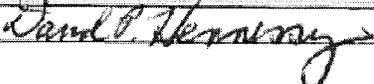


## 2015-16 Consolidated Alliance and Priority School District Application

**Directions:** Using the space provided below, please identify a main point of contact for the 2015-16 Consolidated Alliance and Priority School District (PSD) application, and provide that individual's contact information.

Local Education Agency:	
BRIDGEPORT SCHOOL DISTRICT	
FY 16 Alliance District Allocation:	FY 16 PSD Allocation (If applicable):
\$18071380	\$6098507
Contact Person:	Contact Title:
Nadira Clarke	Director, Grants Development and Management
Telephone:	Email Address:
203-275-1065	nclarke1@bridgeportedu.net
Name of Superintendent:	
Frances M. Rabinowitz	
Signature of Superintendent:	Date:
	4/15/2015
Name of Board Chair:	Local Board Approval of Plan (Yes/No):
David Hennessey	Yes
Signature of Board Chair:	Date:
	04/20/2015

**2015-16 Talent Priorities**

**Step 1:** Please note that all Alliance Districts must have an educator evaluation plan approved by the CSDE's Talent Office in order to become eligible for AD/PSD plan approval. Districts may choose, but are not required, to pursue additional strategies to strengthen district and school talent systems. Place an "X" beside the district's 2015-16 talent-related reform priorities. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas.

Please indicate whether the CSDE's Talent Office has approved the district's 2015-16 educator evaluation plan? (Y/N) Y

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

**Step 2:** Identify a core set of strategies to advance the district's talent-related reform priorities (identified in Step 1). Summarize district talent strategies and identify a S.M.A.R.T. goal aligned to each strategy that is specific, measurable, actionable, realistic, and time-bound. S.M.A.R.T. goals will be central to 2015-16 quarterly progress monitoring. Add or remove rows as necessary.

Talent Priorities:	Aligned SMART Goals:
<p>1.1 <b>Embedded Literacy and Mathematics Coaching:</b> The district will staff each elementary school with one literacy coach, and assign 15 mathematics coaches to selected schools. Coaches will work with the Director of Literacy, Director of Mathematics and school principals to create and implement a 4-week coaching cycle. The deployment of a coach is implemented to support a teacher in need. The Coach will provide modeling and conferencing with a teacher in order to result in the teacher demonstrating new learning; thereby building the professional capacity of identified teacher. Logs of the coaching cycles will be collected and reviewed by the Director of Literacy, Director of Mathematics, School Principal, and Coaches. With 50% of their time, the Coaches will provide instructional coaching, professional development, model lessons, and co-teach lessons. With the remainder 50%, Coaches will provide intervention services for identified students. All Coaches will receive Workshop Model training in the Summer of 2015. In the 2014/2015 SY, the Coaches also provided coaching through SRBI.</p>	<p>By June 2016, 100% of all Coaches will provide job-embedded differentiated professional development for the teachers in their assigned schools as evidenced by sign-in sheets recorded in ProTrax.</p> <p>Based on the educator evaluation and support plan, by June 2016, 100% of all Coaches will receive a rating of Accomplished or above.</p> <p>10% of students in SRBI intervention provided by literacy coaches will increase to the 25th percentile or higher as measured by the Spring Aimsweb Oral Fluency screener using national norms as benchmark data.</p>
<p>1.2 <b>Professional Development:</b> Professional development sessions are designed to support the District's Improvement Plan. The TEVAL / PD Committee will establish a calendar of professional learning opportunities based on the teacher expressed needs related to teacher evaluations, new professional practices and programs, SRBI, new teacher orientation and mandates. The professional development sessions will be cataloged in Pro-Traxx for use by all certified staff. Teachers have the opportunity to select professional development sessions based on the recommendations of a previous Summative Evaluation or Observation. Teachers may also select from the professional development catalog for sessions that are aligned to their chosen performance and practice focus area as outlined in the BPS Teacher Evaluation and Support Plan.</p>	<p>By June 2016, 90% of all certified staff will have participated in a minimum of two professional learning sessions of their choice as evidenced by sign-in sheets or registration form.</p>
<p>1.3 <b>Professional Development and Teacher Evaluation:</b> The district will continue professional development for administrators in a comprehensive learning program to include annual recalibration of observation ratings, classroom visits, small group discussion, review of current research, and district's evaluation and support plan in order to improve teaching and learning through the application of the CCT Rubric in the Teacher Evaluation Framework. The use of BloomBoard as the evaluation system is included in the training plan. Additionally, administrators will participate in a minimum of two additional sessions, from the menu of sessions offered.</p>	<p>By June 2016, 100% of administrators who evaluate certified staff will have attended three sessions of professional development on TEVAL as evidenced by a sign in sheets in Pro-Traxx.</p>
<p>1.4 <b>Recruitment and Human Capital Pipelines:</b> The district will collaborate with local colleges/universities to secure university interns to work in our schools in order to gain additional instructional expertise. In addition, the district will recruit teachers through Teach for America, cross-certification programs and contacts with colleges/universities. In order to establish pipelines for school leaders, the district will participate in an Administrator Aspirant program through the local RESC, while not funded under this grant, there is a task force in place on human capital recruitment, hiring, and retention. Subcommittees are developing protocols in these three areas, particularly in the creation of unique methods of incentivizing our top talent to remain in Bridgeport. Additionally, the state-funded planning grant to Increase Representation of Black and Latino Educators is being utilized to further assist the district in its exploration of recruiting Paraprofessionals to become teachers in order to increase the number of minority certified staff members.</p>	<p>By June 2016, the district will have recruited and placed in schools at least 40 university interns. There will be a minimum of five participants in the Administrator Aspirant Program, who will complete the series of professional learning sessions during SY 2015-16. The Human Resources Task Force, not funded through this grant, will collaborate with Human Resource staff to inform Hiring, Recruitment and Retention processes during SY 2015-16.</p>

**Step 3: Directions:** Identify talent-related expenditures aligned to the strategies outlined above. Provide a line-item budget, separating expenditures by ED 114 cost categories, adding rows as necessary. Provide the following information for each line item: (a) cost, position, or service; (b) alignment to talent strategies outlined in Part I; (c) detailed budget justification and cost basis (e.g., cost structure, unit cost, number of units); and (d) total use of Alliance District funding for the particular cost.

Cost:	Alignment:	Description:	AD Investment:
100: Personnel Services - Salaries			

Literacy and Mathematics Coaches 16 FTE	1.1	The district will continue the instructional support model introduced in FY15. Each elementary school is allocated one Reading Specialist (Literacy Coach). The Literacy Coach will spend 50% of his/her schedule providing SRBI instruction to students; 50% professional development to teachers (coaching, modeling etc.). In addition, the district will allocate one (1) Mathematics Specialist position to selected schools. The positions are funded from Alliance, Title I and Title IIA.	\$ 1,433,087.39
			\$ -
<b>100: Personnel Services - Salaries Subtotal:</b>			<b>\$ 1,433,087.39</b>
<b>200: Personnel Services - Benefits</b>			
Literacy and Mathematics Coaches 16 FTE	1.1	Personnel Benefits: Medicare, Social Security (if applicable), MERF (non-certified employees)	\$ 392,830.58
			\$ -
			\$ -
<b>200: Personnel Services - Benefits Subtotal:</b>			<b>\$ 392,830.58</b>
<b>300: Purchased Professional and Technical Services</b>			
Phocused Learning-Teacher Evaluation	1.3	Intensive professional development for school administrators, focused on the teacher evaluation process. The intent is to improve instructional practice and, in turn, teacher quality and retention. 70% split with Title IIA	\$ 30,000.00
			\$ -
<b>300: Purchased Professional and Technical Services Subtotal:</b>			<b>\$ 30,000.00</b>
<b>400: Purchased Property Services</b>			
			\$ -
			\$ -
			\$ -
<b>400: Purchased Property Services Subtotal:</b>			<b>\$ -</b>
<b>500: Other Purchased Services</b>			
University Interns (contracted services with universities and colleges) Projected Number = 40	1.4	40 x \$15,000 (average) The University Intern program gives graduate students full-time, hands-on experiences in a public school setting and money for their studies, while offering schools additional competent staff and potential future employees. The program is a means to provide supplemental classroom support for interventions and a recruitment channel for highly qualified, new teachers. A new teacher, who has previously served as a university intern in a Bridgeport school, will be well positioned for success, due to the knowledge gained of Bridgeport programs and student needs.	\$ 600,000.00
BloomBoard	1.3	Funds are set aside for the local share of the cost of BloomBoard, if the cost is not fully subsidized by the State. SPLIT - Alliance and Title IIA	\$ 25,000.00
Professional Development: Substitute Teacher Days	1.2	Substitute teacher days are provided for professional development, through the Source4 Teacher Staffing Service, \$121.25/day. The substitutes assigned by the service provide coverage for classes when teachers are released from their regular schedules to attend professional development sessions.	\$ 145,500.00
			\$ -
<b>500: Other Purchased Services Subtotal:</b>			<b>\$ 770,500.00</b>
<b>600: Supplies</b>			
			\$ -
			\$ -
			\$ -
<b>600: Supplies Subtotal:</b>			<b>\$ -</b>
<b>700: Property</b>			

			\$	-
			\$	-
			\$	-
<b>700: Property Subtotal:</b>			\$	-
<b>800: Other Objects</b>				
			\$	-
			\$	-
			\$	-
<b>800: Other Objects Subtotal:</b>			\$	-
<b>Talent Subtotal:</b>			\$	<b>2,626,417.98</b>

**2015-16 Academic Priorities**

**Step 1:** Place an "X" beside the district's 2015-16 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 transition	<input checked="" type="checkbox"/>	Alternative/Transitional programs
<input checked="" type="checkbox"/>	Assessment systems	<input checked="" type="checkbox"/>	Full-day kindergarten
<input checked="" type="checkbox"/>	Supports for special populations	<input checked="" type="checkbox"/>	Pre-kindergarten
<input checked="" type="checkbox"/>	SRBI and academic interventions	<input checked="" type="checkbox"/>	Pre-K - Grade 3 literacy
<input checked="" type="checkbox"/>	College and career access	<input checked="" type="checkbox"/>	Instructional technology
<input checked="" type="checkbox"/>	High school redesign		Other: _____

**Step 2:** Identify a core set of strategies to advance the district's academic-related reform priorities (identified in Step 1). Summarize district academic strategies and identify a S.M.A.R.T. goal aligned to each strategy that is specific, measurable, actionable, realistic, and time-bound. S.M.A.R.T. goals will be central to 2015-16 quarterly progress monitoring. Add or remove rows as necessary.

