

2016-17 Consolidated Alliance and Priority School District Application

Directions: Using the space provided below, please identify a main point of contact for the 2016-17 Consolidated Alliance and Priority School District (PSD) application, and provide that individual's contact information.

Local Education Agency: Meriden Public Schools	
FY 2016 Alliance District Allocation: \$6,724,684.00	FY 2016 PSD Allocation (if applicable): \$1,141,631.00
Contact Person: Miguel A. Cardona, Ed.D.	Contact Title: Assistant Superintendent for Teaching and Learning
Telephone: 203-630-4185	E-mail Address: miguel.cardona@meridenk12.org
Name of Superintendent: Mark D. Benigni, Ed.D.	
Signature of Superintendent: 	Date: April 26, 2016
Name of Board Chair: Mark A. Hughes	Local Board Approval of Plan (Yes/No): Pending Board of Education Approval
Signature of Board Chair: 	Date: April 26, 2016

2016-17 Talent Priorities

Step 1: 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 2016-17 talent-related reform priorities. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas.

<input type="checkbox"/>	Recruitment and human capital pipelines	<input checked="" type="checkbox"/>	Instructional coaching
<input type="checkbox"/>	Hiring and placement processes	<input checked="" 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 2016-17 quarterly progress monitoring. Add or remove rows as necessary.

Talent Priorities:		Aligned SMART Goals:
1.1.	Continue to support implementation of the Educator Evaluation Plan through professional development on goal setting, SLO and IAGD development, data collection, conferencing, collaboration and the use of BloomBoard database. In addition, Reports and Insight information will be used to identify areas of professional learning needs.	100% of new teachers will receive orientation to Educator Evaluator and Development Plan in the first month of school. 100% of evaluators will be provided orientation on Educator and Administrator Evaluation and Development Plan in the fall. 100% of administrators will be trained in the usage of Reports and Insight information provide by BloomBoard.
1.2.	The district will maintain a talent development system which incorporates Teacher Induction Program, Leadership Academy, Executive Coaching Program, Meriden Teachers Sharing Success and Administrators Leadership Development.	90% of educators scoring an overall rating of Developing or Requires Action for school year 2015-2016 will increase a minimum of one level for school 2016-2017.
1.3.	Cohort 3 Principals will participate in Leader Turnaround Principal Support Program (LEAD CT) Putnam, Barry, Franklin	The two principals participating in the Leadership Principal Support Program (LEAD CT) will demonstrate increased leadership capacity to incorporate turnaround school strategies as evidenced by the evaluations on the Administrator Education Plan.
1.4	Maintain the position of the Assistant Superintendent for Teaching and Learning to support Educator Evaluation Plan and district academic initiatives. Board of Education, district goals, and district Theory of Action will be communicated and used to drive administrator and educator goals. Administrators will develop goals for addressing school and professional learning needs based on educator observational data in addition to student achievement data.	Coherent goals will be established through the school improvement and teval systems that focus on the BOE goals and the needs garnered from the Accountability Data.

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			
Educator Evaluation Plan: 2 Elementary Assistant Principals	1.1	Alliance: Hanover and Hale Elementary Assistant Principal	\$ 224,465.00
Educator Evaluation Plan: Assistant Superintendent of Teaching and Learning	1.1	Assistant Superintendent of Teaching and Learning: All Schools	\$ 155,000.00
Educator Evaluation Plan: Stipends for staff to support plan	1.4	6 Teacher Stipends to Support Evaluation Plan: Teachers serve as complementary evaluators throughout the district, and as part of our rollout plan, teachers also provide professional development on BloomBoard and the SLO process. Schools: Washington, Lincoln, Platt, and Maloney	\$ 36,000.00
100: Personnel Services - Salaries Subtotal:			\$ 415,465.00
200: Personnel Services - Benefits			
Educator Evaluation Plan: 2 Elementary Assistant Principals	1.1	Alliance: Hanover and Hale Elementary Assistant Principal	\$ 50,000.00
Educator Evaluation Plan: Assistant Superintendent of Teaching and Learning	1.1	Assistant Superintendent of Teaching and Learning	\$ 25,000.00
200: Personnel Services - Benefits Subtotal:			\$ 75,000.00
300: Purchased Professional and Technical Services			
New Teacher Orientation Program	1.2	New Teacher Orientation Program	\$ 6,000.00
Leadership Academy	1.2	Administrators' Leadership Development	\$ 23,500.00
Teacher Development	1.2	PD available for Teachers to attend workshops and conferences	\$ 27,411.00

