

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:	
STAMFORD	
FY 16 Alliance District Allocation:	FY 16 PSD Allocation (if applicable):
\$2,906,407	\$2,548,790
Contact Person:	Contact Title:
JUDITH SINGER	EXECUTIVE DIRECTOR OF RESEARCH
Telephone:	Email Address:
(203) 977-4320	JSINGER@STAMFORDCT.GOV
Name of Superintendent:	
WINIFRED HAMILTON <i>Winifred Hamilton</i>	
Signature of Superintendent:	Date:
<i>Winifred Hamilton</i>	10/22/15
Name of Board Chair:	Local Board Approval of Plan (Yes/No):
JACKIE HEFTMAN	Yes
Signature of Board Chair:	Date:
<i>Jackie Heftman</i>	10/22/15

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)

Yes

<input type="checkbox"/>	Recruitment and human capital pipelines	<input 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 checked="" type="checkbox"/>	Other: __minority recruitment_____

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.

		Aligned SMART Goals:
1.1.	Support teachers and administrators in the evaluation process to improve student achievement. -New teacher training on use of ProTraxx to enter PD participation and data required for evaluation, including SLOs, three two hour PD sessions -Committee to select PD activities from Digital Library to support Teacher/Administrator evaluation rubrics; rubrics and links to selected PD to be added to ProTraxx with consultant's assistance from CES.	In 2015-16, 100% of teachers and administrators will enter SLOs and support data on Protraxx according to the timeline in Stamford's Educator Evaluation Plan. A menu linking Educator Evaluation rubrics to Professional Development activities in the Digital Library will be completed by December 15, 2015.
1.2.	Enhance the diversity of the SPS teacher/administrator staff. -Enroll teachers for TESOL cross certification in ARCTELL program (4); enroll teachers in teleconferencing distance learning course through SCSU (4) to meet the Department of Justice requirement for prescribed instructional time for ELL students. -Travel for administrators/teachers to attend minority recruitment fairs to increase minority administrator/teacher staff.	In 2015-16, SPS teachers will participate in the ARCTELL Program (4) and SCSU distance learning TESOL program (4) to increase the number of TESOL certified teachers. In 2015-16, the number of SPS teachers attending minority fairs will increase by 10% above that in 2014-15.
1.3.		
1.4.		

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			
Stipends for 75 teachers; 1 teacher leader trainer	1.1	Three two hour PD sessions; one as part of August orientation; two during the year (4 hrs x 75 teachers x \$37 per hour) plus \$380 for teacher leader trainer.	\$ 11,480.00
10 teachers	1.1	Committee of 10 meeting for 4 hrs over 6 months at \$37 per contractual rate (10teachers x24hrsX\$37)	\$ 8,880.00
Tuition reimbursement	1.2	Tuition reimbursement for teachers to participate in ARCTEL program; \$1200X4 teachers=\$4,800; tuition reimbursement for teachers to enroll in SCSU TESOL certification program 4 teachers x \$1000=\$4,000	\$ 8,800.00
Stipends for 1 technician, 1 custodian to support distance learning program	1.2	To support the participation of teachers in SCSU TESOL certification program via distance learning; 1 technician X 3 hrs X \$75 X24 sessions; 1 custodian X 3 hrs x \$49 X24 sessions=\$8,928	\$ 8,928.00
100: Personnel Services - Salaries Subtotal:			\$ 38,088.00
200: Personnel Services - Benefits			
			\$ -
			\$ -
			\$ -
200: Personnel Services - Benefits Subtotal:			\$ -
300: Purchased Professional and Technical Services			
CES Consultant	1.1	CES Consultant to work with committee to identify PD resources in digital library.	\$ 10,000.00
			\$ -
300: Purchased Professional and Technical Services Subtotal:			\$ 10,000.00

400: Purchased Property Services			
	1.1		\$ -
			\$ -
400: Purchased Property Services Subtotal:			\$ -
500: Other Purchased Services			
Administrators/Teachers/HR staff	1.2	Travel and participation in minority recruitment fairs.	\$ 2,500.00
			\$ -
500: Other Purchased Services Subtotal:			\$ 2,500.00
600: Supplies			
			\$ -
			\$ -
			\$ -
600: Supplies Subtotal:			\$ -
700: Property			
			\$ -
			\$ -
			\$ -
700: Property Subtotal:			\$ -
800: Other Objects			
			\$ -
			\$ -
			\$ -
800: Other Objects Subtotal:			\$ -
Talent Subtotal:			\$ 50,588.00