Academic Priorities:		Aligned SMART Goals:
2.1.	<p><b>Common Core-aligned Curriculum Transition:</b> Continue the aligned integration of Common Core with curriculum, curriculum supports and instructional materials, including visual and performing arts curriculum as developed by the newly appointed Director of Performing and Visual Arts. MyOn online literacy for personalized reading support in grades K – 9 will be initiated.</p>	<p>By June 30th, 2016, all mandated courses, and 50% of the elective courses in the core academic areas; PE / Health, Arts and Music, will have revised curriculums aligned with Common Core standards.</p> <p>Quarterly audits will reflect 100% of schools using MyOn and by June 30th, 2016, establish baseline usage data of the program.</p>
2.2	<p><b>Assessment Systems:</b> Continue administration of AIMSWeb in Grades K-9, as the screening system for diagnosis of student needs and assignment to intervention services.</p>	<p>By June 2016, students participation rates will be 95% or higher based on their universal screening assessments in literacy and mathematics as measured by the number of students participating in the assessment three times (Oct., Jan. May) during the SY15-16.</p>
2.3	<p><b>SRBI and Academic Interventions:</b> Continue standardized implementation of SRBI, intervention services throughout the district. The district has prescribed that in grades K-6, there be one double common planning period per grade per week, a daily 90-minute literacy block, and a daily 60-minute numeracy block. Within the preparation period/enhancement teacher allocation, principals will first address the need for art, music and physical education teachers to provide mandated preparation period coverage. The balance may be utilized, at the principal's discretion, to provide targeted enhancement and/or intervention services, based on the specific assessed needs of the students; e.g., SRBI literacy support, numeracy support.</p>	<p>By October 2015, 95% of staff in place delivering intervention services and / or enhancement as determined through the fall universal screening results.</p>
2.4	<p><b>High School Redesign:</b> Continue expansion of grades in newly formed high schools; FCW Campus (interdistrict magnet high schools) to Grade 12; Bridgeport Military Academy, to grade 11.</p>	<p>By August 2015, the FCW Campus will increase enrollment to form grades 9-12; and BMA will expand to grades 9-11 as evidenced by district enrollment totals (per school and per grade)</p>
2.5	<p><b>College and Career Access:</b> Continue implementation of expanded specialized programs such as International Baccalaureate, Certified Nursing Assistant program, automotive program, virtual courses, the creative youth productions, Xerox school to careers program, BAYM, Junior Responder Program, culinary arts, arts conservatory, TSTT, BEPF-MAACS, College Awareness Day, ECE, dual enrollment (high school/college), VIP, and Neighborhood Studios to engage and motivate student interest.</p>	<p>By June 2016, specialized programs will provide the district with the results of a student assessment survey to provide feedback on the effectiveness of their implemented programs. The provided data will be an evaluation based on the academic status and social emotional contributions the program.</p>
2.6	<p><b>Alternative/Transitional Programs:</b> Continue implementation of the Twilight program for at-risk student to obtain or recover course credits. Monitor the process for alternatively placed students, including the Twilight Program, with quarterly reviews for entering and exiting. Initiate a new alternative school that addresses careers and vocational opportunities for at-risk youth. Currently, 52% of the students attending credit recovery courses receive credit for the courses they pursue.</p>	<p>By June 2016, at least 60% of students participating in credit recovery activities will receive credit.</p>
2.7	<p><b>Supports for Special Populations:</b> A special education audit conducted by CREC recommended a zoned model for supervision for special education services. The audit also noted a 36% successful compliance rate of IEP's based on a random sampling. The district will implement the zone model for the administration of special education services, with each zone assigned to a Special Education Supervisor. Special Education Resource teachers are assigned, on the basis of an allocation formula that allows space for assignment of general education students after meeting mandated caseloads. Principals have the flexibility to recommend general education students to receive intervention services from the Resource teacher in small groups, whenever there are open seats, up to the maximum caseload of 10 per class period. The prevention component is funded via the Alliance program.</p> <p>In the area of Bilingual/ESL education, the district support will encompass per diem supervisors assigned to schools on a part-time basis to deliver embedded professional development for teachers and provide guidance to building administrators.</p>	<p>Conduct SPED Supervisors led quarterly audits, which will reflect a minimum of 90% compliance on IEPS.</p> <p>By June 2016, resource teachers, through consultation or professional development, will increase the amount of time with students, providing specialized instruction within the inclusion model by 50%.</p> <p>A minimum of 8 - 10 professional development sessions will be offered during SY 15-16 to Bilingual and Regular Education teachers to promote the sheltered instruction observation protocol.</p>

2.8	<b>Full-day Kindergarten:</b> Fund .5 FTE of 32 kindergarten teachers and ensure 100% of Bridgeport Kindergarten programs have full day learning opportunities for students.	100% of district's Kindergarten classrooms will be maintained as full day during SY 15-16.
2.9	<b>PreK - Grade 3 Literacy:</b> The district will implement a coordinated program of instructional support for literacy, across all grade levels, with an emphasis on PreK-Grade 3. The Summer Early Reading Success Program will continue for students in K-3 in need of additional support per State guidelines. CES provided targeted professional development for preschool classrooms will continue for the second consecutive year (funded through district PK grants).	As of October 2015 100% of district's K-3 classrooms will maintain access to Common Core aligned texts and resources in Literacy, Mathematics and Science.  By August 2016, a minimum of 95% of students participating in the Summer Early Reading Success Program will have shown progress in reading based on their pre and post reading assessments.  By October 30, 2015 all enhancement / interventionists are in place with student assignments.
2.10	<b>Instructional Technology/Media:</b> In the district magnet schools (Multicultural, High Horizons and Park City) and Batalla (largest elementary school), continue to fund one (1) computer literacy position, as a component of the school's organizational structure. School library media specialists (7 FTE) to provide support and expertise regarding information resources electronically accessed.	By August 2015, 100% of computer literacy positions will be staffed. By October 2015, 100% of library media positions staffed.

**Step 3:** Identify academic-related expenditures aligned to the strategies outlined above. Provide a line-item budget, separating expenditures by ED 114 cost categories, adding rows as necessary. Provide the following information for each line item: (a) cost, position, or service; (b) alignment to talent strategies outlined in Part I; (c) detailed budget justification and cost basis (e.g., cost structure, unit cost, number of units); (d) total use of Alliance District funding for the particular cost; and (e) total use of PSD funding for the particular cost.

Cost:	Alignment:	Description:	AD Investment:	PSD Investment:
<b>100: Personnel Services - Salaries</b>				
Director, Early Childhood .5	2.8, 2.9	The Director, Early Childhood Education plays a major role in implementing grant services related to early childhood education services. The position is split-funded, .5 in Priority, .5 in Title I.		\$ 65,255.72
Early Childhood Secretary, 1.0	2.8, 2.9	A full-time secretary is provided to the Office of Early Childhood Education, in order to provide clerical support for implementation of grant-funded services.		\$ 48,899.12
District Academic Team - District Administrators 2 FTE	2.1, 2.2, 2.3	Executive Director, Elementary Education 100% and Director, Arts Education. The Director, Arts Education is a new position, which will be responsible for leadership of the Turnaround Arts Initiative, encompassing five (5) schools: Roosevelt (continuing); NEW - Barnum, Hall, Hallen, Tisdale	\$ 282,649.00	
District Academic Team - Coordinator, Assessment 1 FTE	2.2	Coordinator, Assessment (Psychologist). The Assessment Coordinator is a continuing position, responsible for overall management of the district-wide assessment program.	\$ 70,048.55	
District Academic Team - District Administrators 30% x 6 FTE = 1.8 FTE	2.1, 2.2, 2.3	The following District Administrators, part of the District Academic Team, are funded 30% in Alliance: Executive Director, Elementary Education #2; Executive Director - Secondary Education; Director, Literacy; Director, Mathematics; Director, Athletics/Physical Education/Health; Director, Bilingual/ESL Education. They provide supervision of instructional services in their respective schools and leadership for continuous improvement, leading to higher levels of academic achievement.	\$ 252,686.70	
District Academic Team: Special Education Supervisors 1.5 FTE + 1 per diem (retiree)	2.7	The Special Education Department utilizes the zone system of program administration, with each zone assigned to a Special Education Supervisor. There are four supervisors. Alliance funds the following: 1 FTE supervisor, .5 FTE supervisor (.5 FTE in the Operating Budget), and 1 retired supervisor, per diem. The Operating Budget funds one additional supervisor.	\$ 303,372.51	
Per Diem Supervisors - Bilingual/ESL Education	2.7	In the Office of Bilingual/ESL Education, two (2) retired supervisors will work on a part-time, per diem basis to assist the Director in providing leadership support on-site in the schools. The leadership support will focus on helping school administrators to understand model strategies for assessing and improving instructional practice, and helping teachers to incorporate best practices for effective instruction into daily teaching. Combines with the Immigrant Grant.	\$ 25,900.00	\$ -
Alternative Education School - Teachers 5 FTE	2.6	In 2015-16, the district will establish an Alternative School at the St. Ambrose leased site, after the relocation of BMA to the new BMA site at the UB campus. The Alternative School will be supervised by an existing supervisor. Initially, five (5) teachers in the core subjects will be employed. Students will be identified for placement at the school, on the basis of criteria related to academic performance and behavior.	\$ 235,200.37	\$ -

