teacher and leader-retention. Research shows strong evidence that "professional learning is most valuable when it provides opportunities to do hands-on work that builds the knowledge of academic content and how to teach it to students."

In alignment with ESSA goal targets, the District DPI for ELA will increase from 56.8% in 2016-17 to 59.6% in 2018-19. The District DPI for Math will increase from 49.9 in 2016-17 to 53.7% in 2018-19. Under the Smarter Balanced Growth Model, the District will improve the Average Percentage of Target Achieved for ELA from 53.0% in 2016-17 to 60.2% in 2018-19 and improve the Average Percentage of Target Achieved for Mathematics from 52.9% in 2016-17 to 60.2% in 2018-19.

Academics

New Haven School District (093-000) 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 type="checkbox"/> Instructional technology
<input checked="" type="checkbox"/> College and career access	<input checked="" 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.

Core Priority 1: 2.1 Improve student achievement in literacy: (1) An SRBI Coach to coordinate interventions & analyze data with school/district teams; Disaggregate sub-group data; Track intervention students with Prime Web/SRBI database & ACES Computer Consulting. Rationale: This strategy continues to support intervention/data analysis. Research shows strong evidence for interventions "in grades 1-3 to improve reading outcomes for students who may not respond to typical classroom reading instruction." (2) Literacy coaches will target areas of concern, coach/observe, collaborate on next steps, and cycle back to ensure modified teaching practices. Rationale: Research shows moderate evidence for "effective instructional coaching" including "a guided, content-based focus, & instructional leadership by coaches." (3) HS instructional coaches, EL coach & reading support teachers will provide data-driven instruction/tiered interventions. Rationale: This strategy supports HS ELA/EL instruction; see research base in #2. HS Reading Supports will continue as successful model: In June 2018, 65% of HS students in Read 180 met their growth goal, up from 54% in 2016. (4) Revise 6-8 ELA curriculum with ACES consultant(s) to align with SBA/PSAT. Rationale: 6-8 ELA units were revised 10 years ago. (5) Provide early childhood intervention/services with Montessori program (Administrator, Teachers) & supports for schools (paras, IT staff, tutors). Rationale: Research shows strong evidence for "developmentally appropriate comprehensive preschool curriculum planned to focus children's attention on important concepts, skills, & behaviors." (6) ACES Urban Youth Program will continue academic/social-emotional support/intervention for at-risk primary grade students. Rationale: Research shows strong evidence for "lessons/tools focused on developing abilities to recognize, understand, label, express, & regulate emotions."

In alignment with ESSA goal targets, the District DPI for ELA will increase from 56.8% in 2016-17 to 59.6% in 2018-19. Under the Smarter Balanced Growth Model, the District will improve the Average Percentage of Target Achieved for ELA from 53.0% in 2016-17 to 60.2% in 2018-19.

Core Priority 2: 2.2 Improve student achievement and instruction K-12 in Mathematics and Science : (1) Math coaches will support curriculum and instruction to ensure embedded professional learning around math strategies. Rationale: Research provides moderate evidence of the success of "effective instructional coaching" such as this, which will include "a guided, content-based focus, and instructional leadership by the coaches." (2) Provide instructional coaches for the high schools who will support data-driven instruction and the development of a tiered system of interventions. Rationale: This is a new strategy to support data-driven instruction at the high school level in Math and the identified need to provide supports for the critical transition period for 9th graders. Research provides moderate evidence of the success of "effective instructional coaching" as noted in #2 above.(3) Progress monitor students' problem solving and conceptual understanding through Gizmos supplemental performance assessments in Grades 3 -12 math classes as well as science and business classes. Use information to adjust instruction and inform interventions. Mandatory performance tasks run through Gizmos will generate a preponderance of student work which will be analyzed by teachers through PD to norm scoring and plan RTI. This will be led by math coaches, math supervisor and lead high school math teachers. Rationale: Evidence supports progress monitoring and explicit and systematic intervention instruction to improve student achievement in mathematics. (4) Provide support for the implementation of the new NGSS standards, including science kits for elementary and middle schools and science fair mentors. Collaborate with CSDE Science Consultant for rollout of curriculum and planning for new assessments. Rationale: This new initiative will support the transition to the new NGSS standards.

In alignment with ESSA goal targets, the District DPI for Math will increase from 49.9% in 2016-17 to 53.7% in 2018-19. Under the Smarter Balanced Growth Model, the District will improve the Average Percentage of Target Achieved for Mathematics from 52.9% in 2016-17 to 60.2% in 2018-19.

2.3 Increase the number of graduates who are college and career ready by aligning curriculum and supports: (1) K - 12 Higher Education Alignment: College and Career Ready liaison(s) will work between local colleges and all high schools to align courses and calibrate assessments; increase student access and teacher training related to AP and dual enrollment courses. Rationale: This strategy is repeated because alignment and collaboration with partners is helping to increase student success in reaching college/career readiness and persisting in/completing college. Research shows strong evidence for "providing dual enrollment opportunities for all students." (2) A "Gateway to College" Program will support students in a new alternative learning setting. The national Gateway to College Network partners with a community college (Gateway) and a local school district (NHPS). The purpose of the program is to engage overaged under-credited students in getting their high school diploma while earning college credits toward a credential or college degree. Rationale: Research provides strong evidence for offering "curricula and programs that connect schoolwork with college and career success." (3) Utilize online learning (Edgenuity) to provide access to standards-based coursework in and outside the classroom for credit recovery, elective acquisition, and blended learning in grades 9-12. Rationale: This is repeated as we work to modify courses to match NHPS curriculum, streamline access, and determine best-practices for online learning. (4) The Naviance Curriculum will continue to be used in Grades 6-12 to support students to a college and career path. Rationale: This strategy will continue because the Naviance platform is helping students identify their strengths, explore careers, and create academic plans to fit college/career paths. (5) Provide support for the NEASC accreditation process so that schools are aligned to College and Career rigor and expectations.

In alignment with the ESSA goal targets, the Four-Year Adjusted Graduation Rate will increase from 77.5% in 2015-16 to 80.1% in 2017-18 and 81.3% in 2018-19. The Six-Year Adjusted Graduation Rate will increase from 80.4% for cohort 2014 to 82.5% for cohort 2016.

New Haven School District (093-000) 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 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.

Core Priority 3: 3.1 Improve attendance rates and decrease chronic absenteeism. The office of Youth, Family, and Community Engagement will work collaboratively with schools and families to decrease chronic absenteeism. (1) Youth Development Coordinators, a Dropout Prevention Coordinator, and Dropout Prevention Specialists will utilize early warning prevention and intervention systems to provide coordinated systems of support for chronically absent students and improve parental communication. Integrated Wellness, New Haven Family Alliance and the ALIVE programs will be contracted to provide programs for trauma intervention, mental health support, as well as outreach for high-risk students. Rationale: These strategies will be repeated as they have reduced absenteeism rates across many district schools, with an increased focus on parent partnership in this work. There is moderate evidence for early warning and intervention systems that "use of a systematic approach to reliably identify, assign interventions, and monitor progress [for students at risk of not graduating]." (2) A cross-functional District Attendance Team will be created to regularly review and analyze attendance and develop a system-wide district attendance plan that filters down to the school level. Rationale: This is a new strategy to build the capacity of the district to monitor and address attendance issues. There is strong evidence for the development of "systems that monitor student attendance and engagement."

In alignment with ESSA goal targets, Chronic Absenteeism will decrease from 18.3% in 2016-17 to 16.3% in 2018-19.