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 type="checkbox"/>	Alternative/Transitional programs
<input type="checkbox"/>	Assessment systems	<input type="checkbox"/>	Full-day kindergarten
<input 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 type="checkbox"/>	Instructional technology
<input type="checkbox"/>	High school redesign	<input type="checkbox"/>	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:
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<p>2.1. Strengthen core instruction in reading and writing by classroom teachers, grades K-12.</p> <ul style="list-style-type: none"> -Implement mClass in 10 elementary schools, grades K-3, to replace DRA-2 as required by CSDE to include: a) mClass Bundle; b) PD for teachers on mClass; c) PD for teachers in Now What Tools; d) PD for Instructional Support Teachers and classroom teachers at focus schools. Literacy Professional Development Team (LPDT) in Literacy How; e) Scholastic Reading Inventory for grades 4 and 5. -Implement DRA-2 Monitoring Kits for teachers, grades 4 and 5, with PD. -Continue Learning A to Z to support implementation of Balanced Literacy - targeted small group instruction, progress monitoring and literacy learning stations. Learning A to Z will include: a) Reading A-Z; b) RAZ Kids; c) Head Sprout; d) ELL Resource. -Promote writing in grades K-5, aligned to Common core; University of Vermont Writing Project consultant to work with SPS 24 member Literacy Professional Development Team (LPDT) on writing using evidence from text; LPDTs provide training to teachers, K-5. Train Tier I support teachers to roll out new integrated units. -Develop integrated Social Studies and Science Units K-5, in conjunction with Student Achievement Partners/Achieve the Core; disseminate with PD by Literacy Professional Development Team (LPDT) to teachers K-5. -Purchase non fiction materials for selected elementary schools. -Continue two Instructional Support Teachers (ISTs) at Focus Schools, Davenport and Roxbury, to support math/literacy instruction. -Continue Instructional Support Teachers (ISTs) in K-2 literacy at 11 elementary schools. -Continue to support the School Wide Enrichment Model at the Focus Schools Davenport and Roxbury. -Enable small numbers of teachers to attend conferences related to Common Core and literacy in support of the instructional objectives listed in the Smart Goals. Teachers are expected to return and share what they learned with colleagues. -Contract with Southern Connecticut ELL professors to continue professional development with classroom teachers K-12 as required by the Department of Justice settlement. Teachers are learning strategies to assist all students particularly ELL students access to core instruction and improve achievement. 	<p>In 2015-16, the percent of students, grades K-5 referred for Tier II or Tier III intervention in reading will be reduced by 10% over the percent so identified in 2014-15, disaggregated by NCLB student groups including ELL.</p> <p>By June 2016, the percent of students in grades K-3 achieving at Proficient on mClass will be 10% higher than the percent of K-3 students achieving at Proficient in June 2015 on DRA-2, disaggregated by NCLB student groups including ELL.</p> <p>On the Spring 2016 Smarter Balanced Assessment, the percent of students in grades 3, 4, and 5 achieving at/above Proficient in reading will increase over the percent so identified in Spring 2015, disaggregated by NCLB student groups including ELL.</p> <p>On the Spring 2016 Science CMT, the percent of students in grade 5 achieving at/above Proficient will increase over the percent so identified in Spring 2015, disaggregated by NCLB student groups including ELL.</p>
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2.2.	<p>Provide remedial support in reading/ELA to students, K-12, as appropriate.</p> <ul style="list-style-type: none"> -Provide training to 15 teachers, K-5, in Leveled Literacy Intervention (LLI). -Fund teachers to provide before and after school intervention programs at 10 elementary schools, (excluding Davenport and Roxbury, Stamford's two Focus Schools, funded through Title I) all middle schools and all high schools. 	<p>On the Spring 2016 Smarter Balanced Assessment, the percent of students in grades 3-8 and 11 scoring at Level 1 in Reading will decrease by 10% over the percent so identified in Spring 2015, disaggregated by NCLB student groups.</p> <p>In June 2016, the percent of students in grades 10-12 receiving a final grade of F in English will be reduced by 10% over the June 2015 English failure rate, disaggregated by NCLB student groups.</p>
2.3.	<p>Strengthen core instruction in math, K-5.</p> <ul style="list-style-type: none"> -Provide embedded PD to teachers, K-5, in math learning stations, using EveryDay Math materials. -Continue licenses for Dream Box grades K-8; continue licenses for Fastt Math at selected elementary and middle schools. -Continue two Instructional Support Teachers (ISTs) at Focus Schools, Davenport and Roxbury, to support math/literacy instruction. 	<p>In 2015-16, the percent of students, grades K-5, referred for Tier II or Tier III intervention in math will be reduced by 10% over the percent so identified in 2014-15, disaggregated by NCLB student groups.</p> <p>On the Spring 2016 Smarter Balanced Assessment, the percent of students in grades 3, 4, and 5 achieving at/above Level 3 in Math will increase over the percent so identified in Spring 2015, disaggregated by NCLB student groups.</p>
2.4.	<p>Provide remedial support in math to students, K-12 as appropriate.</p> <ul style="list-style-type: none"> -Continue math tutoring support to Algebra I students, to be extended to Geometry and/or Algebra II. -Fund teachers to provide before and after school intervention programs at 10 elementary schools, (excluding Davenport and Roxbury, Stamford's two Focus Schools, funded through Title I, all middle schools, and all high schools. 	<p>On the Spring 2016 Smarter Balanced Assessment, the percent of students in grades 3-8 and 11 scoring at Level 1 in Math will decrease by 10% over the percent so identified in Spring 2015, disaggregated by NCLB student groups.</p> <p>In June 2016, the percent of students in grades 6-8 and high school (Algebra I and Geometry) receiving a final grade of F will be reduced by 10% over the June 2015 math failure rate,</p>
2.5.	<p>Infuse STEM activities in science instruction, K-12.</p> <ul style="list-style-type: none"> -Work with local science centers to infuse STEM activities aligned with New Generation Science Standards into the elementary and secondary science programs. 	<p>On the Spring 2016 CMT/CAPT Science Assessment, the percent of students (grades 5, 8 and 10) scoring at/above Proficient will increase by 10% over the percent so identified in Spring 2015, disaggregated by NCLB student groups.</p>
2.6.	<p>Continue Prek program at Focus Schools, Davenport and Roxbury. Implement new Pre-K program at K.T. Murphy school. Teacher salary paid by Smart Start Grant. Teacher benefits and paraprofessional salary and benefits are included in Alliance Grant.</p>	<p>80% of Prek program participants in 2015-16 will show school readiness in ELA, math and classroom behavior in September 2016 on CSDE kindergarten survey.</p>
2.7.	<p>Promote college and career readiness</p> <ul style="list-style-type: none"> -Continue support of Project Opening Doors (POD) to increase student participation in AP classes. -Continue support of AVID (Advanced Via Individual Determination) in middle and high schools; and Westhill (WHS) Success college readiness after school program. -Fund a consultant to support implementation of NEASC recommendations for Stamford High School. -Implement Student Employment Software (SES) for Senior Internship Program. 	<p>The percent of students enrolled in AP courses in 2015-16 will be 5% above the percent of students enrolled in AP courses in 2014-15, disaggregated by NCLB student groups by race/ethnicity.</p> <p>At least 90% of AVID 12th graders will apply and be accepted at a college for September 2016.</p> <p>The percent of students achieving final grades A/B/C in math and English will increase from September quarter 1 to quarter 4 in</p>