Twilight Program (alternative HS education) -- Hourly Teachers	2.6	Twilight is an alternative program for overage, under-credited students who are high risk for dropping out of school. Students may also have a high absence rate and behavioral issues, causing a lack of focus in the comprehensive high school environment. The program operates 3:30 - 7:30 pm, M-F, at Bassick, Central, Harding HS. Teachers work on a hourly basis. The projected number of participating students is: approximately 350 across the three high schools. In addition, 60 students participate in the Central High School Success Academy. Central 23 teachers in total: 8 teachers + Lead Teacher work Monday-Thursday and 5 on Fridays. Harding 16 teachers in total: 7 teachers work Mon-Thursday and 4 on Fridays. Bassick 8 teachers: 5 teachers work Mon-Friday.	\$ 180,000.00	\$ 210,000.00
Twilight Program - Security	2.6	Twilight is an alternative program for overage, under-credited students who are high risk for dropping out of school. Students may also have a high absence rate and behavioral issues, causing a lack of focus in the comprehensive high school environment. The program operates 3:30 - 7:30 pm, M-F, at Bassick, Central, Harding HS. Teachers work on a hourly basis. Extended day security services are provided.	\$ 40,000.00	
Credit Recovery Teachers (hourly)	2.6	Credit Recovery will allow students an opportunity to recover credits for classes they have previously failed. This opportunity will be provided at no cost to students. It will assist in Dropout prevention efforts by giving students a chance to get back to grade level with their classmates. The program operates after school, one (1) hour/day, 3 days/week, at Bassick, Central, Harding HS. The projected number of participating students is: approximately 940 across the three high schools.		\$ 30,750.00
				\$ -
Supervisor, Alternative Education & Security	2.6	A Supervisor, Alternative Education & Security Services administrator position will be funded from Alliance. This position will be responsible for supervision of alternative education services, including the intake/assessment process, programs for expelled students, and the Juvenile Detention Center (JDC). Additionally, the individual is the liaison to the Bridgeport Police Department, Security Division to ensure coordinated delivery of security services to Bridgeport public schools.	\$ 139,969.76	
Kindergarten Teachers, Full Day 17 FTE	2.8	The district funds .5 of existing kindergarten classes, so that 100% of age-appropriate kindergarten children will participate in a full-day kindergarten experience. In this way, the full-day kindergarten experience will be sustained. The district applies Priority grant funds to the kindergarten teacher positions, in order to enable maintenance and enhancement of full day kindergarten classes. The benefits are paid through the Operating Budget.		\$ 1,225,000.00
Computer Education Teachers (4)	2.1	Three (3) Computer Education teachers are part of the position allocation for MCM, HHM, and PCM -- one position per school, as part of the intradistrict magnet program. In addition, one position is part of the prep/enhancement allocation for Batalla School, a FOCUS school.	\$ -	\$ 288,221.54
<b>BMA: Bridgeport Military Academy Positions: JROTC Instructors and Drill Sergeant</b>	2.3	The district will fund three (3) supplemental positions essential to the BMA educational program and to maintaining the desired climate of discipline, order and mutual respect: 2 JROTC Instructors, 1 Drill Sergeant. Alliance funds 1 JROTC Instructor + 1 Drill Sergeant; Priority: 1 JROTC Instructor. In addition, time is allotted for summer employment at 19 days per person (per diem rate).	\$ -	\$ 167,043.00
<b>BMA: Bridgeport Military Academy Extended Day - Hourly Teachers</b>	2.4	In addition, an extended day tutoring program in core subject areas is part of the BMA program.	\$ -	\$ 11,520.00
				\$ -
<b>BMA: Clerical Assistant 1.0 FTE plus PCM: .4 FTE Clerical Assistant</b>	2.3, 2.4	1.4 FTE Clerical Assistant..... At BMA, a 1.0 FTE Clerical Assistant is provided to support the specialized high school services. At PCM, a clerical assistant at .4 FTE is assigned to support outreach work related to provision of intervention services. The balance of this second position, .6 FTE, is assigned to BMA, funded in the FMSAP grant.		\$ 56,958.78
<b>BMA: Security Guard</b>	2.4	A Security Guard is assigned to the Bridgeport Military Academy (BMA), an open choice high school in the Federal Magnet School Assistant Program (FMSAP). In 2015-16, BMA will grow from grades 9-10 to grades 9-11.	\$ 37,967.08	\$ -
Bassick HS: Academy Support -Automotive Shop - 3 Automotive Assistants Hourly	2.4	Bassick HS has an Automotive Skills pathway, centered on the Automotive Shop courses. Three (3) Automotive Assistants provide assistance to the teacher and students, as part of the daily lessons in the auto shop.	\$ 43,680.00	

Teachers: Intervention and Enhancement Elementary Level 48 FTE	2.3	In the School-based Budgeting Model, position allocations are made based on formulas specified in a Staffing Model. At the elementary level, the model includes a preparation period/enhancement teacher allocation, designed to provide schools with the teacher positions to cover preparation periods mandated by contract and discretionary teacher time to enable implementation of new district-prescribed educational requirements. The district has prescribed that, in grades K-6, there be one double common planning period per grade per week, a 90-minute literacy block daily and 60-minute numeracy block daily. Within the preparation period/enhancement teacher allocation, principals first address the need for art, music and physical education teachers to provide mandated preparation period coverage. The balance may be utilized, at the principal's discretion, to provide targeted enhancement and/or intervention services, based on the specific assessed needs of the students; e.g., literacy support, numeracy support, SRBI. Without the ECS/Alliance funds, it would not have been possible to support and sustain the allocation model, as described. In addition, this section of the Alliance budget is applied to help the district sustain reduced class size in those schools, operating under organizational structures with class sizes in grades K-8 below the contractual cap; e.g., Dunbar, MCM, HHM.	\$	3,525,900.00	\$	-
Special Education Resource Teachers: Intervention and Prevention Model 32 FTE	2.7	In the Staffing Model, Special Education Resource Teachers are allocated on the basis of the formula: 1 teacher per 130 student hours (as per IEP). The teacher's schedule may accommodate up to 180 student hours, which means that, in each period, 7-10 students will be serviced. Principals have the flexibility to program general education students to receive intervention services from the Resource teacher in small groups, whenever there are open seats, up to the maximum caseload of 10 per class period. The prevention/intervention component of the teacher's schedule can range up to 28% [50/180].	\$	2,196,000.00		
School Media Specialists 11.5 FTE	2.3, 2.10	The School Media Specialists play an instrumental role in the delivery of the district's education improvement program. At the elementary level, the Specialists are assigned to classroom coverage for a portion of their weekly schedule, which support the common planning time and literacy/numeracy block initiatives. As instructional partner, the library media specialist joins with teachers and others to identify links across student information needs, curricular content, learning outcomes, and a wide variety of print, nonprint, and electronic information resources. As information specialist, the library media specialist provides leadership and expertise in acquiring and evaluating information resources electronically via internet access. The FTE funded by Alliance is calculated based on 35% of the schedule (not mandated for prep period coverage).	\$	937,250.00		
					\$	-
Part-time Academic Interventionists	2.3	Subject to available funding, elementary schools will receive an allocation for per diem teacher interventionist days @ \$180/day (without health benefits), October to May (30 weeks). An interventionist may be assigned to work 3-4 days/week, depending upon the needs of the students in the school. The interventionists will be responsible for delivering targeted instruction to students below proficiency in reading and/or mathematics, in SRBI groups. In addition, hourly services may be provided to selected schools, in order to accommodate school-based conversions of discretionary operating resources and/or needs related to mainstreaming of special education students. Funding will be provided by the Operating Budget (through a program-specific City appropriation), supplemented by Priority and/or Alliance resources.	\$	54,000.00	\$	198,090.00
			\$	-	\$	-
<b>100: Personnel Services - Salaries Subtotal:</b>			\$	<b>8,324,623.97</b>	\$	<b>2,301,738.16</b>
<b>200: Personnel Services - Benefits</b>						
Director, Early Childhood .5	2.8, 2.9	Personnel Benefits: Medicare, Social Security (if applicable), MERF (non-certified employees)	\$	-	\$	9,991.99
Early Childhood Secretary, 1.0	2.8, 2.9	Personnel Benefits: Medicare, Social Security (if applicable), MERF (non-certified employees)			\$	31,789.48
District Academic Team - District Administrators 2 FTE	2.1, 2.2, 2.3	Personnel Benefits: Medicare, Social Security (if applicable), MERF (non-certified employees)	\$	47,808.43		
District Academic Team - Coordinator, Assessment 1 FTE	2.2	Personnel Benefits: Medicare, Social Security (if applicable), MERF (non-certified employees)	\$	24,268.88		
District Academic Team - District Administrators 30% x 6 FTE = 1.8 FTE	2.1, 2.2, 2.3	Personnel Benefits: Medicare, Social Security (if applicable), MERF (non-certified employees)	\$	43,002.97		