Educator Evaluation Plan: Administrators' Training	1.2	PD on Teacher Evaluation Plan	\$	4,000.00
Administrators' Talent Development Retreat	1.2	Administrators' Talent Development Retreat	\$	20,000.00
300: Purchased Professional and Technical Services Subtotal:			\$	80,911.00
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:			\$ 571,376.00

2016-17 Academic Priorities

Step 1: Place an "X" beside the district's 2016-17 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 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	<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 2016-17 quarterly progress monitoring. Add or remove rows as necessary.

Academic Priorities:		Aligned SMART Goals:
2.1.	Implement new math and reading resources to address lagging achievement data as noted on the CSDE Accountability System. This will be accomplished through the use of math and reading teachers, and guided by the Supervisor of Curriculum and Accountability (Math and Reading Departments)	Develop a longitudinal data tracking system for literacy and numeracy that aligns with our curriculum and resources and serves as a predictor of SBAC success. 100% of K-5 teachers will receive professional development on new materials and how to use the data systems. 100% of reading teachers and math coaches will provide small group instruction.
2.2.	All students will have access to high quality full-day kindergarten programming.	100% of students will receive a minimum of 90 minutes of research-based literacy instruction and 60 minutes of numeracy instruction daily.
2.3.	Maintain three elementary assistant principals to facilitate and monitor the use of data to inform instruction.	100% of the teachers will be part of a PLC/Data team that utilizes student achievement data to inform instruction and school-based strategies.
2.4.	Implement and monitor revised SRBI plan to ensure consistent tiered intervention for students.	All schools will implement a 3-tiered SRBI plan that follows the recommendation of the District SRBI Committee and aligns with CSDE guidelines. Fall implementation will be monitored through self-assessment and Central Office review.
2.5.	Continue to increase student-centered learning through blended learning, personalized learning opportunities (PLEs) and student voice to increase graduation rates.	PLE participation will increase by 20 students at each high school in the 2016-2017 school year.

2.6	Creating additional AP/UCONN ECE courses and removing barriers for admission for the 2016-2017 school year. Currently we have 15.	An increase in AP/UCONN ECE courses by students in High Needs Subgroup. Subgroup participation will increase by 10% minimally.
2.7	Implement tutorial and credit recovery support structures at each level to address achievement gaps and underperformance as identified by CSDE Accountability Model and MPS data analysis. Some of these programs include MyOn, Imagine Learning, ST Math, Odyssey Ware, and Reading A-Z.	Develop a high school intervention program that is staffed to allow anytime credit recovery and tutoring options for students. A 10% reduction in the number of students repeating 9th grade will be realized as a result of this strategy.

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				
Full-Day K additional staff (17 teachers and 17 paraprofessionals)	2.2	Alliance: 17.5 Teachers and 17.5 Paraprofessionals: All Schools	\$ 1,494,175.00	\$ -
Full-Day Kindergarten supportive classroom	2.2	Alliance: 1 teacher and 2 paraprofessionals: John Barry	\$ 123,855.00	
Common Core K-12: 3 Elementary Math Coaches	2.1	Alliance: 2 Elementary Math coaches to support Common Core K-12: Roger Sherman School, Pulaski School, Nathan Hale	\$ 167,767.00	
Common Core K-12: Stipends for curriculum writing	2.1	Alliance Grant: \$25 x 2,000 hours = 50,000: All Schools	\$ 50,000.00	
Common Core K-12: Elementary SRBI tutors (5 Reading and 2 Math)	2.1	Alliance: SRBI Tutors for Reading (3) and Math (1): Washington Middle Schools, Lincoln Middle School, Putnam Middle School	\$ 55,386.00	
Student-Centered Learning Environments: High School Desktop Support Specialist	2.7	Alliance: Support High School Blended Learning Environments Platt and Maloney	\$ 38,720.00	
9th Grade Team Teachers' teaching load reduced to allow for intervention classes;	2.4	Alliance: 1 Additional FTE for High School Intervention Classes: Maloney	\$ 81,835.00	
High School Math and Reading	2.4	Alliance: 1 Math and 1 Reading Intervention Teacher: Maloney and Platt	\$ 163,671.00	
Student-Centered Learning Environments: Technology Integration Specialist	2.7	Alliance: 2. Technology Integration Specialist Platt and Maloney	\$ 163,670.00	
Common Core K-12: Reading Teachers	2.1	Priority School: 4.72 Reading Teachers: John Barry, Pulaski, I. Putnam, Roger Sherman		\$ 326,309.00
Common Core K-12: ILA and Social Studies K-12 Supervisors	2.1	Priority School: 0.5 Supervisor of K-12 Language Arts and Social Studies: All Schools		\$ 63,985.00