2.8.	Enhance staffing to promote student achievement, K-12 -Continue support for Teacher on Special Assignment (TOSA) for ELL Instruction, and TOSA for Data Monitoring, K-12	On Spring 2016 Smarter Balanced Assessment, the percent of students in grades 3-8 and 11 scoring at Proficient in Reading and Math will increase by 10% over the percent so identified in Spring 2015, disaggregated by NCLB student groups.
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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:
100: Personnel Services - Salaries				
Stipends for Teachers	2.1	Align curriculum in writing K-5 to Common Core, 12 teachers x \$37 x 13 hrs = \$5,772.	\$ 5,772.00	
Stipends for Teacher	2.1	Align curriculum in Social Studies and Science to Common Core, K-5 - 6 teachers x \$37 X 23 hrs = \$5,106.	\$ 5,106.00	
Teachers	2.1	1 FTE x 2 elementary Focus schools. Anticipated Salary of \$206,946. (IST's at Davenport and Roxbury).	\$ 206,946.00	
Teachers	2.1	1 FTE X 11 elementary schools. Anticipated Salaries of \$1,180,687. (ISTs)		\$ 1,180,687.00
Teacher	2.1	1 FTE shared between two Focus Schools. Anticipated Salary of \$63,607. (SEM)	\$ 63,607.00	
Stipends for Teachers	2.2	Teachers working after/before school.	\$ 180,000.00	
Stipends for Teachers	2.5	Teachers working with local science centers consultants to add science activities to curriculum. Elem 2 teachers x 3 days x 6 hrs x \$37 = \$1332, secondary 13 teachers x 12 hrs x \$37 = \$5772.	\$ 7,104.00	
Para Professional	2.6	1 FTE X 1 elementary school, Para Professional Prek to new program. Anticipated Salary of \$32,784	\$32,784	
Teachers	2.6	2 FTE x 2 elementary Focus Schools. Anticipated salary of \$121,905. (Prek).	\$ 121,905.00	
Para Professionals	2.6	2 FTE x 2 elementary Focus Schools. Anticipated salary of \$58,309. (Paras for Prek).	\$ 58,309.00	
Tutor	2.7	Peer student tutoring for WHS success after school and POD tutoring at WHS and SHS.	\$ 20,000.00	\$ 10,000.00
High School AVID Teacher	2.7	1 FTE x 1 high school, AVID Teacher. Anticipated Salary of \$106,342.		\$ 106,342.00
Substitutes	2.7	Substitute coverage for teachers for mClass and Literacy How training at Davenport/Focus School.	\$ 13,200.00	
AVID tutors	2.7	College tutors to tutor in AVID program as as required by AVID guidelines		\$ 20,000.00
Teachers	2.8	1 FTE Districtwide TOSA ELL, 1 FTE Districtwide TOSA Data monitoring	\$ 81,097.00	\$ 87,851.00
100: Personnel Services - Salaries Subtotal:			\$ 795,830.00	\$ 1,404,880.00