District Academic Team: Special Education Supervisors 2.5 FTE + 1 per diem (retiree)	2.7	Personnel Benefits: Medicare, Social Security (if applicable), MERF (non-certified employees)	\$	37,181.41	
Per Diem Supervisors - Bilingual/ESL Education	2.7	Personnel Benefits: Medicare, Social Security (if applicable), MERF (non-certified employees)	\$	375.55	\$ -
Alternative Education School - Teachers 5 FTE	2.6	Personnel Benefits: Medicare, Social Security (if applicable), MERF (non-certified employees)	\$	79,536.45	\$ -
Twilight Program (alternative HS education) -- Hourly Teachers	2.6	Personnel Benefits: Medicare, Social Security (if applicable), MERF (non-certified employees)	\$	13,770.00	\$ 16,065.00
Twilight Program - Security	2.6	Personnel Benefits: Medicare, Social Security (if applicable), MERF (non-certified employees)	\$	7,424.00	\$ -
Credit Recovery Teachers (hourly)	2.6	Personnel Benefits: Medicare, Social Security (if applicable), MERF (non-certified employees)	\$	-	\$ 2,352.38
			\$	-	\$ -
Supervisor, Alternative Education & Security	2.6	Personnel Benefits: Medicare, Social Security (if applicable), MERF (non-certified employees)	\$	23,884.57	
Kindergarten Teachers, Full Day 17 FTE	2.8	<b>THE BENEFITS FOR THE KINDERGARTEN TEACHERS ARE PAID THROUGH THE OPERATING BUDGET.</b>			
Computer Education Teachers (4)	2.1	Personnel Benefits: Medicare, Social Security (if applicable), MERF (non-certified employees)	\$	-	\$ 60,273.04
<b>BMA: Bridgeport Military Academy Positions: JROTC Instructors and Drill Sergeant</b>	2.4	Personnel Benefits: Medicare, Social Security (if applicable), MERF (non-certified employees)	\$	-	\$ 88,261.07
<b>BMA: Bridgeport Military Academy Extended Day - Hourly Teachers</b>	2.4	Personnel Benefits: Medicare, Social Security (if applicable), MERF (non-certified employees)	\$	-	\$ 881.28
			\$	-	\$ -
<b>BMA: Clerical Assistant</b>	2.4	Personnel Benefits: Medicare, Social Security (if applicable), MERF (non-certified employees)	\$	-	\$ 24,832.03
<b>BMA: Security Guard</b>	2.4	Personnel Benefits: Medicare, Social Security (if applicable), MERF (non-certified employees)	\$	25,627.24	\$ -
Bassick HS: Academy Support -Automotive Shop - 3 Automotive Assistants Hourly	2.5	Personnel Benefits: Medicare, Social Security (if applicable), MERF (non-certified employees)	\$	3,341.52	\$ -
Teachers: Intervention and Enhancement Elementary Level	2.3	Personnel Benefits: Medicare, Social Security (if applicable), MERF (non-certified employees)	\$	974,244.73	\$ -
Special Education Resource Teachers: Intervention and Prevention Model	2.7	Personnel Benefits: Medicare, Social Security (if applicable), MERF (non-certified employees)	\$	647,254.79	\$ -
School Media Specialists	2.3, 2.9, 2.10	Personnel Benefits: Medicare, Social Security (if applicable), MERF (non-certified employees)	\$	281,001.65	\$ -
Summer Early Reading Success Program, Grades K-1-2-3	2.9	Personnel Benefits: Medicare, Social Security (if applicable), MERF (non-certified employees)			\$ -
Part-time Academic Interventionists	2.3	Personnel Benefits: Medicare, Social Security (if applicable), MERF (non-certified employees)	\$	4,131.00	\$ 13,139.51
			\$	-	\$ -
<b>200: Personnel Services - Benefits Subtotal:</b>			\$	2,212,853.18	\$ 247,585.78
<b>300: Purchased Professional and Technical Services</b>					
			\$	-	
			\$	-	\$ -
			\$	-	\$ -
<b>300: Purchased Professional and Technical Services Subtotal:</b>			\$	-	\$ -
<b>400: Purchased Property Services</b>					
Classical Studies Academy Annex: Rental of Building	2.9	In Fall 2013, the Early Childhood Annex, Grade K-1-2, opened at St. Peters, a leased site. The Annex was designed and is operating as a Model Early Childhood Center. The annual cost of rental of the St. Peter's site is funded from the Priority Grant.	\$	-	\$ 69,996.00
Classical Studies Academy Annex: Utilities	2.9	Priority funds are also applied to the utilities expenses for operation of the CSA Annex at St. Peters.	\$	-	\$ 53,000.00

Alternative School	2.6	The new Alternative School will be housed in a separate section of Bassick HS.	\$ -	\$ -
Alternative School: Utilities and Custodial Services	2.6		\$ -	\$ -
			\$ -	\$ -
<b>400: Purchased Property Services Subtotal:</b>			\$ -	\$ 122,996.00
<b>500: Other Purchased Services</b>				
Early College Enrollment Program (ECE)	2.5	The Early College Enrollment (ECE) Program enables students in grades 11/12 to attend college level courses at universities/colleges in the Bridgeport geographic area. Tuition, books and transportation are funded. The program will be supplemented by any remaining funds in the Good Schools Bridgeport/ECE account.	\$ -	\$ 70,000.00
Twilight: Transportation - Bus Stickers	2.6	Bus Stickers for students participating in the Twilight Program, to assure safety in traveling in the evening	\$ -	\$ 40,000.00
VIP: Village Initiative Project	2.5	The Village Initiative Project (V.I.P.) College Preparatory & Life Skills Program, Incorporated's main goal is to expose inner-city high school students to college life through college tours. Staff of V.I.P. have over 20 years experience working with youth in Bridgeport area high schools. The majority of V.I.P. counselors are alumni of the program. Most are college graduates or have had some college experience. They have dedicated themselves to sharing their experiences with students from the Bridgeport area high schools where they attended. The program consists of life skills development, tutoring, mentoring, SAT Prep, financial literacy, counseling, and current events.	\$ -	\$ 15,000.00
BPEF/MAACS	2.5	The MAACS (Mentoring for Academic Achievement and College Success) Program of the Bridgeport Public Education Fund provides one-on-one mentoring to students in the Bassick, Central, Harding High Schools, and the Bridgeport Military Academy who are on the college path. College mentors from Fairfield University, Sacred Heart University and the University of Bridgeport, in addition to several college mentors from Southern CT State University, Housatonic Community College and UConn Stamford Campus, work one-on-one with their assigned students once each week. Each school site is staffed by a full time BPEF person employed in the MAACS program.	\$ -	\$ 25,000.00
College Board	2.5	The College Board Read-Step Program measures skills students need to be on track for success as they transition to high school. It provides insight into students' academic progress and also equips educators with tools they can use to make informed decisions in the classroom. Components: SAT-12. NOTE: PSAT-8/9 is funded by the State.	\$ -	\$ 26,962.00
Today's Students, Tomorrow's Students (TSST)	2.5	Today's Students, Tomorrow's Teachers (TSST) is a longstanding, successful program that identifies 40 high school students with diverse backgrounds who are interested in becoming teachers. Teacher-mentors and volunteers from local colleges and businesses will engage students in a variety of activities, including: academic assistance, job readiness training (i.e., resume writing, presentation skills) and classroom internships.	\$ -	\$ 50,000.00
Neighborhood Studios Music	2.5	Neighborhood Studios provides a Music Program at Waltersville School, featuring local artists who visit the school to provide in-class instruction. Students participating in the music program will learn new repertoires for marching band, vocal selections, jazz repertoire, and orchestra, as well as gain appreciation for the creative process and the importance of practice in honing artistic skill.	\$ -	\$ 20,000.00
AIMWEB: Assessment System, Grades K-9	2.2	AIMSWEB assessment system, in order to assess students' skills levels at key points during the school year and guide targeted intervention services. 20% in Alliance, 20% in IDEA, 60% in Title I	\$ 21,759.00	
High School Academies - Instructional Support and Professional Development	2.4, 2.5	The following high school programs are funded: Harding HS --- Culinary Arts, International Baccalaureate (IB), Certified Nursing Assistant (C.N.A.), Xerox School to Careers, YMCA Extended Day (Late Bus); BMA --- books for growth to grade 12 in 2016-17, BMA summer transition and relocation support.	\$ 291,156.00	
Creative Youth Productions (CYP)	2.5	Through Creative Youth Productions (CYP), students will have opportunities to develop artistic and literacy skills, through activities that showcase artistic talents and involve performances with professional artists.	\$ -	\$ 105,000.00