Common Core K-12: Elementary Assistant Principals	2.3	Priority School: 3 Elementary Assistant Principals (Thomas Hooker, Benjamin Franklin, Israel Putnam)		\$	306,453.00
Common Core K-12: Math and Science K-12 Supervisor	2.1	Priority School: 0.33 Supervisor of K-12 Mathematics and Science: All schools		\$	41,887.00
Student-Centered Learning Environments: Director of Curriculum and Instructional Technology	2.6	Priority School: 0.40 Director of Curriculum and Instructional Technology: All Schools		\$	52,852.00
Student-Centered Learning Environments: Network Administrator Online Learning	2.6	Priority School: 0.50 Network Administrator: Elementary Schools		\$	40,290.00
Student-Centered Learning Environments: Middle School Desktop Support	2.5	Priority School: Middle School Support: Lincoln and Washington Middle Schools		\$	55,453.00
SRBI Tutors	2.4	Priority School: 2 Middle School Tutors: Lincoln and Washington Middle Schools		\$	43,353.00
100: Personnel Services - Salaries Subtotal:			\$	2,339,079.00	\$ 930,582.00
200: Personnel Services - Benefits					
Full-Day K additional staff (17 teachers and 17 paraprofessionals)	2.2	Alliance: 17.5 Teachers and 17.5 Paraprofessionals		\$	580,000.00
Full-Day Kindergarten supportive classroom	2.2	Alliance: 1 teacher and 2 paraprofessionals		\$	55,000.00
Common Core K-12: 3 Elementary Math Coaches	2.1	Alliance: 2 Elementary Math coaches to support Common Core K-12		\$	50,000.00
Student-Centered Learning Environments: Technology Integration Specialist	2.7	Alliance: Technology Integration Specialist		\$	50,000.00
Student-Centered Learning Environments: High School Desktop Support Specialist	2.6	Alliance: Support High School Blended Learning Environments		\$	12,500.00
Common Core K-12: Reading Teachers	2.1	Priority School: 4.72 Reading Teachers		\$	83,687.00
Common Core K-12: ILA and SS K-12 Supervisor	2.1	Priority School: 0.5 Supervisor of K12 Language Arts and Social Studies		\$	13,980.00
Common Core K-12: Elementary Assistant Principals	2.3	Priority School: 3 Elementary Assistant Principals		\$	68,491.00
Common Core K-12: Math and Science K-12 Supervisor	2.1	Priority School: 0.33 Supervisor of K-12 Mathematics and Science		\$	9,240.00
Student-Centered Learning Environments: Director of Curriculum and Instructional Technology	2.6	Priority School: 0.40 Director of Curriculum and Instructional Technology		\$	11,000.00

Student-Centered Learning Environments: Network Administrator Online Learning	2.6	Priority School: 0.50 Network Administrator		\$ 8,200.00
Student-Centered Learning Environments: Middle School Desktop Support	2.5	Priority School: Middle School Desktop Support		\$ 15,000.00
200: Personnel Services - Benefits Subtotal:			\$ 747,500.00	\$ 209,598.00
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				
Common Core K-12: Textbooks	2.1	Common Core K-12: Textbooks	\$ 406,201.00	\$ -
Common Core K-12: Educational Supplies	2.1	Common Core K-12: Educational Supplies	\$ -	\$ 1,451.00
SRBI and academic interventions	2.4	SRBI: Reading and Math Intervention Online Content	\$ 85,000.00	
Student-Centered Learning Environments: Supplies	2.6	Online Digital Content: MYON, ST Math, Reading A-Z, Credit Recovery	\$ 130,000.00	
Common Core K-12: Educational Supplies	2.1	CommonCore K-12: Imagine Learning Educational Software	\$ 179,075.00	\$ -
600: Supplies Subtotal:			\$ 800,276.00	\$ 1,451.00
700: Property				
			\$ -	\$ -
700: Property Subtotal:			\$ -	\$ -
800: Other Objects				
			\$ -	\$ -