200: Personnel Services-Benefits				
Teachers	2.1	Benefits for 2 elementary Focus School teachers (ISTs at Davenport and Roxbury)	\$ 36,281.00	\$ -
Teachers	2.1	Benefits for 12 elementary Instructional Support Teachers.		\$ 251,672.00
Teacher	2.1	Benefits for 1 teacher for School Wide Enrichment.	\$ 9,806.00	
Teacher	2.2	Benefits for 1 AVID teacher.		\$ 19,611.00
Para Professional and Teacher	2.6	Benefits for 1 Prek Para Professional and partial benefits for Prek teacher at K.T. Murphy	\$ 55,061.00	
Teachers	2.6	Benefits for 2 prek teachers.	\$ 36,281.00	\$ -
Para Professionals	2.6	Benefits for 2 preK para professionals.	\$ 46,001.00	
Teachers	2.8	Benefits for 1 TOSA ELL and 1 TOSA data monitoring.	\$ 19,611.00	\$ 9,806.00
200: Personnel Services - Benefits Subtotal:			\$ 203,041.00	\$ 281,089.00
300: Purchased Professional and Technical Services				
Consultant	2.1	University of Vermont Writing Project	\$ 13,500.00	
Consultant	2.1	mClass Bundle PD etc for 10 elementary schools; Literacy How PD.	\$ 149,363.00	
Consultants	2.2	Leveled Literacy Intervention (LLI) Training.	\$ 16,000.00	
DOJ prescribed Consultants	2.2	Consultants to provide PD for classroom teachers to support ELL students	\$ 200,080.00	
Consultant	2.3	Embedded PD to math teachers.	\$ 10,000.00	
Tutoring Partnership	2.4	Math tutoring support at Stamford High School in partnership with Stamford Public Education Foundation.	\$ 294,102.00	\$ -
Consultants	2.5	Consultants to work with teachers to infuse STEM activities.	\$ 22,775.00	\$ -
Consultant	2.7	Project Opening Doors (POD)-EASTConn.	\$ 198,000.00	
Consultant	2.7	Consultant to work with Stamford High on NEASC recommendations	\$ 30,000.00	\$ -
300: Purchased Professional and Technical Services Subtotal:			\$ 933,820.00	\$ -