Professional Development and Absence: Substitute Teacher Days	ALL	Substitute teacher days are provided for professional development and coverage of absences of teachers for Priority-funded activities, through the Source4 Teacher Staffing Service, \$121.25/day. The professional development component enables coverage for classes when teachers are released from their regular schedules to attend professional development sessions.	\$ -	\$ 122,220.00
			\$ -	\$ -
			\$ -	\$ -
<b>500: Other Purchased Services Subtotal:</b>			\$ 312,915.00	\$ 474,182.00
<b>600: Supplies</b>				
HMH Curriculum Initiative & Classroom Supplies	2.1	This amount will be applied first to the payment for the Houghton-Mifflin Harcourt curriculum initiative: Literacy, Mathematics, Science in Grades K-12. The district is committed to a five-year payment plan for the initiative, with the fourth payment due in November 2015. In addition, funds will be pre-paid for Payment #5 (due in November 2016), to the extent possible, as a result of savings that may emerge during the school year. In addition, funds will be applied to the replenishment of consumables in the elementary grades, replacement textbooks, furniture for new classes and textbook sets (hard cover plus on-line subscriptions, as appropriate) for new classes.	\$ 1,053,813.60	\$ -
MYON On-line Literacy Service	2.2	MYON On-line Literacy Service: Year 2 of a 3-year agreement for the on-line literacy service. This service is utilized in the summer program. Split-funded: PSD/SASS		\$ 20,000.00
Literacy Professional Development	2.2	Professional development services and resources to support literacy professional development initiatives, particularly in the early grades.		\$ 23,338.00
General Instructional Supplies - SRBI Interventions	2.2	HMH Consumables replenishment; other supplies related to literacy/math intervention; supplies for Summer Early Reading Success Program. Combines with Title I.		\$ 190,883.00
			\$ -	\$ -
<b>600: Supplies Subtotal:</b>			\$ 1,053,813.60	\$ 234,221.00
<b>700: Property</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>700: Property Subtotal:</b>			\$ -	\$ -
<b>800: Other Objects</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>800: Other Objects Subtotal:</b>			\$ -	\$ -
<b>Academics Subtotal:</b>			\$ 11,904,205.75	\$ 3,380,722.94

## 2015-16 Culture and Climate Priorities

**Step 1:** Place an "X" beside the district's 2015-16 climate-related reform priorities. Districts may choose, but are not required, to pursue strategies to strengthen district and school climate. Please note that Alliance Districts with a 2013-14 chronic absenteeism rate exceeding 10 percent must pursue strategies to decrease chronic absenteeism.

<input checked="" type="checkbox"/>	Attendance/Chronic absenteeism	<input checked="" type="checkbox"/>	Graduation/Dropout prevention
<input checked="" type="checkbox"/>	Behavior management	<input checked="" type="checkbox"/>	Family engagement
<input type="checkbox"/>	Wraparound services	<input type="checkbox"/>	Other: _____

**Step 2:** Identify a core set of strategies to advance the district's culture and climate-related reform priorities (identified in Step 1). Summarize district climate strategies and identify a S.M.A.R.T. goal aligned to each strategy that is specific, measurable, actionable, realistic, and time-bound. S.M.A.R.T. goals will be central to 2015-16 quarterly progress monitoring. Add or remove rows as necessary.

Culture and Climate Priorities:		Aligned SMART Goals:
3.1.	<b>Attendance/Chronic Absenteeism:</b> Guidance counselors are provided in elementary schools, in order to address academic, as well as social and emotional issues that impact student attendance and learning. Additionally, the district allocates one Attendance Intervention Officer to each high school. Based on Child Find audits, the district has developed a special attendance registry that provides principals with quick data access in order to assist their staff with meeting Child Find requirements (such as parent contacts, student support, home visits etc.). The special attendance registry can be viewed by teachers, support staff and administrators. Targeted schools develop 30, and 60 day attendance improvement plans, which include bi-weekly monitoring sessions. The district currently has a School Attendance Model Kindergarten Program, funded by the State's, Juvenile Justice Advisory Committee, which works to improve the attendance of our kindergartners. The district also plans to work with the state on professional development sessions designed to address strategies on the improvement of student attendance. Additionally, the district has plans to have an informational session for parents on ways for them improve the attendance of their children.	By June 2016, improve the attendance of chronically absent High School students from 39% to 25%.  By June 2016, improve the attendance of PK-8 from 17.2% to 12%.  High School daily attendance will increase from 79% in SY 2014-15 to 85% SY 2015-16.
3.2	<b>Behavior Management:</b> In-School Suspension Officers are allocated to elementary and high schools, in order to enable supervised instruction for students suspended in-school, and encourage student discipline, following the completion of the student's suspension. Each ISS program will have a focus on academics while incorporating behavioral management, as well as social and emotional support strategies. The district is currently in the process of implementing Recognizing, Understanding, Labeling, Expressing and Regulating emotions (RULER) (privately funded) and Positive Behavior Interventions & Supports (PBIS), which will assist students with the identification of, and communication about their feelings. The district currently has a PBIS district coordinator, with all of its schools in varying stages of the implementation of a school based PBIS program.	By June 2016, the number of unique students in High School that received in-school suspension will reduce from 1,081 to 865.  The number of unique students in Elementary that received in-school suspension will reduce from 926 to 788.
3.3	<b>Family Engagement:</b> Continue services to foster family engagement, under the auspices of the District Parent Center that provides more long term and in-depth support for parents than it would provide in a typical school setting. Offer parents and families adult friendly opportunities such as workshops, events, classes on parenting, literacy, numeracy, technology, life skills and book clubs. The Parent Center staff directly supervises the district's Home School Coordinators that coordinate much of the direct parent outreach such as home visits, telephone conversations, special events such as monthly in school meetings, and the annual parent's convention.	The number of parents participating in programs sponsored by the Parent Center will increase by 40% in the 2015-16 school year.
3.4	<b>Graduation/Dropout Prevention:</b> At the high school level, the students are encouraged to stay in school and graduate, through intensive homeschool outreach initiatives and social work services. The district allocates one Home-School Coordinator to each high school. Additionally, social work services are provided districtwide for the Support for Pregnant and Parenting Teens Program (SPPT).	The graduation for High School parents will increase by from 10 in SY 2014-2016 to 20 in SY 2015-2016.

**Step 3:** Identify climate-related expenditures aligned to the strategies outlined above. Provide a line-item budget, separating expenditures by ED 114 cost categories, adding rows as necessary. Provide the following information for each line item: (a) cost, position, or service; (b) alignment to talent strategies outlined in Part I; (c) detailed budget justification and cost basis (e.g., cost structure, unit cost, number of units); (d) total use of Alliance District funding for the particular cost; and (e) total use of PSD funding for the particular cost.

Cost:	Alignment:	Description:	AD Investment:	PSD Investment:
<b>100: Personnel Services - Salaries</b>				
In-School Suspension Officers 19 FTE	3.2	The In-School Suspension Officer (ISS) is accountable for full-day supervision of students assigned to in-school suspension for various disciplinary offenses. The ISS collects assignments from teachers for students assigned to in-school suspension, distributes work assignments, assists students as necessary, maintains discipline and prepares reports summarizing the student's completed work and behavior for time served in in-school suspension.		\$ 671,127.58
Social Workers 3 FTE	3.4	Social Worker positions provide the following services: (1) school-based services within the district's allocation model, in order to meet the needs associated with the growth of the specialized high schools; i.e., the three interdistrict magnet high schools at the FCW campus and BMA; (2) services at Dunbar School, a turnaround school, as part of the negotiated staffing model; and (3) coordination of the "Support for Parenting and Pregnant Teens (SPPT)" program, under the direction of the Director, Social Work Services.		\$ 189,375.86

Attendance Intervention Officers - High School 3 FTE	3.1	Attendance Intervention Officers are assigned to the high schools, one per school - Bassick, Central, Harding HS. The Officer reviews student attendance patterns, identifies students chronically absent and contacts the home through telephone and/or home visit. The Officer seeks to identify barriers to good school attendance and, in consultation with the parent, schools staff and guidance counselors, resolve the issues, so that the student will return to school and attend regularly.		\$	112,529.40
Parent Center Positions (3)	3.3	Parent Center Coordinator, Parent Center Program Assistant and Clerical.		\$	162,231.29
Parent Center Hourly Staff	3.3	Hourly staff conduct parent workshops after school and evenings.		\$	76,823.00
Home-School Coordinator Positions 4 FTE	3.4	Home-School Coordinator positions will exist at Bassick, Central and Harding HS, one per school; one (1) at the FCW campus to serve the three interdistrict magnet high schools. BMA will receive part-time support from an existing HSC.		\$	145,559.20
Guidance Counselor, Elementary Level 15 FTE	3.1	Guidance counselors are needed at the elementary level in order to provide guidance and counseling services geared toward assisting students to resolve emotional, behavioral and social issues impacting academic performance. The counseling services are integrated with the educational program to provide a unified, comprehensive approach to helping each student to achieve at the highest standards of educational performance. Guidance counselors are not mandated at the elementary level. Bridgeport views the counseling services as essential and the ECS/Alliance funds will enable continuation of these services. The allocation includes expanded services to Black Rock and Classical Studies Academy, schools that have both grown to Grade 8.  This allocation also includes .3 FTE for Dunbar, as part of the local share investment in the Commissioner's Network plan.	\$	944,250.00	\$ -
			\$	-	
			\$	-	\$ -
<b>100: Personnel Services - Salaries Subtotal:</b>			\$	<b>944,250.00</b>	\$ <b>1,357,646.33</b>
<b>200: Personnel Services - Benefits</b>					
In-School Suspension Officers 19 FTE	3.2	Personnel Benefits: Medicare, Social Security (if applicable), MERF (non-certified employees)		\$	354,297.71
Parent Center Positions (3)	3.4	Personnel Benefits: Medicare, Social Security (if applicable), MERF (non-certified employees)		\$	80,961.01
Parent center Hourly Staff	3.1	Personnel Benefits: Medicare, Social Security (if applicable), MERF (non-certified employees)		\$	5,876.96
Home-School Coordinator Positions 5 FTE	3.3	Personnel Benefits: Medicare, Social Security (if applicable), MERF (non-certified employees)	\$	-	\$ 55,663.60
Social Workers 3 FTE	3.3	Personnel Benefits: Medicare, Social Security (if applicable), MERF (non-certified employees)		\$	60,440.90
Attendance Intervention Officers - High School 3 FTE	3.4	Personnel Benefits: Medicare, Social Security (if applicable), MERF (non-certified employees)		\$	76,712.15
Guidance Counselor, Elementary Level 16 FTE	3.1	Personnel Benefits: Medicare, Social Security (if applicable), MERF (non-certified employees)	\$	302,166.37	\$ -
			\$	-	\$ -
<b>200: Personnel Services - Benefits Subtotal:</b>			\$	<b>302,166.37</b>	\$ <b>633,952.32</b>
<b>300: Purchased Professional and Technical Services</b>					
THE UNIVERSITY SCHOOL: Expelled Student Program	3.2	The district will continue the Expelled Students Program at The University School (TUS), servicing up to 40 students at any one time.	\$	180,000.00	\$ -
			\$	-	\$ -
			\$	-	\$ -
<b>300: Purchased Professional and Technical Services Subtotal:</b>			\$	<b>180,000.00</b>	\$ -
<b>400: Purchased Property Services</b>					

Parent Center: Building Rental	3.3	The Bridgeport Board of Education's Parent Center is located at 900 Boston Avenue in Bridgeport, Connecticut. The Parent Center offers Adult Education Classes in English as a Second Language and GED classes. They hold workshops on parenting skills and topics of interest to parents. In addition, they provide a Lending Library and have Parent Read-Aloud Books available. All the workshops, programs and classes are free of charge for parents. The Center is open Monday thru Friday from 8:30 a.m. to 4:00 p.m. Priority grant funds are applied to rental of the Parent Center Building at \$3300/month, 5-year lease.	\$ -	\$ 39,600.00
Parent Center: Utilities	3.3	Priority funds are also applied to the utilities expenses for operation of the Parent Center building.	\$ -	\$ 25,995.00
			\$ -	\$ -
			\$ -	\$ -
<b>400: Purchased Property Services Subtotal:</b>			\$ -	\$ 65,595.00
<b>500: Other Purchased Services</b>				
NNPS Conferences	3.3	The National Network of Partnership Schools (NNPS) conducts annual conferences each year. The NNPS Coordinator and another staff member, involved in coordination of parent involvement, will attend.	\$ -	\$ 4,750.00
				\$ -
			\$ -	\$ -
<b>500: Other Purchased Services Subtotal:</b>			\$ -	\$ 4,750.00
<b>600: Supplies</b>				
Parent Center: Supplies	3.3	Parent Center: Office and instructional supplies for parent engagement activities		\$ 9,697.00
Parent Involvement Allocation - High Schools	3.3	The district gives a parent involvement allocation to the high schools, in parity with the Title I parent involvement allocation to the elementary schools. The allocation is projected at \$7/student. The principal is required to prepare a Budget Plan, agreed to and signed by the Principal, SGC Chairperson and PTISO President. All orders must be prepared on a specified form, indicating the objectives related to strengthening parent involvement, and are processed on-line at the school level, in accordance with the school-based budgeting model.		\$ 40,000.00
Junior Responders Academy	3.4	The Junior Responders Academy (Grade 8 students) provides an extended day program for students who express interest in First Responder careers and possibly attending Bridgeport Military Academy (BMA). Activities include: Water Safety Course, Uniforms, 2-way radios, American Flag/Rank pins, presentations by First Responders, etc.	\$ -	\$ 15,000.00
			\$ -	\$ -
			\$ -	\$ -
<b>600: Supplies Subtotal:</b>			\$ -	\$ 64,697.00
<b>700: Property</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>700: Property Subtotal:</b>			\$ -	\$ -
<b>800: Other Objects</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>800: Other Objects Subtotal:</b>			\$ -	\$ -

Climate Subtotal:	\$	1,426,416.37	\$	2,126,640.65
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## 2015-16 Operations Priorities

**Step 1:** Place an "X" beside the district's 2015-16 operations-related reform priorities. Districts may choose, but are not required, to pursue strategies to strengthen district and school operations.

<input checked="" type="checkbox"/> Budgeting and financial management	<input type="checkbox"/> Student enrollment processes
<input checked="" type="checkbox"/> School operations	<input checked="" type="checkbox"/> Extended learning time
<input checked="" type="checkbox"/> Technology integration	<input checked="" type="checkbox"/> Other: ___ Program Evaluation _____

**Step 2:** Identify a core set of strategies to advance the district's operations-related reform priorities (identified in Step 1). Summarize district climate strategies and identify a S.M.A.R.T. goal aligned to each strategy that is specific, measurable, actionable, realistic, and time-bound. S.M.A.R.T. goals will be central to the 2015-16 quarterly progress monitoring. Add or remove rows as necessary.

Operations Priorities:	Aligned SMART Goals:
<p>4.1. <b>TECHNOLOGY INTEGRATION: Continue implementation of a comprehensive technology modernization plan</b>, supportive of student learning, encompassing the following: (1) expansion and upgrade of the wireless internet infrastructure (wireless access points, switches for enhanced bandwidth) throughout all grade 3-12 classrooms first, followed by PK-1-2 classrooms; (2) upgrading of old, outdated servers, in order to ensure optimal connectivity, functionality and operational effectiveness; (3) completion of the Grade 3-4-5-6 Chromebook project in Grade K-8 schools (at least one cart per grade in grades 3-4-5-6, plus retention of carts in all grade 7/8 classes); and (4) replacement of old, outdated computers in libraries in elementary schools, which provides schools with increased flexibility in leveraging computer resources in implementing SBAC and other assessments. Technology modernization will enable effective and efficient use of platforms and applications, including Safari Montage, the district's instructional management platform.</p> <p>The district will utilize E-rate Category 2 funding (85%; 15% local share) to modernize the wireless internet infrastructure; the Connecticut Technology Grant (when funded) and other grants, to enable the purchase of computer equipment essential to the initiative.</p>	<p>Reduce connectivity interruptions during SBAC testing sessions, based on HelpDesk tickets, from an average of 6 per school to an average of 2 per school, from spring 2015 to spring 2016.</p> <p>Increase scores in reading and mathematics, grades 3-8, as measured by the AimsWeb screening assessment (by cohort within the school year; and cohort to cohort), from 2014-15 to 2015-16.</p>
<p>4.2. <b>SCHOOL OPERATIONS: Continue implementation of a comprehensive fiscal infrastructure</b>, comprised of all fund sources, which enables the coordinated alignment of resources with strategic priorities and optimal utilization of resources. A key component of the fiscal infrastructure is the School-based Budgeting Model, grounded in school-based empowerment and accountability.</p> <p>The Model consists of a position allocation built on uniform, equitable staff allocation formulas (with opportunities for flexibility); a school operating allocation, \$30/student, allowing for discretionary decision-making; and a parent involvement allocation, \$7/student, funded from Title I for elementary schools and Priority for high schools. Schools enter orders directly into MUNIS, which are transmitted to the Business Office for approval. Within the school-based fiscal management structure, schools have the option to convert allocated positions to meet school-specific needs, after fulfillment of mandates; and to deploy operating allocation funds to part-time personnel services (e.g., per diem interventionist, hourly tutor, data team), after accounting for all basic supply needs.</p>	<p>By March 1, 2016, increase to 20% the percentage of schools that exercise discretion in the use of the school operating allocation, through conversions of funds to part-time personnel.</p>
<p>4.3. <b>BUDGETING AND FINANCIAL MANAGEMENT: As part of the process of continuous advancement and innovation, continue the electronic transmission of forms throughout the Finance/HR operational area</b> (introduced in 2014-15). The electronic submission of forms, powered by FormStack.com, automates the various operational processes (e.g., school to district orders (for school-specific grants), recommendations to hire, hourly and per diem time sheets, requests to attend professional development conferences) and strengthens the coordinated process of internal control, across all departments: Finance/Budget, Grants Development and Management, Payroll, Business Operations and Human Resources. All departments view a shared, electronic dashboard, which facilitates tracking of the status of submissions and adherence to performance standards. In addition, electronic submission supports the goal of optimal utilization of resources, by enabling timely receipt, processing and monitoring of accounts,.</p> <p>In 2015-16, the district will build on this foundation by launching, in FormStack, the automated Parent Involvement Budget Plan (funded by Priority for high schools; Title I for elementary schools), with an approval workflow for the school team -- PAC/PTSO President, SGC Chair and Principal. The automated system, to be launched by the Finance/Grants Department in cooperation with the Parent Center, will assist the school teams in the process of collaboration, budget plan design and submission.</p>	<p>Issue three (3) Financial Status Reports to schools and grant program coordinators, for the school operation allocation, parent involvement allocation and grant accounts: November 15th, January 20th and March 20th. [Note: April 22nd is the due date for entry of all encumbrances for non-personnel services.]</p>
<p>4.4. <b>EXTENDED LEARNING TIME: Continue the innovative extended time model at the Classical Studies Magnet Academy (CSMA), which is centered on a redesigned school day and aims to raise achievement, enrich education and empower teachers.</b> Classical Studies Magnet Academy (CSMA), an elementary school, K-8, utilizes an innovative extended time model. Students attend school from 8:40 am until 4:40 pm Monday through Friday. The extended day program is mandatory for students in grades 3-6, but the majority of the students in K-2 remain for the full day. The teachers (4 at a time) have a day off during the week. The four (4) "Wizards" --- Math Problem Solver, Mind Stretcher, Science Wizard, Literacy Illuminator --- deliver instruction to the students on the teachers' day off. The "Wizards" are off on Thursday.</p>	<p>Classical Studies Magnet Academy scholars in Grades 1- 8 will increase reading comprehension by 10% by May 2016 based on the AIMSweb MAZE Comprehension Assessment taken in September 2015.</p>

**Step 3:** Identify operations-related expenditures aligned to the strategies outlined above. Provide a line-item budget, separating expenditures by ED 114 cost categories, adding rows as necessary. Provide the following information for each line item: (a) cost, position, or service; (b) alignment to talent strategies outlined in Part I; (c) detailed budget justification and cost basis (e.g., cost structure, unit cost, number of units); (d) total use of Alliance District funding for the particular cost; and (e) total use of PSD funding for the particular cost.

Cost:	Alignment:	Description:	AD Investment:	PSD Investment:
<b>100: Personnel Services - Salaries</b>				
Comptroller's Off/Grant Payments .25	4.3	This position is split-funded across several grants, in order to support the processing of grant payments in the Office of Accounts Payable, City of Bridgeport. The grants are: Priority, Title I, IDEA, School Readiness.		\$ 12,439.63
Grants Support Partners, 3 x .25 = .75 FTE	4.3	Within the Office of Grants Development and Management, the Grants Support Partner plays an integral role in the areas of compliance with fund source regulations, conformance between grant narratives and payroll, grant fund reimbursement and reporting, review/processing of grant-funded expenditures, matching of invoices, identification of funding opportunities and direct support to schools for on-line processing and grant implementation at the school level. The positions are split-funded, .25 in Priority, .75 in Title I.		\$ 41,967.85
Payroll Support Partner .25	4.3	Within the Payroll Office, the Payroll Support Partner plays an integral role in performing various payroll functions for staff funded by grants, including assuring accuracy in account code charges, adherence to payroll regulations and compliance with internal control processes. The position is split-funded, .25 in Priority, .75 in Title I.		\$ 16,230.46
Chief Accountant, Grants Office, .25	4.3	Within the Office of Grants Development and Management, the Chief Accountant is responsible for oversight and implementation of all accounting functions related to grants management; e.g., development and entry of budgets, modification of budgets, filing of claims, review of charges to grant-funded programs, completion of reporting requirements, forecasting and monitoring of fund utilization etc. All functions are essential to assure proper organization, fiscal integrity and compliance with grant regulations. The position is split-funded, .25 in Priority, .75 in Title I.		\$ 22,525.00
Director, Grants Development & Management, .25	4.3	The Director, Grants Development and Management is split-funded, .25 in Priority, .75 in Title I. The Director provides leadership to ensure effective development and management of federal, state and private grant-funded programs within the school district; coordinates processes and systems related to research of funding opportunities, writing of grant proposals, and internal practices to ensure compliance with legal, program, budget and financial mandates. The position is split-funded, .25 in Priority, .75 in Title I.		\$ 26,500.00
Computer Technicians 3 FTE	4.1	Since 2012-13, the district has been engaged in a Classroom Technology Modernization Project, which is explained in Priority 4.1. The district is also progressively moving toward on-line access of curricular materials. Beginning in Fall 2013, the district ceased purchase of print editions of textbooks at the high school level, since on-line subscriptions for HS textbooks are in place and all high school students have laptop computers for on-line access. In order to support the expansion and maintenance of modern technology in the schools, the district assigns computer technicians to the task. In Alliance, two (2) positions are budgeted; in Priority, one (1) position.	\$ 106,000.00	\$ 53,000.00
Classical Studies Academy (CSA) Teacher Wizards (4)	4.4	Classical Studies Magnet Academy (CSMA), an elementary school, K-8, utilizes an innovative extended time model. Students attend school from 8:40 am until 4:40 pm Monday through Friday. The extended day program is mandatory for students in grades 3-6, but the majority of the students in K-2 stay remain for the full day. The teachers (4 at a time) have a day off during the week. The four (4) "Wizards" --- Math Problem Solver, Mind Stretcher, Science Wizard, Literacy Illuminator --- deliver instruction to the students on the teachers' day off. The "Wizards" are off on Thursday. CSMA grew to grade 7 in 2013-14, to grade 8 in 2014-15. The Early Childhood Annex, currently grades K-1-2, located at the St. Peters leased site, will add PK in 2015-16.		\$ 227,021.60
CSA Extended Day Program [Hourly Teachers]	4.4	The CSMA extended day program is mandatory for students in grades 3-8, but the majority of K-2 students remain for the full day, until 4:40 pm daily. The number of participating students is: Grade K: 36, Grade 1: 40; Grade 2: 49; Grade 3: 49; Grade 4: 54; Grade 5: 50; Grade 6: 43; Grade 7: 22; Grade 8: 22. During the Enrichment session, students are focused on curriculum related tasks two of the five days. On the other three days, students have the opportunity to participate in activities that enhance their knowledge or skills in areas that are not a specific focus in the classroom or serve to enhance their classroom experiences, such as: swimming, art history, baking, cooking, ballet, Zumba, Boys with PRIDE (character development), amongst other opportunities. The activities are hands on in nature, intended to broaden the knowledge base of the students in a larger world context. Parents have the opportunity to complete their mandatory hours during this time by a being a support to the teacher. Split-funded with PriorityESH.		\$ 48,000.00
			\$ -	\$ -

			\$ -	\$ -
<b>100: Personnel Services - Salaries Subtotal:</b>			<b>\$ 106,000.00</b>	<b>\$ 447,684.54</b>
<b>200: Personnel Services - Benefits</b>				
Comptroller's Off/Grant Payments .25	4.2	Personnel Benefits: Medicare, Social Security (if applicable), MERF (non-certified employees)		\$ 3,892.07
Grants Support Partners, .25	4.2	Personnel Benefits: Medicare, Social Security (if applicable), MERF (non-certified employees)		\$ 18,009.01
Payroll Support Partner .25	4.2	Personnel Benefits: Medicare, Social Security (if applicable), MERF (non-certified employees)		\$ 7,239.71
Chief Accountant, Grants Office, .25	4.2	Personnel Benefits: Medicare, Social Security (if applicable), MERF (non-certified employees)		\$ 9,220.48
Director, Grants Development & Management, .25	4.2	Personnel Benefits: Medicare, Social Security (if applicable), MERF (non-certified employees)		\$ 8,509.03
Computer Technicians	4.1	Personnel Benefits: Medicare, Social Security (if applicable), MERF (non-certified employees)	\$ 64,592.70	\$ 27,485.30
Classical Studies Magnet Academy (CSMA) Teacher Wizards (4)	4.4	Personnel Benefits: Medicare, Social Security (if applicable), MERF (non-certified employees)	\$ -	\$ 63,407.17
CSMA Extended Day Program [Hourly Teachers]	4.4	Personnel Benefits: Medicare, Social Security (if applicable), MERF (non-certified employees)	\$ -	\$ 696.00
			\$ -	\$ -
			\$ -	\$ -
<b>200: Personnel Services - Benefits Subtotal:</b>			<b>\$ 64,592.70</b>	<b>\$ 138,458.77</b>
<b>300: Purchased Professional and Technical Services</b>				
Technology Integration: Safari Montage	4.1	Safari Montage is the district's instructional management platform, providing an on-line dashboard to all district systems supporting instruction, curriculum and assessment. The Digital Curriculum Presenter was added in spring 2014, in order to enable the design, conversion and migration of on-line courses customized to meet the needs of Bridgeport students.	\$ 145,000.00	\$ -
Technology Integration: E-rate Wireless Infrastructure and Related Equipment	4.1	The district has set aside funds, in Alliance and the Operating Budget, to fulfill the local share (15%) for the E-rate Category 2 Internet Infrastructure project. The project will complete wireless access across all classroom and upgrade the switches districtwide, to ensure high bandwidth for rapid internet communications. Funding is in the Operating Budget and Alliance, combined. In addition, the district will purchase/install IP phones, where replacement of analog phones is needed, in order to speed and reduce the cost of voice services. This is essential, as a measure to counteract the reduction in the Category 1 E-rate reimbursement percentage for voice services from 90% to 70% in 2015-16.	\$ 337,200.00	
Evaluator: Alliance/Priority Grant	4.3	A professional evaluator is engaged to complete the formal evaluation of the Alliance/Priority services, including program documentation, summative evaluation and completion of reporting forms.		\$ 5,000.00
			\$ -	\$ -
<b>300: Purchased Professional and Technical Services Subtotal:</b>			<b>\$ 482,200.00</b>	<b>\$ 5,000.00</b>
<b>400: Purchased Property Services</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>400: Purchased Property Services Subtotal:</b>			<b>\$ -</b>	<b>\$ -</b>
<b>500: Other Purchased Services</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>500: Other Purchased Services Subtotal:</b>			<b>\$ -</b>	<b>\$ -</b>
<b>600: Supplies</b>				