2016-17 Culture and Climate Priorities

Step 1: Place an "X" beside the district's 2016-17 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 2014-15 chronic absenteeism rate exceeding 10 percent must pursue strategies to decrease chronic absenteeism.

<input checked="" type="checkbox"/>	Attendance/Chronic absenteeism
<input checked="" type="checkbox"/>	Behavior management
<input checked="" type="checkbox"/>	Wraparound services

<input checked="" type="checkbox"/>	Graduation/Dropout prevention
<input checked="" type="checkbox"/>	Family engagement
<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 2016-17 quarterly progress monitoring. Add or remove rows as necessary.

Culture and Climate Priorities:		Aligned SMART Goals:
3.1.	Continue to analyze all elementary, middle school and high school students identified as being chronically absent to identify common and individual characteristics of these students including demographics and transportation qualifications with recommendations.	District Chronic Absenteeism Rate will be reduced to 10% or less by June of 2017. Chronic absenteeism strategies are also addressed to the School Improvement Plans of schools with Chronic Absenteeism over 10%.
3.2.	Develop, monitor and assess appropriate interventions to address identified students with chronic absenteeism. Through the School Wide Data meetings devoted to the attendance, and smaller attendance meetings, systematic analysis and strategy implementation will take place and be documented.	District Chronic Absenteeism Rate will be reduced from 13% in June of 2016 to 10% or less by June of 2017.
3.3	Family School Liaison Department will engage parents and families in school-based educational initiatives and will increase family attendance at school events. The goal will be to build relationships with community partners and families in order to better provide students with opportunities to succeed.	Family School Liaison Department will co-facilitate a minimum of 10 Family/School/Community events. There will be an increase of a minimum 10% participation in Parent Surveys due to FSL involvement. Survey data will be used to drive improvement teams and leadership goals.
3.4	Maintain the Meriden Success Academy as an Alternative High School Program to address the needs of overage and under-credited high school students.	100% of students at the Meriden Success Academy will maintain an average attendance of 90% or more for the 2016-2017 school year.

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				
3 Family-School Liaisons	3.3	Alliance: 3 Family-School Liaison Platt, Maloney, Lincoln, Washington, Barry	\$ 100,000.00	\$ -
High School Graduation Coach	3.4	Alliance: High School Graduation Coach: Alternative Education Program	\$ 36,000.00	
Success Academy	3.4	Alliance: 1 Lead Teacher: Alternative High School Program	\$ 85,000.00	
Success Academy	3.4	Alliance: 1 Tutor: Alternative High School Program	\$ 30,000.00	\$ -
Success Academy	3.4	Alliance: 2 Teachers: Alternative High School Program	\$ 140,000.00	\$ -
100: Personnel Services - Salaries Subtotal:			\$ 391,000.00	\$ -
200: Personnel Services - Benefits				
High School Graduation Coach and 3 Family-School Liaisons	3.3	High School Graduation Coach and 3 Family-School Liaison	\$ 50,000.00	\$ -
Success Academy	3.4	Alliance: 1 Lead Teacher	\$ 25,000.00	\$ -
Success Academy	3.4	Alliance: 1 Tutor	\$ 50,000.00	\$ -
200: Personnel Services - Benefits Subtotal:			\$ 125,000.00	\$ -
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				

Success Academy	3.5	Alliance: Online Credit Courses FVS	\$ 8,500.00	\$ -
PBIS	3.3	Alliance: Supplies to Support PBIS across 12 schools and 2 programs	\$ 16,000.00	\$ -
			\$ -	\$ -
600: Supplies Subtotal:			\$ 24,500.00	\$ -
700: Property				
Success Academy	3.5	Alliance: Laptops for Students	\$ 35,000.00	\$ -
Success Academy	3.5	Alliance:3 SMART projection devices	\$ 12,000.00	\$ -
			\$ -	\$ -
700: Property Subtotal:			\$ 47,000.00	\$ -
800: Other Objects				
			\$ -	\$ -
800: Other Objects Subtotal:			\$ -	\$ -
Talent Subtotal:			\$ 587,500.00	\$ -

2016-17 Operations Priorities

Step 1: Place an "X" beside the district's 2016-17 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: _____

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 2016-17 quarterly progress monitoring. Add or remove rows as necessary.