400: Purchased Property Services				
			\$ -	\$ -
400: Purchased Property Services Subtotal:			\$ -	\$ -
500: Other Purchased Services				
Busses	2.2	Busses for after school program	\$ 73,000.00	
Busses	2.5	Busses for students to visit science programs.	\$ 18,850.00	\$ -
Busses	2.7	Busses for college trips for WHS Success Program (\$3,000) and AVID (20,000)		\$ 10,000.00
500: Other Purchased Services Subtotal:			\$ 91,850.00	\$ 10,000.00
600: Supplies				
Supplies	2.1	DRA-2 Monitoring Kits	\$ 10,000.00	
Software	2.1	Learning A-Z software licenses - Headsprout	\$ 160,536.00	
Software	2.1	Scholastic Reading Inventory for grades 4 and 5.	\$ 10,000.00	
Software	2.1	Dream Box and Fastt Math licenses	\$ 85,300.00	\$ -
Supplies	2.1	Supplies for School Wide Enrichment Model at the 2 Focus Schools.	\$ 10,000.00	
Non fiction materials	2.1	Non Fiction magazines for Davenport Focus school	\$ 10,000.00	
Software	2.4	Software to support Alternate Routes To Success program (ARTS)		\$ 9,340.00
Supplies	2.6	Supplies for three Pre-K classroom	\$ 17,951.00	\$ -
Software	2.7	Student Internship program software	\$ 7,000.00	\$ -
Supplies	2.7	Supplies AVID		\$ 15,000.00
600: Supplies Subtotal:			\$ 310,787.00	\$ 24,340.00
700: Property				
			\$ -	\$ -
700: Property Subtotal:			\$ -	\$ -
800: Other Objects				
			\$ -	\$ -
800: Other Objects Subtotal:			\$ -	\$ -
Academics Subtotal:			\$ 2,335,328.00	\$ 1,720,309.00

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.

- Attendance/Chronic absenteeism
- Behavior management
- Wraparound services

- Graduation/Dropout prevention
- Family engagement
- Other: _____

Culture and Climate Priorities:		Aligned SMART Goals:
3.1.	<p>Promote engagement of parents in their children's education.</p> <ul style="list-style-type: none"> -Continue a Parent Facilitator position for support to Prek School Readiness program. -Continue support to Prek families through evening family workshops. -Continue Family Outreach Coordinator position at Focus Schools, Davenport and Roxbury, to work with parents and students at the schools during the school day and at the community centers associated with these schools in the afternoon. -Continue Parent Faciliators at all 20 schools to promote outreach to parents. Parent Facilitators will communicate in English and Spanish. -Continue the Family Resource Facilitator to work with families in all aspects of their children's education, hold parent meetings and make family contacts. -3 Bilingual Social Worker to engage spanish speaking families to provide wraparound service. 	<p>The number/percent of parents attending report card conferences will increase by 5% from 2014-15 to 2015-16 at each of the elementary and middle schools.</p> <p>The number/percent of parents participating in the Annual School Climate Survey will increase by 5% from 2014-15 to 2015-16 at each of the elementary, middle and high schools.</p> <p>Attendance of students in the bilingual program at Westhill will increase by 10% from 2014-15 to 2015-16; infractions will decline in the same time period.</p>

<p>3.2. Work to "personalize" the educational experience for students.</p> <ul style="list-style-type: none"> -Continue High School Call to Action Committee with consultant support to coordinate Instructional teaming approach. -Provide for teams of grade 9 teachers to attend conferences on high school reform to support specific reforms identified by the Call to Action Committee. -Continue Drop Out prevention programs including a) Teen Pregnancy Program; b)ECMC Scholarship Program at Stamford High; and C) Beyond Limits program for eighth graders. -Continue Efficacy training to new teachers at Focus Schools, Davenport and Roxbury and in middle schools; initiate Efficacy training for parents at Davenport and Roxbury. -Continue Mayor's Youth Leadership Council (MYLC) and the Youth Activism Organization to promote safe schools and communities with an emphasis on school culture and mental health. -Support Positive Behavioral Intervention Training (PBIS) assistance through CES. -Revise Connection/Advisory Time curricula for 9th grade teachers to build relationships between student and teacher. 	<p>Achievement of high school students will improve from 2014-15 to 2015-16 as measured by grades, final exams and the smarter balanced assessment; infractions will decrease in the same time period.</p> <p>Attendance and grades of students in the teen pregnancy program, the ECMC program and Beyond Limits Program will improve from the 2014-15 to 2015-16.</p> <p>The percent of students and parents "Agreeing" or "Strongly Agreeing" with statements on the Annual School Climate Survey dealing with Social/Emotional Support will increase by 10% at all schools from 2015 to 2016.</p> <p>The rate of chronic student absenteeism will decrease by 5% at all schools from 2015 to 2016, disaggregated by NCLB student groups.</p> <p>The percent of middle and high school students and teachers "Agreeing" or "Strongly Agreeing" on the district survey that Advisory/Connection Time is beneficial will increase by 10% at each of the middle and high schools from 2015 to 2016.</p>
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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:
100: Personnel Services - Salaries				
1 Family Outreach Coordinator	3.1	1FTE x 1 elementary Focus school. Anticipated Salary of \$62556/FTE	\$ 62,556.00	\$ -
.4 Parent Facilitator	3.1	Parent Facilitator to work with prek 20 hrsX\$17.65x42 weeks = \$14,826	\$ 14,826.00	\$ -
20 Parent Facilitators	3.1	Parent Facilitators in all schools 10 hrsX\$17.65x42 weeksx10 hrs=\$148,260		\$ 148,260.00
1 Family Resource Facilitator	3.1	1 FTE Districtwide. Anticipated Salary of \$56,253/FTE		\$ 56,253.00
Stipends for Teachers	3.1	Teachers to present at Pre-K family workshops	\$ 10,000.00	\$ 3,000.00
.3 Bilingual Social Worker	3.1	.3 FTE for Bilingual Social Worker		\$ 24,922.00
Stipends for 20 Teacher mentors	3.2	Mentors for ECMC program. 10 teachersx \$37 X 30 weeks		\$ 11,100.00
Stipends for Teachers	3.2	Beyond Limits program work with students	\$ 20,000.00	
Stipends for 10 Teachers	3.2	Connection/Advisory time curriculum revision 10 teachers \$37/pr hr X 15 hrs X 2 committees = \$11,100.	\$ 11,100.00	
100: Personnel Services - Salaries Subtotal:			\$ 118,482.00	\$ 243,535.00
200: Personnel Services - Benefits				
1 Family Outreach Coordinator	3.1	Benefits for 1 FTE.	\$ 26,475.00	\$ -
1 Family Resource Facilitator	3.1	Benefits for 1 FTE.	\$ -	\$ 7,657.00
.3 Bilingual Social Worker	3.1	Benefits for .3 FTE		\$ 7,942.00
200: Personnel Services - Benefits Subtotal:			\$ 26,475.00	\$ 15,599.00

300: Purchased Professional and Technical Services				
Consultant from Efficacy Institute	3.2	Efficacy Training for new teachers at Focus Schools and Middle Schools. 3 day training plus consultant visits	\$ 12,500.00	\$ -
HSAC Consultant	3.2	Consultant to work with High School Call to Action committee, oversee recommendations	\$ 14,609.00	\$ -
Consultant Partnership with Family Centers	3.2	Teen Pregnancy Program		\$ 9,500.00
Consultant through CES	3.2	Positive Behavior Support through CES		\$ 10,000.00
Contracted Services through the Mayors Youth Leadership Council	3.2	Mayors Youth Leadership Council (MYLC) to promote safe schools and communities at the high schools		\$ 55,000.00
Consultant	3.2	Beyond Limits consultant to coordinate program	\$ 9,900.00	
300: Purchased Professional and Technical Services Subtotal:			\$ 37,009.00	\$ 74,500.00
400: Purchased Property Services				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
400: Purchased Property Services Subtotal:			\$ -	\$ -
500: Other Purchased Services				
Travel and registration fees	3.2	Grade 9 teachers to attend conferences on high school reform	\$ 12,000.00	\$ -
			\$ -	\$ -
500: Other Purchased Services Subtotal:			\$ 12,000.00	\$ -

600: Supplies				
Supplies	3.1	Supplies for Prek family workshops	\$ -	\$ 2,000.00
Supplies	3.2	Supplies for Beyond Limits program	\$ 10,100.00	
Supplies	3.2	Positive Behavior Intervention Support materials		\$ 5,000.00
600: Supplies Subtotal:			\$ 10,100.00	\$ 7,000.00
700: Property				
			\$ -	\$ -
			\$ -	\$ -
700: Property Subtotal:			\$ -	\$ -
800: Other Objects				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
800: Other Objects Subtotal:			\$ -	\$ -
Climate Subtotal:			\$ 204,066.00	\$ 340,634.00

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

Operations Priorities:		Aligned SMART Goals:
4.1.	<p>Extend learning time for students.</p> <ul style="list-style-type: none"> -Continue before/after school enrichment/academic programs at all 20 schools -Continue SoundWaters program at all of the Middle schools 	<p>The number of students participating in before/after school enrichment programs will increase by 5% from 2014-15 to 2015-16 at all schools, disaggregated by NCLB student groups.</p> <p>On the Spring 2016 Smarter Balance Assessment, the percentage of students on grades 3-8 and 11 scoring at or above proficient in reading and math will increase over the percentage so identified in Spring 2015, disaggregated by NCLB groups.</p>
4.2.	<p>Implement Year 1 of the new technology plan Integrate technology into the instructional program.</p> <ul style="list-style-type: none"> -Continue Tech Cycle. High School students repair donated computers which are distributed to selected third graders who do not have a computer at home. -Implement learning management software and digital text/resources for ninth grade students at SHS and WHS as part of the High School Reform Effort; -Provide technology PD to participating teachers; -Support attendance of Library Media Specialists to attend National Library Conference focused on digital literacy and college/career readiness. - Purchase portable technology devices to increase students/teachers access to digital resources. -Offer Technology workshops for teachers on PowerSchool, the SPS student Information system, and School Net, the student assessment system tied to PowerSchool. 	<p>Year 1 objectives and time lines outline in the new technology plan will be achieved.</p> <p>At least 100 used computers will be repaired and distributed to selected third graders in 2015-16.</p> <p>90% or more of teachers will "Agree" or "Strongly Agree" that the new learning management software and digital text/resources are beneficial for student learning.</p> <p>On the Spring 2016 Smarter Balance Assessment, the percentage of students on grades 3-8 and 11 scoring at or above proficient in reading and math will increase over the percentage so identified in Spring 2015, disaggregated by NCLB groups.</p>
4.3.	<p>Part Time Chief Operating Officer working under contract to make recommendations to promote financial accountability and efficiencies in multiple areas: managing special ed cost over runs and reducing transfers across operating budget lines. Recommendations will be developed to improve the accuracy of the 2016-17 budget to reduce the number of transfers between lines.</p>	<p>Expenditures in Special Education in 2015-16 will come within +/- 10% of the costs predicted costs.match the budget</p> <p>The number of budget transfer in 2016-17 will be reduced by 10% from the number of budget transfers in 2014-15.</p>
4.4	<p>Enhance staffing to promote student achievement, K-12</p> <ul style="list-style-type: none"> -Continue support for Chief Information Officer and partial positions including Director of Preschool, Director of School Improvement, Director of Grants , and Assistant Director of Grants Compliance. 	<p>On the Spring 2016 Smarter Balance Assessment, the percentage of students on grades 3-8 and 11 scoring at or above proficient in reading and math will increase over the percentage so identified in Spring 2015, disaggregated by NCLB groups.</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:
100: Personnel Services - Salaries				
Teachers per contract	4.1	Before/after school academic enrichment program at all 20 schools.	\$ -	\$ 77,604.00
Teachers per contract	4.2	Professional development for high school teachers to implement use of mobile devices for 9th grade students. (20 hrs x 10 teachers x \$37=\$7,400.	\$ -	\$ 7,400.00
Teachers per contract	4.2	Offer Technology workshops and mobile devices for teachers on PowerSchool, the SPS student information system, and School Net.	\$ 25,000.00	
Part Time Chief Operating Officer working under contract	4.3	Part Time COO working under contract to promote financial accountability and efficiencies in multiple areas including facilities, curriculum, human resources, and support services.	\$ 95,500.00	
Chief Information Officer	2.8	1 FTE Districtwide. Anticipated Salary of \$130,531.	\$ 130,531.00	
Administrators	2.8	1.8 FTE Districtwide Administrative anticipated Salaries of \$281,588.	\$ -	\$ 281,588.00
100: Personnel Services - Salaries Subtotal:			\$ 251,031.00	\$ 366,592.00
200: Personnel Services - Benefits				
CIO	2.8	Benefits for 1 CIO.	\$ 25,394.00	
Administrators	2.8	Benefits for 1.8 administrators		\$ 34,329.00
			\$ -	\$ -
200: Personnel Services - Benefits Subtotal:			\$ 25,394.00	\$ 34,329.00

300: Purchased Professional and Technical Services				
Soundwaters	4.1	SoundWaters Science Education program for middle Schools students.	\$ -	\$ 51,000.00
Consultants	4.2	Professional development for high school teachers to implement use of mobile devices for 9th grade students	\$ -	\$ 11,663.00
300: Purchased Professional and Technical Services Subtotal:			\$ -	\$ 62,663.00
400: Purchased Property Services				
			\$ -	
400: Purchased Property Services Subtotal:			\$ -	
500: Other Purchased Services				
Travel and workshop fees	4.2	Support attendance of Library Media Specialists to attend National Library Conference for technology integration.	\$ -	\$ 10,000.00
			\$ -	\$ -
500: Other Purchased Services Subtotal:			\$ -	\$ 10,000.00
600: Supplies				
Supplies	4.1	Supplies for before/after school academic enrichment program	\$ -	\$ 11,263.00
Supplies	4.2	Tech Cycle supplies	\$ -	\$ 2,000.00
Software	4.2	Learning management system for 9th graders; digital text/resources	\$ 40,000.00	
600: Supplies Subtotal:			\$ 40,000.00	\$ 13,263.00

700: Property				
Student Tech Devices	4.2	Purchase technology including desktops, mobile devices and promethean boards		\$ 1,000.00
			\$ -	\$ -
700: Property Subtotal:			\$ -	\$ 1,000.00
800: Other Objects				
			\$ -	\$ -
800: Other Objects Subtotal:			\$ -	\$ -
Operations Subtotal:			\$ 316,425.00	\$ 487,847.00

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:
100: Personnel Services - Salaries			
			\$ -
			\$ -
			\$ -
100: Personnel Services - Salaries Subtotal:			\$ -
200: Personnel Services - Benefits			
			\$ -
			\$ -
			\$ -
200: Personnel Services - Benefits Subtotal:			\$ -
300: Purchased Professional and Technical Services			
			\$ -
			\$ -
			\$ -
300: Purchased Professional and Technical Services Subtotal:			\$ -
400: Purchased Property Services			
			\$ -
			\$ -
			\$ -
400: Purchased Property Services Subtotal:			\$ -
500: Other Purchased Services			
			\$ -
			\$ -
			\$ -
500: Other Purchased Services Subtotal:			\$ -
600: Supplies			
			\$ -
			\$ -
			\$ -
600: Supplies Subtotal:			\$ -
700: Property			
			\$ -
			\$ -
			\$ -
700: Property Subtotal:			\$ -
800: Other Objects			
			\$ -
			\$ -
			\$ -
800: Other Objects Subtotal:			\$ -
Talent Subtotal:			\$ -

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	\$ 38,088	\$ 795,830	\$ 1,404,880	\$ 118,482	\$ 243,535	\$ 251,031	\$ 366,592	\$ -	\$ 1,203,431	\$ 2,015,007
200: Personnel Services - Benefits	\$ -	\$ 203,041	\$ 281,089	\$ 26,475	\$ 15,599	\$ 25,394	\$ 34,329	\$ -	\$ 254,910	\$ 331,017
300: Purchased Professional and Technical Services	\$ 10,000	\$ 933,820	\$ -	\$ 37,009	\$ 74,500	\$ -	\$ 62,663	\$ -	\$ 980,829	\$ 137,163
400: Purchased Property Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
500: Other Purchased Services	\$ 2,500	\$ 91,850	\$ 10,000	\$ 12,000	\$ -	\$ -	\$ 10,000	\$ -	\$ 106,350	\$ 20,000
600: Supplies	\$ -	\$ 310,787	\$ 24,340	\$ 10,100	\$ 7,000	\$ 40,000	\$ 13,263	\$ -	\$ 360,887	\$ 44,603
700: Property	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,000	\$ -	\$ -	\$ 1,000
800: Other Objects	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTALS:	\$ 50,588	\$ 2,335,328	\$ 1,720,309	\$ 204,066	\$ 340,634	\$ 316,425	\$ 487,847	\$ -	\$ 2,906,407	\$ 2,548,790



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: Stamford Public Schools **HEREBY ASSURES THAT:**

Stamford 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)*

Winifred Hamilton, Ph.D.

Title: *(typed)*

Superintendent of Schools

Date:

October 27, 2015