Core Priority 3: 3.2 Improve and integrate Social-Emotional and Behavioral Supports (1) Utilize a multi-tiered, data-driven approach including developmental guidance, restorative practices, explicit social skills instruction, bullying prevention and the bringing of PBIS to scale (2) Provide all schools with social emotional supports through Behavior Interventionists and social emotional learning specialists utilizing a Developmental Guidance Curriculum, Second Step Kits, explicit social skills curriculum (Second Step and/Ruler), restorative practices, bullying prevention and restoration, and parent liaisons for communication with families. (3) An Alternative Schools Case Manager will help schools connect students to outside agencies and support overall well-being. (4) Climate Specialist will support the schools and district in building a positive climate (5) Monitor implementation of PBIS, Restorative Practices, School Development Program and integration of NHPS SEL standards and strategies into academic curriculum at ten schools (6) Maintain in-district elementary therapeutic classroom to provide intensive behavioral support utilizing paraprofessionals. (7) ACES contract for the developed middle school alternative program (ASPIRE) servicing students with challenging behaviors will provide high staff:low student ratio and shape and monitor student behaviors with the goal of mainstreaming students back to home schools. Utilizing a school review process, the Director of Student Services will manage and monitor implementation. Rationale: These strategies will be continued as they have helped reduce disciplinary infractions districtwide. There is strong evidence for integrating "lessons and tools focused on developing abilities to recognize, understand, label, express, and regulate emotions" as well as for "creating supportive relationships and skill-building to foster resiliency helps children manage stress."

In alignment with ESSA goal targets, Chronic Absenteeism will decrease from 18.3% in 2016-17 to 16.3% in 2018-19.

Core Priority 3: 3.3 Improve and integrate Health and Wellness of staff, students, and families. (1) The Health Curriculum Coordinator, Aides and Teachers will work with school staff using a multi-tiered, data-driven approach to foster positive learning environments, support high-quality teaching and learning, and improve fitness and health of all students and staff. A Health Curriculum Coordinator will lead implementation of evidence-based Healthy Schools Program districtwide and expand the Healthy Schools Program to serve all 32 K-8 schools and a minimum of 6 high schools, establishing their School Wellness Committees. Rationale: Research shows strong evidence for "providing for Maslow's Hierarchy of Needs supports students' ability to learn" in particular, "improving outcomes for students by providing access to programs within school that address physiological needs of students...and building relationships with students to understand their knowledge level and level on Maslow's Hierarchy" as these programs and teachers/aides will provide. (2) Health and Wellness Aides will implement health/wellness initiatives, provide triage/administrative support to school nurses, Student Health Clinic, and Dental Clinics; help review student health records for medical compliance with School Nurses, collaborate with the City Health Dept. on mandated vision/hearing/postural screenings; and support families with medical compliance for enrollment. Rationale: Research shows moderate evidence for the use of School Based Health Centers (SBHC) to reduce early dismissal and loss of seat time." (3) Health Curriculum Coordinator will support continued implementation of the Michigan Model for Health (MMH) curriculum to 32 K-8 schools and one high school. Two Health and Wellness Teachers will engage K-8 students in MMH curriculum. Rationale: This goal will be repeated as a systematic way to improve and coordinate health and wellness programs for staff, students, and families

In alignment with ESSA goal targets, Chronic Absenteeism will decrease from 18.3% in 2016-17 to 16.3% in 2018-19.

Operations

New Haven School District (093-000) 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
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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 checked="" type="checkbox"/> School operations | <input type="checkbox"/> Extended learning time |
| <input checked="" 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 Create a school network structure to support administrators and teachers within a continuous cycle of improvement. (1) Network support teams, which will consist of cross-department personnel led by the three Assistant Superintendents of Instructional Leadership, will provide targeted supports to schools. This work will require access to comprehensive district data reports disaggregated by school and sub-group. A Manager of Data and Analytics will lead the development and management of data analysis and reporting across all programs within the district. A Data Fellow will mine, analyze, and collate data for the network teams. District Instructional Coaches will provide continuous learning support to principals to lead high functioning teams and data processes in collaboration with the new Assistant Superintendents of Instructional Leadership. (2) Team members will receive training through Data-Wise in using data inquiry to drive continuous improvement of learning and teaching. Rationale: This is a new initiative to ensure a strategic and intentional approach to impacting student achievement and establishing a structure for supporting the data-cycle for continuous improvement for the schools and the district.

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.

In alignment with ESSA goal targets, the District DPI for ELA will increase from 56.8% in 2016-17 to 59.6% in 2018-19. The District DPI for Math will increase from 49.9% in 2016-17 to 53.7% in 2018-19. Under the Smarter Balanced Growth Model, the District will improve the Average Percentage of Target Achieved for ELA from 53.0% in 2016-17 to 60.2% in 2018-19 and improve the Average Percentage of Target Achieved for Mathematics from 52.9% in 2016-17 to 60.2% in 2018-19.

Core Priority 1 & 2: 4.2 Improve Technology Integration through Media & Information Literacy instruction. Library Media Specialists will work collaboratively with classroom teachers to support curriculum through information literacy instruction and supporting student work with online and physical library spaces across the curriculum. Rationale: This strategy will be continued because of the critical role LMS's play in student understanding of and access to resources across all curricular areas for projects, research, and writing, as well as teaching students about media literacy and technological applications.

In alignment with ESSA goal targets, the District DPI for ELA will increase from 56.8% in 2016-17 to 59.6% in 2018-19. The District DPI for Math will increase from 49.9% in 2016-17 to 53.7% in 2018-19. Under the Smarter Balanced Growth Model, the District will improve the Average Percentage of Target Achieved for ELA from 53.0% in 2016-17 to 60.2% in 2018-19 and improve the Average Percentage of Target Achieved for Mathematics from 52.9% in 2016-17 to 60.2% in 2018-19.

Related Documents

New Haven School District (093-000) 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	 New Haven ESSA Milestones

Alliance District Grant Budget

New Haven School District (093-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant

Object	Total
100 - Personal Services > Salaries	\$9,434,913.00
200 - Personal Services > Employee Benefits	\$859,165.00
300 - Purchased Professional and Technical Services	\$2,255,896.00
400 - Purchased Property Services	\$0.00
500 - Other Purchased Services	\$0.00
600 - Supplies	\$87,164.00
700 - Property	\$0.00
800 - Debt Service and Miscellaneous	\$0.00
917 - Indirect Costs	\$0.00
Total	\$12,637,138.00
Allocation	\$12,637,138.00
Remaining	\$0.00

Budget Detail

New Haven School District (093-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant

100 - Personal Services > Salaries - \$9,434,913.00

Budget Detail		Narrative Description
Object:	100 - Personal Services > Salaries	35 FTE Behavioral interventionists will focus on the social emotional needs of students using a developmental guidance curriculum. Some will be at more than one school (separated by slashes) and some schools have more than one. Schools: Wilbur Cross (5), Hillhouse (4), Cooperative (2), Hill Career (2), HSC, NHA, MBA, Sound, ESUMS, Truman, Fair Haven, Betsy Ross, Ross Woodward, Conte West Hills, Mauro Sheridan/Davis, Columbus/East Rock, Hill Central/King Robinson, Celentano/Wexler, Martinez/Barnard, W. Hooker/Clemente, Coop/ESUMS, LW Beecher/Brennan, Nathan Hale/Jepson, Clinton Ave/Edgewood, Troup/Bishop Woods, JC Daniels/Career
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.2	
LEA / School:	New Haven School District (093-000)	
Quantity:	1.00	
Cost:	\$2,537,869.00	
Line Item Total:	\$2,537,869.00	
Object:	100 - Personal Services > Salaries	21 FTE Instructional LMS/Technology Facilitators at 29 schools - those with slashes are single LMSs serving two schools: Cross, Cooperative Arts & Humanities, James Hillhouse, New Haven Academy, Ross Woodward, MBA, W. Hooker, Sound, HSC, Brennan-Rogers, Bishop Woods, Fair Haven, Hill Career, Benjamin Jepson/John C Daniels, Clemente/Wexler, Mauro Sheridan/Clinton Ave., Davis/Betsy Ross, Edgewood/Barnard, Hill Central/Beecher, Columbus/East Rock, Troup/Truman
Purpose:	01 - Public School Activities	
Focus Area:	Operations Goal 4.2	
LEA / School:	New Haven School District (093-000)	
Quantity:	1.00	
Cost:	\$1,699,374.00	
Line Item Total:	\$1,699,374.00	
Object:	100 - Personal Services > Salaries	14 FTE Curriculum Facilitators will enhance professional learning and development in the areas of curriculum, instruction, and the integration of technology in the classroom. Schools: Fair Haven, Brennan-Rogers, New Haven Academy, Hillhouse, Cross,
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.2	

LEA / School:	New Haven School District (093-000)	Truman, and Troup.
Quantity:	1.00	
Cost:	\$974,258.00	
Line Item Total:	\$974,258.00	
Object:	100 - Personal Services > Salaries	9 FTE Literacy/Math Coaches: Coaches for district and High Need schools to support curriculum and instruction in literacy and math. Schools: Edgewood, John C Daniels, W.Hooker, East Rock, Celentano, Strong, Clinton Avenue, King Robinson, Quinnipiac
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1 Academics Goal 2.2	
LEA / School:	New Haven School District (093-000)	
Quantity:	1.00	
Cost:	\$776,516.00	
Line Item Total:	\$776,516.00	
Object:	100 - Personal Services > Salaries	10 FTE Teacher leaders will lead professional learning communities and work to develop growth areas to be addressed within PLCs across schools. Schools: King Robinson, Ross Woodward, Nathan Hale, East Rock, Strong, Central Office, Math Department
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.2	
LEA / School:	New Haven School District (093-000)	
Quantity:	1.00	
Cost:	\$756,279.00	
Line Item Total:	\$756,279.00	
Object:	100 - Personal Services > Salaries	10 FTE Social Emotional Learning Specialists will be providing additional school based
Purpose:	01 - Public School Activities	

Focus Area:	Climate Goal 3.2	support. Schools: Wilbur Cross, Edgewood, Quinnipiac, JC Daniels, Brennan Rogers/Wexler Grant, Barnard, Mauro Sheridan, Troup, Clinton Ave, Hillhouse
LEA / School:	New Haven School District (093-000)	
Quantity:	1.00	
Cost:	\$576,336.00	
Line Item Total:	\$576,336.00	
Object:	100 - Personal Services > Salaries	5 FTE HS Reading Support Teachers: High School Reading Interventionist to support High School Reading. Reading Teachers are in Category 4 and 5 high schools. Schools: Wilbur Cross, HSC, Hill Career
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	New Haven School District (093-000)	
Quantity:	1.00	
Cost:	\$364,306.00	
Line Item Total:	\$364,306.00	
Object:	100 - Personal Services > Salaries	4 FTE HS Instructional Coaches, 1 HS FTE EL Support Coach: Instructional coaches to support data-driven instruction and the development of a tiered system of interventions, with a primary focus on the freshman class. Schools: Hillhouse, Wilbur Cross, Cooperative Arts & Humanities, Hill Career and EL Support between Cross and Career
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1 Academics Goal 2.2	
LEA / School:	New Haven School District (093-000)	
Quantity:	1.00	
Cost:	\$350,000.00	
Line Item Total:	\$350,000.00	

Total:		
Object:	100 - Personal Services > Salaries	7 FTE Health and Wellness Aides will assist with the implementation of school health initiatives in all schools.
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.3	
LEA / School:	New Haven School District (093-000)	
Quantity:	1.00	
Cost:	\$180,131.00	
Line Item Total:	\$180,131.00	
Object:	100 - Personal Services > Salaries	3 FTE District Instructional Coaches will provide continuous learning support to principals to lead high functioning teams and data processes in collaboration with the new Assistants Superintendents of Instructional Leadership (\$60K/person).
Purpose:	01 - Public School Activities	
Focus Area:	Operations Goal 4.1	
LEA / School:	New Haven School District (093-000)	
Quantity:	1.00	
Cost:	\$180,000.00	
Line Item Total:	\$180,000.00	
Object:	100 - Personal Services > Salaries	1 FTE Chief Talent Officer: Chief Talent Officer will collaborate with Recruitment Specialist and Professional Learning Instructional Coach to create and implement a strategic plan to build leadership capacity for content and pedagogy across content areas districtwide.
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.2	
LEA / School:	New Haven School District (093-000)	

Quantity:	1.00	
Cost:	\$165,000.00	
Line Item Total:	\$165,000.00	
Object:	100 - Personal Services > Salaries	1 FTE Professional Learning Instructional Coach: Professional Learning Instructional Coach will collaborate with Chief of Talent and Recruitment specialist to create and implement a strategic plan to build leadership capacity for content and pedagogy across content areas districtwide.
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.2	
LEA / School:	New Haven School District (093-000)	
Quantity:	1.00	
Cost:	\$117,276.00	
Line Item Total:	\$117,276.00	
Object:	100 - Personal Services > Salaries	Stipends for Mentor Teachers: \$500 stipends for Mentor Teachers in the TEAM Program (approximately 200 teachers in Year 1 and Year 2)
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	New Haven School District (093-000)	
Quantity:	1.00	
Cost:	\$100,000.00	
Line Item Total:	\$100,000.00	
Object:	100 - Personal Services > Salaries	1 FTE Manager of Data and Analytics will lead the development and management of data analysis and reporting across all programs within the district.
Purpose:	01 - Public School Activities	

Focus Area:	Operations Goal 4.1	
LEA / School:	New Haven School District (093-000)	
Quantity:	1.00	
Cost:	\$100,000.00	
Line Item Total:	\$100,000.00	
Object:	100 - Personal Services > Salaries	2 FTE Health and Wellness Teachers will work collaboratively with all K-8 schools to deliver the health curriculum - schools are clustered to cover all schools in 3 cycles.
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.3	
LEA / School:	New Haven School District (093-000)	
Quantity:	1.00	
Cost:	\$99,946.00	
Line Item Total:	\$99,946.00	
Object:	100 - Personal Services > Salaries	1 FTE SRBI Coach: will coordinate the SRBI Process for the District.
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	New Haven School District (093-000)	
Quantity:	1.00	

Cost:	\$87,580.00	
Line Item Total:	\$87,580.00	
Object:	100 - Personal Services > Salaries	1 FTE Climate Specialist will support schools and the district in building a positive climate.
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.2	
LEA / School:	New Haven School District (093-000)	
Quantity:	1.00	
Cost:	\$82,199.00	
Line Item Total:	\$82,199.00	
Object:	100 - Personal Services > Salaries	
Purpose:	01 - Public School Activities	
Focus Area:	Operations Goal 4.1	
LEA / School:	New Haven School District (093-000)	
Quantity:	1.00	
Cost:	\$80,000.00	
Line Item Total:	\$80,000.00	
Object:	100 - Personal Services > Salaries	1 FTE Recruitment Specialist: Recruitment Specialist will collaborate with Chief of

Purpose:	01 - Public School Activities	Talent and Professional Learning Instructional Coach to create and implement a strategic plan to build leadership capacity for content and pedagogy across content areas districtwide.
Focus Area:	Talent - Goal 1.2	
LEA / School:	New Haven School District (093-000)	
Quantity:	1.00	
Cost:	\$70,000.00	
Line Item Total:	\$70,000.00	
Object:	100 - Personal Services > Salaries	1 FTE Health Curriculum Coordinator will lead the health curriculum development and implementation.
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.3	
LEA / School:	New Haven School District (093-000)	
Quantity:	1.00	
Cost:	\$48,217.00	
Line Item Total:	\$48,217.00	1 FTE Alternative School Case Manager will assist schools with connecting students to outside agencies and supporting overall well-being.
Object:	100 - Personal Services > Salaries	
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.2	
LEA / School:	New Haven School District (093-000)	
Quantity:	1.00	

Cost:	\$45,000.00	
Line Item Total:	\$45,000.00	
Object:	100 - Personal Services > Salaries	2 FTE Paraprofessionals for Therapeutic Classroom - salary and para pension 2%
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.2	
LEA / School:	New Haven School District (093-000)	
Quantity:	1.00	
Cost:	\$44,626.00	
Line Item Total:	\$44,626.00	

Total for 100 - Personal Services > Salaries: \$9,434,913.00

Total for all other Objects: \$3,202,225.00

Total for all Objects: \$12,637,138.00

Allocation: \$12,637,138.00

Remaining: \$0.00

Budget Detail

New Haven School District (093-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant

200 - Personal Services > Employee Benefits - \$859,165.00

Budget Detail		Narrative Description
Object:	200 - Personal Services > Employee Benefits	Benefits for Social Emotional Learning Specialists
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.2	
LEA / School:	New Haven School District (093-000)	
Quantity:	1.00	
Cost:	\$242,810.00	
Line Item Total:	\$242,810.00	
Object:	200 - Personal Services > Employee Benefits	Benefits for Health and Wellness Aides
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.3	
LEA / School:	New Haven School District (093-000)	
Quantity:	1.00	
Cost:	\$90,658.00	

Line Item Total:	\$90,658.00	
Object:	200 - Personal Services > Employee Benefits	Benefits for District Instructional Coaches
Purpose:	01 - Public School Activities	
Focus Area:	Operations Goal 4.1	
LEA / School:	New Haven School District (093-000)	
Quantity:	1.00	
Cost:	\$90,594.00	
Line Item Total:	\$90,594.00	
Object:	200 - Personal Services > Employee Benefits	Benefits for Chief of Talent
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.2	
LEA / School:	New Haven School District (093-000)	
Quantity:	1.00	
Cost:	\$79,744.00	
Line Item Total:	\$79,744.00	
Object:	200 - Personal Services > Employee Benefits	Benefits for Manager of Data and Analytics

Purpose:	01 - Public School Activities	
Focus Area:	Operations Goal 4.1	
LEA / School:	New Haven School District (093-000)	
Quantity:	1.00	
Cost:	\$48,330.00	
Line Item Total:	\$48,330.00	
Object:	200 - Personal Services > Employee Benefits	Benefits for 2 Health and Wellness Teachers
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.3	
LEA / School:	New Haven School District (093-000)	
Quantity:	1.00	
Cost:	\$42,106.00	
Line Item Total:	\$42,106.00	
Object:	200 - Personal Services > Employee Benefits	Benefits for Climate Specialist
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.2	

LEA / School:	New Haven School District (093-000)	
Quantity:	1.00	
Cost:	\$39,729.00	
Line Item Total:	\$39,729.00	
Object:	200 - Personal Services > Employee Benefits	Benefits for Recruitment Specialist
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.2	
LEA / School:	New Haven School District (093-000)	
Quantity:	1.00	
Cost:	\$38,664.00	
Line Item Total:	\$38,664.00	
Object:	200 - Personal Services > Employee Benefits	Benefits for Data Fellow
Purpose:	01 - Public School Activities	
Focus Area:	Operations Goal 4.1	
LEA / School:	New Haven School District (093-000)	
Quantity:	1.00	

Cost:	\$38,664.00	
Line Item Total:	\$38,664.00	
Object:	200 - Personal Services > Employee Benefits	Benefits for SRBI Coach
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	New Haven School District (093-000)	
Quantity:	1.00	
Cost:	\$36,897.00	
Line Item Total:	\$36,897.00	
Object:	200 - Personal Services > Employee Benefits	Benefits for Behavior Interventionist
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.2	
LEA / School:	New Haven School District (093-000)	
Quantity:	1.00	
Cost:	\$28,333.00	
Line Item Total:	\$28,333.00	

Object:	200 - Personal Services > Employee Benefits	Benefits for Health Curriculum Coordinator
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.3	
LEA / School:	New Haven School District (093-000)	
Quantity:	1.00	
Cost:	\$24,265.00	
Line Item Total:	\$24,265.00	
Object:	200 - Personal Services > Employee Benefits	Benefits for HS Reading Support Teachers
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	New Haven School District (093-000)	
Quantity:	1.00	
Cost:	\$19,720.00	
Line Item Total:	\$19,720.00	
Object:	200 - Personal Services > Employee Benefits	Benefits for Paras for Therapeutic Classroom
Purpose:	01 - Public School Activities	

Focus Area:	Climate Goal 3.2	
LEA / School:	New Haven School District (093-000)	
Quantity:	1.00	
Cost:	\$19,692.00	
Line Item Total:	\$19,692.00	
Object:	200 - Personal Services > Employee Benefits	Benefits for Alternative School Case Manager
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.2	
LEA / School:	New Haven School District (093-000)	
Quantity:	1.00	
Cost:	\$18,959.00	
Line Item Total:	\$18,959.00	
Total for 200 - Personal Services > Employee Benefits:		\$859,165.00
Total for all other Objects:		\$11,777,973.00
Total for all Objects:		\$12,637,138.00
Allocation:		\$12,637,138.00
Remaining:		\$0.00

Budget Detail

New Haven School District (093-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant

300 - Purchased Professional and Technical Services - \$2,255,896.00

Budget Detail		Narrative Description
Object:	300 - Purchased Professional and Technical Services	ASPIRE: Contract for Therapeutic Middle School Program -Alternative programming for students with significant academic and behavioral challenges
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.2	
LEA / School:	New Haven School District (093-000)	
Quantity:	1.00	
Cost:	\$900,000.00	
Line Item Total:	\$900,000.00	
Object:	300 - Purchased Professional and Technical Services	Contract with ACES for an Elementary Alternative Classroom.
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.2	
LEA / School:	New Haven School District (093-000)	
Quantity:	1.00	
Cost:	\$274,820.00	

Line Item Total:	\$274,820.00	
Object:	300 - Purchased Professional and Technical Services	Gateway to College program will support students in a new alternative learning setting.
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.3	
LEA / School:	New Haven School District (093-000)	
Quantity:	1.00	
Cost:	\$237,081.00	
Line Item Total:	\$237,081.00	
Object:	300 - Purchased Professional and Technical Services	Integrated Wellness contract to improve attendance and chronic absenteeism. Contract will cover Mentoring VETTS program, mental health support, Social Emotional Reading Accelerations programs for high risk students.
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	New Haven School District (093-000)	
Quantity:	1.00	
Cost:	\$150,000.00	
Line Item Total:	\$150,000.00	
Object:	300 - Purchased Professional and Technical Services	New Haven Family Alliance: Youth Stat outreach for high risk students in alternative programs.
Purpose:	01 - Public School Activities	

Focus Area:	Climate Goal 3.1	
LEA / School:	New Haven School District (093-000)	
Quantity:	1.00	
Cost:	\$100,000.00	
Line Item Total:	\$100,000.00	
Object:	300 - Purchased Professional and Technical Services	Data Wise: Provide training on using data inquiry to drive continuous improvement of learning and teaching.
Purpose:	01 - Public School Activities	
Focus Area:	Operations Goal 4.1	
LEA / School:	New Haven School District (093-000)	
Quantity:	1.00	
Cost:	\$100,000.00	
Line Item Total:	\$100,000.00	
Object:	300 - Purchased Professional and Technical Services	Consulting to assist in establishing a continuous culture of learning.
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.3	
LEA / School:	New Haven School District (093-000)	

Quantity:	1.00	
Cost:	\$100,000.00	
Line Item Total:	\$100,000.00	
Object:	300 - Purchased Professional and Technical Services	Provide principal coaching support to Troup, Barnard, Hillhouse, Quinnipiac, Brennan-Rogers and Bishop Woods. (5 people x 40 weeks x \$400/day)
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.2	
LEA / School:	New Haven School District (093-000)	
Quantity:	1.00	
Cost:	\$80,000.00	
Line Item Total:	\$80,000.00	
Object:	300 - Purchased Professional and Technical Services	Naviance contract for college and career planning.
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.3	
LEA / School:	New Haven School District (093-000)	
Quantity:	1.00	
Cost:	\$63,995.00	
Line Item Total:	\$63,995.00	

Total:		
Object:	300 - Purchased Professional and Technical Services	Early Childhood Consultant to coordinate cross-sector collaboration of early childhood programs in the district, bridging their work to the K-12 continuum.
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.2	
LEA / School:	New Haven School District (093-000)	
Quantity:	1.00	
Cost:	\$60,000.00	
Line Item Total:	\$60,000.00	
Object:	300 - Purchased Professional and Technical Services	ALIVE programs provide trauma-informed, prevention-based support to students and schools.
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	New Haven School District (093-000)	
Quantity:	1.00	
Cost:	\$50,000.00	
Line Item Total:	\$50,000.00	
Object:	300 - Purchased Professional and Technical Services	School Development Program will monitor the implementation of the Comer process in SDP schools
Purpose:	01 - Public School Activities	

Focus Area:	Climate Goal 3.2	
LEA / School:	New Haven School District (093-000)	
Quantity:	1.00	
Cost:	\$50,000.00	
Line Item Total:	\$50,000.00	
Object:	300 - Purchased Professional and Technical Services	Gateway Community College: College and Career-Ready liaisons
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.3	
LEA / School:	New Haven School District (093-000)	
Quantity:	1.00	
Cost:	\$45,000.00	
Line Item Total:	\$45,000.00	
Object:	300 - Purchased Professional and Technical Services	ACES consultation and PD for revision of 6-8 curriculum review and writing.
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	New Haven School District (093-000)	

Quantity:	1.00	
Cost:	\$20,000.00	
Line Item Total:	\$20,000.00	
Object:	300 - Purchased Professional and Technical Services	Prime Web/SRBI Website: In-House Database Assessment Portal and SRBI Website
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	New Haven School District (093-000)	
Quantity:	1.00	
Cost:	\$15,000.00	
Line Item Total:	\$15,000.00	
Object:	300 - Purchased Professional and Technical Services	Edgenuity: 20 online learning licenses for HS redit recovery and acquisition.
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.3	
LEA / School:	New Haven School District (093-000)	
Quantity:	1.00	
Cost:	\$10,000.00	
Line Item Total:	\$10,000.00	

Total:

Total for 300 - Purchased Professional and Technical Services: \$2,255,896.00

Total for all other Objects: \$10,381,242.00

Total for all Objects: \$12,637,138.00

Allocation: \$12,637,138.00

Remaining: \$0.00

Budget Detail

New Haven School District (093-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant

600 - Supplies - \$87,164.00

Budget Detail		Narrative Description
Object: 600 - Supplies		New Science kits to support implementation of NGSS Standards
Purpose: 01 - Public School Activities		
Focus Area: Academics Goal 2.2		
LEA / School: New Haven School District (093-000)		
Quantity: 1.00		
Cost: \$44,000.00		
Line Item Total: \$44,000.00		
Object: 600 - Supplies		Books to be used in administrator communities of practice in support of the focusing on the instructional core.
Purpose: 01 - Public School Activities		
Focus Area: Talent - Goal 1.3		
LEA / School: New Haven School District (093-000)		
Quantity: 1.00		
Cost: \$30,564.00		
Line Item Total: \$30,564.00		
Object: 600 - Supplies		Second Step Kits to be used with SEL lessons; \$300 per kit x 42 kits

Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.2	
LEA / School:	New Haven School District (093-000)	
Quantity:	1.00	
Cost:	\$12,600.00	
Line Item Total:	\$12,600.00	

Total for 600 - Supplies:	\$87,164.00
Total for all other Objects:	\$12,549,974.00
Total for all Objects:	\$12,637,138.00
Allocation:	\$12,637,138.00
Remaining:	\$0.00

Alliance District Grant Budget Overview

New Haven School District (093-000) 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		9,434,913.00	9,434,913.00
200 - Personal Services > Employee Benefits		859,165.00	859,165.00
300 - Purchased Professional and Technical Services		2,255,896.00	2,255,896.00
600 - Supplies		87,164.00	87,164.00
Total		12,637,138.00	12,637,138.00
		Allocation	12,637,138.00
		Remaining	0.00

Priority School District Grant Budget

New Haven School District (093-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Priority School District Grant

Object	Total
100 - Personal Services > Salaries	\$2,368,228.00
200 - Personal Services > Employee Benefits	\$1,070,650.00
300 - Purchased Professional and Technical Services	\$883,375.00
400 - Purchased Property Services	\$0.00
500 - Other Purchased Services	\$0.00
600 - Supplies	\$0.00
700 - Property	\$0.00
800 - Debt Service and Miscellaneous	\$0.00
917 - Indirect Costs	\$119,734.00

Budget Detail

New Haven School District (093-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Priority School District Grant

100 - Personal Services > Salaries - \$2,368,228.00

Budget Detail		Narrative Description
Object:	100 - Personal Services > Salaries	10 FTE Dropout Prevention Specialists will utilize early warning prevention and intervention systems to provide coordinated systems of support for chronically absent students and improve parental communication.
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	New Haven School District (093-000)	
Quantity:	1.00	
Cost:	\$462,232.00	
Line Item Total:	\$462,232.00	
Object:	100 - Personal Services > Salaries	6 FTE Teachers: Alternative/Early Childhood Intervention Strategy/Montessori
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1 Academics Goal 2.2	
LEA / School:	New Haven School District (093-000)	
Quantity:	1.00	
Cost:	\$456,198.00	
Line Item Total:	\$456,198.00	

Object:	100 - Personal Services > Salaries	6 FTE Teachers: Early Childhood Full Day Intervention
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1 Academics Goal 2.2	
LEA / School:	New Haven School District (093-000)	
Quantity:	1.00	
Cost:	\$401,500.00	
Line Item Total:	\$401,500.00	
Object:	100 - Personal Services > Salaries	5 FTE Youth Development Coordinators will utilize early warning prevention and intervention systems to provide coordinated systems of support for chronically absent students and improve parental communication. They will work to ensure that all students have appropriate supports to address their needs.
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	New Haven School District (093-000)	
Quantity:	1.00	
Cost:	\$258,544.00	
Line Item Total:	\$258,544.00	
Object:	100 - Personal Services > Salaries	7 FTE Paraprofessionals to participate in K-1 Classroom Early Intervention Teams
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1 Academics Goal 2.2	
LEA /	New Haven School District (093-000)	

School:		
Quantity:	1.00	
Cost:	\$198,590.00	
Line Item Total:	\$198,590.00	
Object:	100 - Personal Services > Salaries	4 FTE Support Staff: Support Staff for PSD Programs
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1 Academics Goal 2.2 Academics Goal 2.3	
LEA / School:	New Haven School District (093-000)	
Quantity:	1.00	
Cost:	\$179,962.00	
Line Item Total:	\$179,962.00	
Object:	100 - Personal Services > Salaries	1 FTE Administrator for Alternative/Early Childhood Intervention Strategy Teachers/Montessori
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1 Academics Goal 2.2	
LEA / School:	New Haven School District (093-000)	
Quantity:	1.00	

Cost:	\$107,100.00	
Line Item Total:	\$107,100.00	
Object:	100 - Personal Services > Salaries	5 PTE Teachers: Part-time Teachers to tutor and mentor
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1 Academics Goal 2.2 Academics Goal 2.3	
LEA / School:	New Haven School District (093-000)	
Quantity:	1.00	
Cost:	\$68,837.00	
Line Item Total:	\$68,837.00	
Object:	100 - Personal Services > Salaries	2 FTE Parent Liaisons to coordinate and expand parent involvement in high need schools - salary and para pension 2%.
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.2	
LEA / School:	New Haven School District (093-000)	
Quantity:	1.00	
Cost:	\$67,596.00	
Line Item Total:	\$67,596.00	

Object:	100 - Personal Services > Salaries	1 FTE Dropout Prevention Coordinator will lead and coordinate Dropout Prevention Specialists
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	New Haven School District (093-000)	
Quantity:	1.00	
Cost:	\$62,690.00	
Line Item Total:	\$62,690.00	
Object:	100 - Personal Services > Salaries	1 FTE IT Staff: Staff Information Analyst for Alternative Programs
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1 Academics Goal 2.2 Academics Goal 2.3	
LEA / School:	New Haven School District (093-000)	
Quantity:	1.00	
Cost:	\$62,276.00	
Line Item Total:	\$62,276.00	
Object:	100 - Personal Services > Salaries	1 FTE support staff for strategic communication function within central office.
Purpose:	01 - Public School Activities	

Focus Area:	Operations Goal 4.1	
LEA / School:	New Haven School District (093-000)	
Quantity:	1.00	
Cost:	\$42,703.00	
Line Item Total:	\$42,703.00	

Total for 100 - Personal Services > Salaries: \$2,368,228.00

Total for all other Objects: \$2,073,759.00

Total for all Objects: \$4,441,987.00

Allocation: \$4,441,987.00

Remaining: \$0.00

Budget Detail

New Haven School District (093-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Priority School District Grant

200 - Personal Services > Employee Benefits - \$1,070,650.00

Budget Detail		Narrative Description
Object:	200 - Personal Services > Employee Benefits	Benefits for PSD Positions
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1 Academics Goal 2.2 Academics Goal 2.3	
LEA / School:	New Haven School District (093-000)	
Quantity:	1.00	
Cost:	\$621,385.00	
Line Item Total:	\$621,385.00	
Object:	200 - Personal Services > Employee Benefits	Benefits for Youth Development and Dropout Workers
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	New Haven School District (093-000)	
Quantity:	1.00	

Cost:	\$393,639.00	
Line Item Total:	\$393,639.00	
Object:	200 - Personal Services > Employee Benefits	Benefits for Parent Liasons
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.2	
LEA / School:	New Haven School District (093-000)	
Quantity:	1.00	
Cost:	\$32,668.00	
Line Item Total:	\$32,668.00	
Object:	200 - Personal Services > Employee Benefits	Benefits for Strategic Communication Support Staff - PSD
Purpose:	01 - Public School Activities	
Focus Area:	Operations Goal 4.1	
LEA / School:	New Haven School District (093-000)	
Quantity:	1.00	
Cost:	\$21,492.00	
Line Item Total:	\$21,492.00	

Object:	200 - Personal Services > Employee Benefits	Benefits for PSD Part-Time Teachers
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2 Academics Goal 2.3	
LEA / School:	New Haven School District (093-000)	
Quantity:	1.00	
Cost:	\$1,466.00	
Line Item Total:	\$1,466.00	

Total for 200 - Personal Services > Employee Benefits:		\$1,070,650.00
Total for all other Objects:		\$3,371,337.00
Total for all Objects:		\$4,441,987.00
Allocation:		\$4,441,987.00
Remaining:		\$0.00

Budget Detail

New Haven School District (093-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Priority School District Grant

300 - Purchased Professional and Technical Services - \$883,375.00

Budget Detail		Narrative Description
Object:	300 - Purchased Professional and Technical Services	Alternative Student Programs: ACES Urban Youth Program provides academic/social-emotional support/intervention for at-risk primary grade students.
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1 Academics Goal 2.2 Academics Goal 2.3	
LEA / School:	New Haven School District (093-000)	
Quantity:	1.00	
Cost:	\$500,000.00	
Line Item Total:	\$500,000.00	
Object:	300 - Purchased Professional and Technical Services	Gateway to College Program will support students in a new alternative learning setting.
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.3	
LEA / School:	New Haven School District (093-000)	
Quantity:	1.00	

Cost:	\$182,755.00	
Line Item Total:	\$182,755.00	
Object:	300 - Purchased Professional and Technical Services	ACES Contract for Computer Consulting on Technology for SRBI
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1 Academics Goal 2.2	
LEA / School:	New Haven School District (093-000)	
Quantity:	1.00	
Cost:	\$65,000.00	
Line Item Total:	\$65,000.00	
Object:	300 - Purchased Professional and Technical Services	Student parents' daycare: Provides day care services for student parents at Wilbur Cross so they can attend classes.
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1 Academics Goal 2.2 Academics Goal 2.3	
LEA / School:	New Haven School District (093-000)	
Quantity:	1.00	
Cost:	\$55,000.00	

Line Item Total:	\$55,000.00	
Object:	300 - Purchased Professional and Technical Services	Gizmos supplemental performance assessments in Grades 3 -12 math classes (increased use) and expansion to use in science and business classes.
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA / School:	New Haven School District (093-000)	
Quantity:	1.00	
Cost:	\$47,500.00	
Line Item Total:	\$47,500.00	
Object:	300 - Purchased Professional and Technical Services	Mentors for Science Fair
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1 Academics Goal 2.2	
LEA / School:	New Haven School District (093-000)	
Quantity:	1.00	
Cost:	\$20,000.00	
Line Item Total:	\$20,000.00	
Object:	300 - Purchased Professional and Technical	NEASC: Contract for NEASC Accreditation Process

	Services	
Purpose:	01 - Public School Activities	
Focus Area:	<input type="text" value="Academics Goal 2.1"/> <input type="text" value="Academics Goal 2.2"/> <input type="text" value="Academics Goal 2.3"/>	
LEA / School:	New Haven School District (093-000)	
Quantity:	<input type="text" value="1.00"/>	
Cost:	<input type="text" value="\$13,120.00"/>	
Line Item Total:	<input type="text" value="\$13,120.00"/>	

Total for 300 - Purchased Professional and Technical Services:

Total for all other Objects:

Total for all Objects:

Allocation:

Remaining:

Budget Detail

New Haven School District (093-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Priority School District Grant

917 - Indirect Costs - \$119,734.00

Budget Detail		Narrative Description	
Object:	917 - Indirect Costs	Indirect costs on salaries and benefits of PSD Staff.	
Purpose:	01 - Public School Activities		
Focus Area:	Academics Goal 2.1 Academics Goal 2.2		
LEA / School:	New Haven School District (093-000)		
Quantity:	1.00		
Cost:	\$119,734.00		
Line Item Total:	\$119,734.00		
		Total for 917 - Indirect Costs:	\$119,734.00
		Total for all other Objects:	\$4,322,253.00
		Total for all Objects:	\$4,441,987.00
		Allocation:	\$4,441,987.00
		Remaining:	\$0.00

New Haven School District (093-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Priority School District Grant

Filter by Location:

Object	Purpose	01 - Public School Activities	Total
100 - Personal Services > Salaries		2,368,228.00	2,368,228.00
200 - Personal Services > Employee Benefits		1,070,650.00	1,070,650.00
300 - Purchased Professional and Technical Services		883,375.00	883,375.00
917 - Indirect Costs		119,734.00	119,734.00
Total		4,441,987.00	4,441,987.00
		Allocation	4,441,987.00
		Remaining	0.00

New Haven School District (093-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Extended School Hours

Program Design

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

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

Extended School Hours programs are designed to enhance and expand educational experiences of New Haven Public Schools students, by providing both academic support and enrichment programs that build upon the regular day curriculum. Programs are designed ensure that academic and enrichment supports are appropriate for the age/grade of the participants. Designed activities are aligned to district goals for curriculum implementation serve to enforce instructional objectives. All academic programs emphasize math and literacy. To ensure consistency, professional development, materials, supplies and instructional implementation are carried over from the regular school day. Alternative activities and strategies are also used to reinforce school-day instruction. Efforts are made to ensure that community partners are consistent in aligning what they offer with the District's literacy expectations.

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

Recreational activities are offered for competitive, social and physical instruction during the extended school hours programs. Opportunities are given for students to engage in and learn the fundamentals of various sports, team building, and physical skills. Literature and vocabulary building skills are offered to reinforce what they learn in sports and activities during the school day. Recreational programs teach physical skills, strategies, score keeping, language and sportsmanship. In addition, recreational camps include but are not limited to: basketball, running, swimming, tennis, golf, boating, lacrosse, volley ball, and health and fitness. Students can also choose to participate in additional organized programs offered via the athletics department. Outreach and nutritional activities are offered to students and families. There are several school gardens, a total of ten, where students have participated in planting, learning, and upkeep. These gardens are supported via partnership with Common Ground School. In addition, salad bars are in every school as a result of Health4Achievement program—a variety of health activities are also carried out in NHPS schools. Some of our schools engage in activities with families: Zumba, and outdoor activities supported through a partnership with Boy Scouts of America.

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

Recruitment for students is based on assessments data, teacher and parent recommendations, and interest in extra curricula activities. If a student attends the New Haven Public Schools, that student is entitled to take advantage of the afterschool opportunities offered by the Extended School Hours program. Students are not discriminated based on grades, academic performance, or special learning needs. Activities are interest-based, but schools are encouraged to prioritize students at-risk academically to engage them in learning opportunities beyond the school day.

It is anticipated that schools will run programs three days per week for two hours per day based on availability of funds from this grant and the State after School grant. School sites will be selected based on their assets needs—schools that are focus and turnaround as priority.

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

Communication with teachers exists through several paths. Staff meetings are an opportunity for afterschool school and school day staff to communicate regarding student participation and progress. It is expected that the student's goal setting and reading plans help to inform a strong and coherent instruction for students to maintain a through line and consistency of the regular curriculum. Professional development provided for the instructional staff ensures that the instruction is aligned with the district's directives for curriculum delivery. Distributed surveys to teachers provide feedback and data regarding participants' class performance. Teachers are mostly from the schools in which they teach. As a result, they are familiar with the information from data teams and grade level meetings that help to inform the instruction for students. Efforts are made to ensure that community partners' work is aligned to the District's Literacy expectations and curricula standards.

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

Collaboration among NHPS directors and area agencies exist in order to ensure program consistency and productivity. ESH department managers belong to several committees and advisory

boards including CT State Afterschool Advisory and CT Afterschool Network. Additionally, we partner with Department of Parks and Recreation, the New Haven Police Department, and other agencies to provide programs that are safe and available. Operations include a full-spectrum efforts regarding food preparation and delivery, safety, building use, transportation, communication, and distribution and recruitment. NHS and its partners collaborate to ensure functionality.

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

The Office of Youth, Family and Community Engagement serves to improve the quality of coordinated supports for youth and families. Staff works with community providers to bring services and programs to the schools, including afterschool programs after completing an RFP so that they can be matched to schools based on needs assessment. Other partnership exists: Restorative Practices, coordination of attendance and family engagement, regular meetings with youth serving organizations, juvenile justice groups, mental health providers, and New Haven Promise.

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

Site-based coordinators recruit active parents as participants in programs and activities for single events and regularly scheduled programs. Some parents are hired as program employees or volunteers. Parents are also invited to family nights, scheduled programs, performances and informational sessions. Other parent involvement includes but is not limited to: health advocates, parent leadership teams and councils, Parent Teachers' Association (PTA), School Planning and Management Team (SPMT), School Governance Councils (SGC), and City-wide Parent Teams. Parents are also involved in Title I and some are trained as parent ambassadors to support parents.

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

Programs that operate in the school are granted full access to areas within the building in which they received permission to operate. Community based programs are allowed to access classrooms, gymnasiums, libraries, auditoriums, science labs, and computer centers. No fee for use of the facilities is charged to ESH providers. The reasonable use of building resources such as copiers, computers, phone lines and general supplies are provided to program coordinators as needed. The District and providers work closely with BOE staff, Deputy Chief of Youth, Family and Community Engagement, and the Coordinator of Transportation, to ensure safe travel to and from buildings, and that appropriate facilities' resources are available to effectively support programming.

Projected School And Student Participation

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

Schools Offering Extended School Building Hours Program	Grade Level(s) Offered	Projected Number of Students by Grade Level	Days/Times of Week Offered	Number of Weeks Offered
District High Schools - YouthStat Summer	9-12	125	Monday through Friday 8:00 to 3:30-Summer Program	5
K-8 Districtwide Schools - Boy Scouts Summer	K-8	60	Monday through Friday 8:00-4:00 - Summer Program	3
Barnard	K-8	50	Monday through Thursday 3:00-5:30	13
Districtwide Program - Project Youth Court	8-12	40	Variable	26
Hill Central	K-8	45	Monday through Friday 3:00-4:00	26
Sound School	9-12	15	Monday through Friday 3:00-4:30	26
Clinton	K-8	45	Monday through Friday 3:00-4:00	26
Brennan Rogers	K-4	30	1 day a week for 2 hours	30

Troup	K-4	30	1 day a week for 2 hours	30
District K-8 Schools - Basketball and Cheer Summer	K-8	225	Monday through Friday 9:00-1:00	5

Program Evaluation

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

Indicators of Success:

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

Pre and Post assessments are given to students in Extended School Building programs. These assessments are analyzed and discussed during the grade level data meetings. These assessments are designed by the District's Literacy and Mathematics departments. Students also take 6 weeks exams that are designed, scored by District. This information is used by the school administration, school management team, and mental health and grade level teams.

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

Assessments are entered into the students' data file source and A Data System required by the State Department of Education. Schoolnet and PowerSchool provides additional information including, but not limited to attendance rates, discipline data, assessments, grades, and demographic information.

PSD - Extended School Hours Budget

New Haven School District (093-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Extended School Hours

Object	Total
100 - Personal Services > Salaries	\$124,049.00
200 - Personal Services > Employee Benefits	\$47,890.00
300 - Purchased Professional and Technical Services	\$158,000.00
400 - Purchased Property Services	\$0.00
500 - Other Purchased Services	\$0.00
600 - Supplies	\$2,094.00
700 - Property	\$0.00
800 - Debt Service and Miscellaneous	\$0.00
917 - Indirect Costs	\$0.00
	Total \$332,033.00
	Allocation \$332,033.00
	Remaining \$0.00

Budget Detail

New Haven School District (093-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Extended School Hours

100 - Personal Services > Salaries - \$124,049.00

Budget Detail		Narrative Description
Object:	100 - Personal Services > Salaries	Two (2) FTE Coordinator Salaries @ \$50,000 each Part-time Program Staff \$24,049
Purpose:	01 - Public School Activities	
LEA / School:	New Haven School District (093-000)	
Quantity:	1.00	
Cost:	\$124,049.00	
Line Item Total:	\$124,049.00	
Total for 100 - Personal Services > Salaries:		\$124,049.00
Total for all other Objects:		\$207,984.00
Total for all Objects:		\$332,033.00
Allocation:		\$332,033.00
Remaining:		\$0.00

Budget Detail

New Haven School District (093-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Extended School Hours

200 - Personal Services > Employee Benefits - \$47,890.00

Budget Detail		Narrative Description
Object:	200 - Personal Services > Employee Benefits	Health Benefits: \$40,000
Purpose:	01 - Public School Activities	
LEA / School:	New Haven School District (093-000)	
Quantity:	1.00	
Cost:	\$39,040.00	
Line Item Total:	\$39,040.00	
Object:	200 - Personal Services > Employee Benefits	FICA/MED
Purpose:	01 - Public School Activities	
LEA / School:	New Haven School District (093-000)	
Quantity:	1.00	
Cost:	\$8,000.00	

Line Item Total:	\$8,000.00	
Object:	200 - Personal Services > Employee Benefits	Workmen's Comp
Purpose:	01 - Public School Activities	
LEA / School:	New Haven School District (093-000)	
Quantity:	1.00	
Cost:	\$850.00	
Line Item Total:	\$850.00	

Total for 200 - Personal Services > Employee Benefits: \$47,890.00

Total for all other Objects: \$284,143.00

Total for all Objects: \$332,033.00

Allocation: \$332,033.00

Remaining: \$0.00

Budget Detail

New Haven School District (093-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Extended School Hours

300 - Purchased Professional and Technical Services - \$158,000.00

Budget Detail		Narrative Description
Object:	300 - Purchased Professional and Technical Services	Contracts with Community Partners (i.e.Boy Scouts, Justice Education Center, Little Scientists, Arte Inc, and Project Youth Court)
Purpose:	01 - Public School Activities	
LEA / School:	New Haven School District (093-000)	
Quantity:	1.00	
Cost:	\$150,000.00	
Line Item Total:	\$150,000.00	
Object:	300 - Purchased Professional and Technical Services	Parent Engagement
Purpose:	01 - Public School Activities	
LEA / School:	New Haven School District (093-000)	
Quantity:	1.00	
Cost:	\$5,000.00	

Line Item Total:	\$5,000.00	
Object:	300 - Purchased Professional and Technical Services	Educational and Enrichment Trips
Purpose:	01 - Public School Activities	
LEA / School:	New Haven School District (093-000)	
Quantity:	1.00	
Cost:	\$3,000.00	
Line Item Total:	\$3,000.00	

Total for 300 - Purchased Professional and Technical Services: \$158,000.00

Total for all other Objects: \$174,033.00

Total for all Objects: \$332,033.00

Allocation: \$332,033.00

Remaining: \$0.00

Budget Detail

New Haven School District (093-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Extended School Hours

600 - Supplies - \$2,094.00

Budget Detail		Narrative Description	
Object:	600 - Supplies	General office and program supplies.	
Purpose:	01 - Public School Activities		
LEA / School:	New Haven School District (093-000)		
Quantity:	1.00		
Cost:	\$2,094.00		
Line Item Total:	\$2,094.00		
		Total for 600 - Supplies:	\$2,094.00
		Total for all other Objects:	\$329,939.00
		Total for all Objects:	\$332,033.00
		Allocation:	\$332,033.00
		Remaining:	\$0.00

New Haven School District (093-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Extended School Hours

Filter by Location:

Object	Purpose	01 - Public School Activities	Total
100 - Personal Services > Salaries		124,049.00	124,049.00
200 - Personal Services > Employee Benefits		47,890.00	47,890.00
300 - Purchased Professional and Technical Services		158,000.00	158,000.00
600 - Supplies		2,094.00	2,094.00
Total		332,033.00	332,033.00
		Allocation	332,033.00
		Remaining	0.00

New Haven School District (093-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Summer School

Program Design

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

The project plan shall include:

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

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

The program is opened to all students, but primarily to those who, via Benchmark Assessment (BAS), and Reading Inventory (RI), are deemed substantially deficient in reading in grades 1-3. In addition, students in grades 4-5 whose RI Lexile levels are not proficient also attend summer school.

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

Teachers who work with students are certified and deemed highly qualified with a teacher evaluation rating of effective or better. Many of them have been teachers who previously worked in the summer school program. Para-professionals who are used are 4 year degreed individuals, while some have associate degrees. Tutors are also utilized to support students with specific skills based on their reading plans.

Teachers are guided by the literacy department that provides materials and workshop sessions prior to the program to ensure that staff is focused on the right skills.

Skills needed for teachers are: knowledge of foundational reading skills—phonics, phonemic awareness, comprehension, and how to explicitly teach vocabulary and fluency delivered via workshop model.

3. Criteria for establishing the curricula for the summer program

The summer program curricula criteria are established utilizing the expertise of the reading department. They provide the training and materials for the teachers and assist in monitoring the program. Data from assessments (DSA pre and post, BAS) for K-2, and Reading Inventory (RI) and DSA for grades 3, are used to identify students as substantially deficient in reading. Students are challenged to increase their volume of reading in the program. Students receive individual and small group instruction in strategies and skills that enable them to become independent readers. Purchased materials also support students in independent reading in school and at home.

Program Evaluation

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

Schools Offering Summer Program	Grade Level(s) Offered	Days/Times of Week Offered	Number of Weeks Offered
Fair Haven	Grades K*-5 Strongly Recommended	Monday-Friday 8:00am-12:00am	4
Hill Central	Grades K*-5 Strongly Recommended	Monday-Friday 8:00am-12:00am	4
Ross/Woodward	Grades K*-5 Strongly Recommended	Monday-Friday 8:00am-12:00am	4
Katherine Brennan	Grades K*-5 Strongly Recommended	Monday-Friday 8:00am-12:00am	4
King Robinson	Grades K*-5 Strongly Recommended	Monday-Friday 8:00am-12:00am	4
Augusta Troup	Grades K*-5 Strongly Recommended	Monday-Friday 8:00am-12:00am	4
Truman	Grades K*-5 Strongly Recommended	Monday-Friday 8:00am-12:00am	4

System for Monitoring Results

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

Progress for students is tracked through the SRBI process and a structure of data teams and progress monitoring.

Measures used are: running record for K and 1, Benchmark Assessment (BAS) for K-3. BAS assessment is administered three times per year: fall, winter, and spring. Information gleaned from assessment is shared with parents and students. Teachers engage students in goal setting and develop individual reading plans (IRI), while progress monitoring is done via conferencing and 6 weeks cycle of inquiry throughout the school year. Students receive additional tiered intervention instruction in Grades 1 and 2 through MORRI program (Modified Reading Recovery Intervention). Spanish Literacy Intervention (Spanish Literacy Intervention) is offered for all EL students in Grades 1 and 2. Students in Grades 3-5 receive additional literacy support through Leveled Literacy (LLI), and in Grade 1 Reading Recovery Program. Academic support is also given via before and after school programs.

PSD - Summer School Budget

New Haven School District (093-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Summer School

Object	Total
100 - Personal Services > Salaries	\$283,000.00
200 - Personal Services > Employee Benefits	\$21,457.00
300 - Purchased Professional and Technical Services	\$0.00
400 - Purchased Property Services	\$0.00
500 - Other Purchased Services	\$6,200.00
600 - Supplies	\$70,274.00
700 - Property	\$0.00
800 - Debt Service and Miscellaneous	\$0.00
917 - Indirect Costs	\$0.00

Budget Detail

New Haven School District (093-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Summer School

100 - Personal Services > Salaries - \$283,000.00

Budget Detail		Narrative Description
Object:	100 - Personal Services > Salaries	39 Teachers
Purpose:	01 - Public School Activities	
LEA / School:	New Haven School District (093-000)	
Quantity:	1.00	
Cost:	\$125,000.00	
Line Item Total:	\$125,000.00	
Object:	100 - Personal Services > Salaries	38 Paraprofessionals
Purpose:	01 - Public School Activities	
LEA / School:	New Haven School District (093-000)	
Quantity:	1.00	
Cost:	\$80,000.00	
Line Item Total:	\$80,000.00	

Object:	100 - Personal Services > Salaries	10 Tutors
Purpose:	01 - Public School Activities	
LEA / School:	New Haven School District (093-000)	
Quantity:	1.00	
Cost:	\$78,000.00	
Line Item Total:	\$78,000.00	

Total for 100 - Personal Services > Salaries: \$283,000.00

Total for all other Objects: \$97,931.00

Total for all Objects: \$380,931.00

Allocation: \$380,931.00

Remaining: \$0.00

Budget Detail

New Haven School District (093-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Summer School

200 - Personal Services > Employee Benefits - \$21,457.00

Budget Detail		Narrative Description
Object:	200 - Personal Services > Employee Benefits	FICA/Medicare
Purpose:	01 - Public School Activities	
LEA / School:	New Haven School District (093-000)	
Quantity:	1.00	
Cost:	\$19,689.00	
Line Item Total:	\$19,689.00	
Object:	200 - Personal Services > Employee Benefits	Workmen's Comp
Purpose:	01 - Public School Activities	
LEA / School:	New Haven School District (093-000)	
Quantity:	1.00	
Cost:	\$1,768.00	

**Line Item
Total:**

\$1,768.00

Total for 200 - Personal Services > Employee Benefits: \$21,457.00

Total for all other Objects: \$359,474.00

Total for all Objects: \$380,931.00

Allocation: \$380,931.00

Remaining: \$0.00

Budget Detail

New Haven School District (093-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Summer School

500 - Other Purchased Services - \$6,200.00

Budget Detail		Narrative Description	
Object:	500 - Other Purchased Services	Trainer's fee for Lit Camp	
Purpose:	01 - Public School Activities		
LEA / School:	New Haven School District (093-000)		
Quantity:	1.00		
Cost:	\$6,200.00		
Line Item Total:	\$6,200.00		
		Total for 500 - Other Purchased Services:	\$6,200.00
		Total for all other Objects:	\$374,731.00
		Total for all Objects:	\$380,931.00
		Allocation:	\$380,931.00
		Remaining:	\$0.00

Budget Detail

New Haven School District (093-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Summer School

600 - Supplies - \$70,274.00

Budget Detail		Narrative Description	
Object:	600 - Supplies	LitCamp's materials: 1-5 week intensive breakthrough summer literacy program that combines innovative, research-based reading and writing lessons with an engaging and interactive summer camp approach.	
Purpose:	01 - Public School Activities		
LEA / School:	New Haven School District (093-000)		
Quantity:	1.00		
Cost:	\$70,274.00		
Line Item Total:	\$70,274.00		
		Total for 600 - Supplies:	\$70,274.00
		Total for all other Objects:	\$310,657.00
		Total for all Objects:	\$380,931.00
		Allocation:	\$380,931.00
		Remaining:	\$0.00

New Haven School District (093-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Summer School

Filter by Location:

Object	Purpose	01 - Public School Activities	Total
100 - Personal Services > Salaries		283,000.00	283,000.00
200 - Personal Services > Employee Benefits		21,457.00	21,457.00
500 - Other Purchased Services		6,200.00	6,200.00
600 - Supplies		70,274.00	70,274.00
Total		380,931.00	380,931.00
		Allocation	380,931.00
		Remaining	0.00

New Haven School District (093-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Assurances

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

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

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

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

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

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

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

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

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

09/10/2018 