Operations Priorities:		Aligned SMART Goals:
4.1.	Continue to enhance Expanded Learning Times at John Barry School. Additional reading support and John Barry will continue the growth and development of teachers and their capacity to provide effective reading instruction. Specifically, reading achievement using the STAR assessment will allow us to monitor the effectiveness of the additional staff.	The indicators that will be monitored monthly include: 1. Chronic Absenteeism, 2. Parent Participation in surveys, 3. Suspensions and arrest data, and 4. Various Achievement Data points connected to the new Accountability System. Literacy in grades 2-5 will improve from 44% in 2016 to 54% proficient or higher in 2017 using STAR reader. Chronic Absenteeism will go from 9.2% in 2016 to 7% in 2017.
4.2.	Continue to enhance Expanded Learning Times at Casimir Pulaski School. Science instruction at Pulaski Elementary will support diverse programming for enrichment time, increase capacity for STEM instruction, and support the school's effort to promote hands-on and inquiry based learning. Student engagement will be assessed using the Meriden Educator Evaluation and Development plan as well as student outcome measures.	The indicators that will be monitored monthly include: 1. Chronic Absenteeism, 2. Parent Participation in surveys, 3. Suspensions and arrest data, and 4. Various Achievement Data points connected to the new Accountability System. Literacy in grades 2-5 will improve from 56% in 2016 to 66% proficient or higher in 2017 using STAR reader. Chronic Absenteeism will go from 6.3% in 2016 to 5% in 2017.
4.3	Continue to enhance Expanded Learning Times at Roger Sherman School. Additional specialists will allow for collaborative meeting times to take place for classroom teachers. Increased collaboration will lead to team efficacy and improvement in student outcomes as measured by district and standardized testing.	The indicators that will be monitored monthly include: 1. Chronic Absenteeism, 2. Parent Participation in surveys, 3. Suspensions and arrest data, and 4. Various Achievement Data points connected to the new Accountability System. Literacy in grades 2-5 will improve from 44% in 2016 to 54% proficient or higher in 2017 using STAR reader. Chronic Absenteeism will go from 12.9% in 2016 to 8% in 2017.