Discretionary Operating Allocation to Schools [part of the School-based Budgeting Model]	4.2	As part of the 2015-16 School-based Budgeting Model, schools will continue to receive a discretionary operating allocation, \$30/student, which is managed at the school level using on-line processing. The allocation is to be used first to purchase all essential supplies and services (e.g., copier paper, office supplies etc.). With site-based management in place, it is expected the schools will derive discretionary resources to deploy for school-specific needs. The amount in this budget is the portion of the total allocation anticipated to become available for discretionary use. Starting in FY15, the range of school-based decision-making was expanded. Schools were permitted to utilize discretionary resources for part-time personnel services (e.g., per diem, hourly), in order to meet school-specific academic needs (e.g., SRBI tutoring).	\$ 207,900.00	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>600: Supplies Subtotal:</b>			\$ 207,900.00	\$ -
<b>700: Property</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>700: Property Subtotal:</b>			\$ -	\$ -
<b>800: Other Objects</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>800: Other Objects Subtotal:</b>			\$ -	\$ -
<b>Operations Subtotal:</b>			\$ 860,692.70	\$ 591,143.30

**Non-Reform Budget - Optional Section**

Directions: In the event that your district proposes using Alliance District funds for purposes other than new or expanded reforms, summarize such investments below. Provide detailed budget information for proposed non-reform expenditures. Separate expenditures by the ED 114 cost categories.

Cost:	Alignment:	Description:	AD Investment:
<b>100: Personnel Services - Salaries</b>			
			\$ -
			\$ -
			\$ -
		<b>100: Personnel Services - Salaries Subtotal:</b>	\$ -
<b>200: Personnel Services - Benefits</b>			
			\$ -
			\$ -
			\$ -
		<b>200: Personnel Services - Benefits Subtotal:</b>	\$ -
<b>300: Purchased Professional and Technical Services</b>			
Technology Support for Operational Efficiency and Accountability		<ul style="list-style-type: none"> <li>Document Management System for electronic maintenance of records (e.g., special education records etc.): This system, through InStream, was introduced in 2012, in order to convert special education records from paper to electronic media. Records are continually converted, each year. The records management function is vastly simplified and streamlined by the electronic system, thereby allowing administrators more time to focus on instructional services.</li> <li>Kronos Time/Attendance System: The district initiated the electronic Time/Attendance System, for non-certified staff, in 2013-14. The system streamlines the timekeeping and payroll process, for the staff and the Payroll Office, which in turn strengthens accountability processes and improves productivity.</li> </ul>	\$ 178,488.00
Technology Integration: Destiny Asset Manager		The funds will enable continuation of the Destiny Asset Manager system (textbooks, equipment), with external hosting. With external hosting in place, the IT Department maintains enhanced capacity to support the integration of on-line applications in use in the district. Destiny Manager enables the district to track electronically the inventory and distribution of textbooks and equipment. It is an accountability system, that helps to extend the useful life of assets and minimize losses.	\$ 58,331.00
			\$ -
		<b>300: Purchased Professional and Technical Services Subtotal:</b>	\$ 236,819.00
<b>400: Purchased Property Services</b>			
			\$ -
			\$ -
			\$ -
		<b>400: Purchased Property Services Subtotal:</b>	\$ -
<b>500: Other Purchased Services</b>			
UTILITIES and CUSTODIAL SERVICES: New Sites		In 2015-16, the district will open the new Roosevelt school and the Black Rock addition. In addition, the Bridgeport Military Academy (BMA) will grow to grade 11 and move to the UB site. The provision of custodial services (+4 positions minimum) and utilities to the expanded sites will entail additional costs.	\$ 650,000.00
TRANSPORTATION SERVICES: Charter Schools and HS Expansion		In 2015-16, the district will incur additional costs for transportation for Charter School growth, and high school expansion.	\$ 336,828.00
Administrative Support - Xerox XPS Network		The district utilizes a districtwide network of copiers and printers in schools and the District Office, through Xerox, in order to provide administrative support for implementing the instructional program. The Xerox Print Services (XPS) Program ensures cost-effectiveness and efficiency in the provision of copy/print services. Funding for the network is derived primarily from the Operating Budget, supplemented by amounts in grants proportionate to the usage for grant-funded services.	\$ 30,000.00
			\$ -
		<b>500: Other Purchased Services Subtotal:</b>	\$ 1,016,828.00
<b>600: Supplies</b>			
			\$ -
			\$ -
			\$ -
		<b>600: Supplies Subtotal:</b>	\$ -
<b>700: Property</b>			
			\$ -
			\$ -
			\$ -
		<b>700: Property Subtotal:</b>	\$ -
<b>800: Other Objects</b>			
			\$ -
			\$ -
			\$ -
		<b>800: Other Objects Subtotal:</b>	\$ -
		<b>Non-Reform Subtotal:</b>	\$ 1,253,647.00

## FY 16 AD and PSD Budget Summary

Directions: Do not enter budget information in this tab. This tab pulls financial data from the application tabs and auto-calculates total proposed investments. Please ensure that your total budgeted amounts match your district's AD and PSD allocation amounts.

	Talent AD Costs	Academic AD Costs	Academic PSD Costs	Climate AD Costs	Climate PSD Costs	Operations AD Costs	Operations PSD Costs	Non-Reform AD Costs	TOTAL AD	TOTAL PSD
100: Personnel Services - Salaries	\$ 1,433,087.39	\$ 8,324,623.97	\$ 2,301,738.16	\$ 944,250.00	\$ 1,357,646.33	\$ 106,000.00	\$ 447,684.54	\$ -	\$ 10,807,961.36	\$ 4,107,069.02
200: Personnel Services - Benefits	\$ 392,830.58	\$ 2,212,853.18	\$ 247,585.78	\$ 302,166.37	\$ 633,952.32	\$ 64,592.70	\$ 138,458.77	\$ -	\$ 2,972,442.83	\$ 1,019,996.87
300: Purchased Professional and Technical Services	\$ 30,000.00	\$ -	\$ -	\$ 180,000.00	\$ -	\$ 482,200.00	\$ 5,000.00	\$ 236,819.00	\$ 929,019.00	\$ 5,000.00
400: Purchased Property Services	\$ -	\$ -	\$ 122,996.00	\$ -	\$ 65,595.00	\$ -	\$ -	\$ -	\$ -	\$ 188,591.00
500: Other Purchased Services	\$ 770,500.00	\$ 312,915.00	\$ 474,182.00	\$ -	\$ 4,750.00	\$ -	\$ -	\$ 1,016,828.00	\$ 2,100,243.00	\$ 478,932.00
600: Supplies	\$ -	\$ 1,053,813.60	\$ 234,221.00	\$ -	\$ 64,697.00	\$ 207,900.00	\$ -	\$ -	\$ 1,261,713.60	\$ 298,918.00
700: Property	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
800: Other Objects	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>TOTALS:</b>	<b>\$ 2,626,417.98</b>	<b>\$ 11,904,205.75</b>	<b>\$ 3,380,722.94</b>	<b>\$ 1,426,416.37</b>	<b>\$ 2,126,640.65</b>	<b>\$ 860,692.70</b>	<b>\$ 591,143.30</b>	<b>\$ 1,253,647.00</b>	<b>\$ 18,071,379.79</b>	<b>\$ 6,098,506.89</b>

## Appendix A. Statement of Assurances

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

**PROJECT TITLE:** 2015-16 Alliance and Priority School District Consolidated Application

**THE APPLICANT:** Bridgeport Board of Education HEREBY ASSURES THAT:

Bridgeport Public Schools

(insert Agency/School/CBO Name)

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



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:

- i. "Commission" means the Commission on Human Rights and Opportunities;
- ii. "Contract" and "contract" include any extension or modification of the Contract or contract;
- iii. "Contractor" and "contractor" include any successors or assigns of the Contractor or contractor;
- iv. "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;
- v. "good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations;
- vi. "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;
- vii. "marital status" means being single, married as recognized by the state of Connecticut, widowed, separated or divorced;
- viii. "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;
- ix. "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
- x. "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) (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, mental retardation, 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 job-related qualifications are employed and that employees are treated when employed without regard to their race, color, religious creed, age,



marital status, national origin, ancestry, sex, gender identity or expression, mental retardation, 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.

- (c) 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.
- (d) The Contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.
- (e) 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.
- (f) 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.
- (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



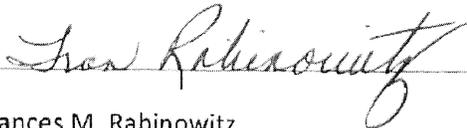
and Opportunities advising the labor union or workers' representative of the Contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (3) the Contractor agrees to comply with each provision of this section 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.

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

Superintendent Signature:   
 Name: *(typed)* Frances M. Rabinowitz  
 Title: *(typed)* Superintendent  
 Date: 08/28/15