4.4	Purchase 500 devices for entering grade 9 to continue implementing a 1:1 blended learning environment.	All entering freshman at both high schools will receive devices for use with blended learning instruction.
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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				
Expanded Learning Time: Tutors	4.1-4.3	Alliance Tutors : Barry (4), Pulaski (5), Sherman (2) 11 Tutors X 5 hrs. x \$15 X 180 days	\$ 148,500.00	\$ -
Expanded Learning Time: Stipends	4.1-4.3	Alliance Stipends: Barry (14), Pulaski (15), Sherman (12) \$7,500 x 41 Stipends	\$ 307,500.00	\$ -
Expanded Learning Time: Science Teacher	4.2	Alliance: Pulaski Science Teacher	\$ 80,626.00	
Expanded Learning Time: 2.0 Additional Specials Teachers	4.1-4.3	Alliance Specialists: Barry 1.0 Pulaski 0.5, Sherman 0.5 \$80,626 X 2.0	\$ 161,252.00	
Expanded Learning Time: Math Coach	4.1-4.3	Alliance: Math Coach to Support Expanded Learning Time Schools: Roger Sherman, Pulaski	\$ 80,626.00	
Expanded Learning Time: Elementary Assistant Principals (3)	4.1-4.3	Alliance: Assistant Principals at Barry, Pulaski and Sherman	\$ 336,698.00	
Expanded Learning Time: Reading Teachers	4.3	Alliance: Barry Reading Teacher 0.5: Pulaski and Sherman Schools	\$ 40,313.00	
Expanded Learning Time: Behavior Techs (3)	4.1-4.3	Alliance: 1 Behavior Tech to support special education students: Pulaski School	\$ 22,000.00	\$ -
100: Personnel Services - Salaries Subtotal:			\$ 1,177,515.00	\$ -
200: Personnel Services - Benefits				
Expanded Learning Time: Science Teacher	4.2	Alliance: Pulaski Science Teacher	\$ 25,000.00	\$ -
Expanded Learning Time: 2.0 Additional Specials Teachers	4.1-4.3	Alliance Specialist: Barry 1.0, Pulaski 0.5, Sherman 0.5 \$25,000 X 2.0	\$ 50,000.00	
Expanded Learning Time: Math Coach	4.1-4.3	Alliance: Math Coach: Roger Sherman and Pulaski School	\$ 25,000.00	
Expanded Learning Time: Elementary Assistant Principals (3)	4.1-4.3	Alliance: Assistant Principals at Barry, Pulaski and Sherman	\$ 75,000.00	
Expanded Learning Time: Reading Teachers	4.3	Alliance: 0.50 Reading Teacher Barry	\$ 12,500.00	\$ -
			\$ -	\$ -
200: Personnel Services - Benefits Subtotal:			\$ 187,500.00	\$ -
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				
Community Partners Expanded Learning Schools	4.1-4.3	Alliance: Community Partners support at Barry, Pulaski, Sherman	\$ 19,938.00	\$ -
			\$ -	\$ -
500: Other Purchased Services Subtotal:			\$ 19,938.00	\$ -
600: Supplies				
			\$ -	\$ -
700: Property Subtotal:			\$ -	\$ -
700: Property				
Student-Centered Learning Environments: Tablets for Grade K-12 students to use with	4.4	Device for students to use with blended learning	\$ 270,000.00	\$ -
Expanded Learning Time: Supplies	4.2	Expanded Learning Time: Supplies to Support ELT at Barry, Pulaski and Sherman	\$ 24,000.00	\$ -
			\$ -	\$ -
700: Property Subtotal:			\$ 294,000.00	\$ -
800: Other Objects				
			\$ -	\$ -
800: Other Objects Subtotal:			\$ -	\$ -
Talent Subtotal:			\$ 1,678,953.00	\$ -

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 17 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	\$ 415,465.00	\$ 2,339,079.00	\$ 930,582.00	\$ 391,000.00	\$ -	\$ 1,177,515.00	\$ -	\$ -	\$ 4,323,059.00	\$ 930,582.00
200: Personnel Services - Benefits	\$ 75,000.00	\$ 747,500.00	\$ 209,598.00	\$ 125,000.00	\$ -	\$ 187,500.00	\$ -	\$ -	\$ 1,135,000.00	\$ 209,598.00
300: Purchased Professional and Technical Services	\$ 80,911.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 80,911.00	\$ -
400: Purchased Property Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
500: Other Purchased Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 19,938.00	\$ -	\$ -	\$ 19,938.00	\$ -
600: Supplies	\$ -	\$ 800,276.00	\$ 1,451.00	\$ 24,500.00	\$ -	\$ -	\$ -	\$ -	\$ 824,776.00	\$ 1,451.00
700: Property	\$ -	\$ -	\$ -	\$ 47,000.00	\$ -	\$ 294,000.00	\$ -	\$ -	\$ 341,000.00	\$ -
800: Other Objects	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTALS:	\$ 571,376.00	\$ 3,886,855.00	\$ 1,141,631.00	\$ 587,500.00	\$ -	\$ 1,678,953.00	\$ -	\$ -	\$ 6,724,684.00	\$ 1,141,631.00

Appendix A. Statement of Assurances

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

PROJECT TITLE: 2016-17 Alliance and Priority School District Consolidated Application

THE APPLICANT: Mark D. Benigni, Ed.D. _____ **HEREBY ASSURES THAT:**
Meriden 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:

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

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



federal government, (5) a foreign government, or (6) an agency of a subdivision, agency, state or government described in the immediately preceding enumerated items (1), (2), (3), (4) or (5).

- (b) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by such Contractor that such disability prevents performance of the work involved, in any manner prohibited by the laws of the United States or of the State of Connecticut; and the Contractor further agrees to take affirmative action to insure that applicants with 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:


 Mark D. Benigni, Ed.D.

Name: *(typed)*

Superintendent of Schools

Title: *(typed)*

April 26, 2016

Date: