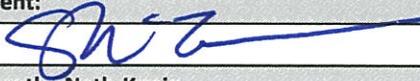


2016-17 Consolidated Alliance and Priority School District Application

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: Naugatuck Public Schools	
FY 2016 Alliance District Allocation: \$1,213,354	FY 2016 PSD Allocation (if applicable): N/A
Contact Person: Christopher Montini	Contact Title: Assistant Superintendent of Schools
Telephone: 203.720.5265	E-mail Address: christopher.montini@naugatuck.k12.ct.us
Name of Superintendent: Sharon Locke	
Signature of Superintendent: 	Date: 8.11.16
Name of Board Chair: Dorothy Neth-Kunin	Local Board Approval of Plan (Yes/No): Yes
Signature of Board Chair: 	Date: 8.11.16

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 type="checkbox"/>	School leadership development
<input checked="" type="checkbox"/>	Professional development	<input type="checkbox"/>	Retention of top talent
<input 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.	<p>Embedded Instructional Coaching: NPS will continue to staff one instructional coach at Cross Street Intermediate School, one instructional coach at Hillside Intermediate School and one instructional coach at City Hill Middle school. Coaches will work with the Assistant Superintendent of Schools, the Director of Curriculum and school principals to create and implement coaching cycles to ensure that all teachers receive some form of coaching throughout the school year. Coaches will provide instructional coaching, PD, model lessons, and co-taught lessons. Coaches are also integral members of our curriculum development and evaluation teams.</p>	<ol style="list-style-type: none"> 1. 100% of the Instructional Coaches will participate in a monthly PLC under the direction of the Curriculum Director. 2. 100% of the Instructional Coaches will provide differentiated coaching to teachers in their building as evidenced by the Coaching Log. The number of coaching sessions will be logged and disaggregated by topic each trimester. 3. 100% of the teachers coached by the coaches will demonstrate improved teacher practice as evidenced by the NPS Rubric for Effective Teaching. 4. 100% of Coaches will maintain an end of the year evaluation rating of Effective (level 3) or better.

<p>1.2. Embedded Literacy Coaching and Student Intervention: Reading Consultants provide both intervention to students in need of remediation and support as determined through the district's SRBI process and literacy coaching to teachers and staff. Each 1.0 FTE Reading Consultant works as a .5 FTE Interventionist and a .5 FTE Literacy Coach. NPS will continue to staff 5 Reading Consultants throughout the district who will work with the Assistant Superintendent of Schools, the Director of Curriculum and school principals on an ongoing basis to analyze data, plan and deliver explicit and targeted instruction to students in need of Tier 2 and 3 intervention, and monitor and assess progress over time. Consultants will also implement coaching cycles to ensure that all teachers receive some form of coaching over the school year. Coaches will provide instructional coaching, PD, model lessons, and co-taught lessons. Consultants are also integral members of our curriculum development and evaluation teams. Reading consultants will be located at Andrew Avenue, Hop Brook, and Salem Elementary Schools, Cross Street Intermediate School, and City Hill Middle School.</p>	<ol style="list-style-type: none"> 1. 100% of the Reading Consultants will participate in a monthly PLC under the direction of the Curriculum Director. 2. 100% of the Reading Consultants will provide differentiated coaching to teachers in their building as evidenced by the Coaching Log. The number of coaching sessions will be logged and disaggregated by topic each trimester. 3. 100% of the teachers coached by the Reading Consultants will demonstrate improved teacher practice as evidenced by the NPS Rubric for Effective Teaching. 4. 100% of Coaches will maintain an end of the year evaluation rating of Effective (level 3) or better.
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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

Cost:	Alignment:	Description:	AD Investment:
100: Personnel Services - Salaries			
3 Instructional Coaches (one at City Hill Middle, one at Cross Street Intermediate, and one at Hillside Intermediate School)	1.1	1.0 FTE for 3 schools for a total of 3.0 FTE. Anticipated salary of \$80,325/FTE.	\$ 240,975.00
2.5 Reading Consultants (Literacy Coaches) (.5 at each school-Andrew Avenue, Hop Brook, Salem, Cross Street, and City Hill)	1.2	2.5 FTE (half of the 5.0 FTE Reading Consultants) Salary estimate of \$79,000/FTE	\$ 197,287.00
100: Personnel Services - Salaries Subtotal:			\$ 438,262.00
200: Personnel Services - Benefits			
Medicare Reimbursement	1.1 and 1.2.	\$438,262 in total salary for Talent Personnel multiplied by the Medicare rate of 0.0145	\$ 6,354.80
200: Personnel Services - Benefits Subtotal:			\$ 6,354.80
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:			\$	444,616.80

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 type="checkbox"/>	Alternative/Transitional programs
<input type="checkbox"/>	Assessment systems	<input type="checkbox"/>	Full-day kindergarten
<input type="checkbox"/>	Supports for special populations	<input type="checkbox"/>	Pre-kindergarten
<input checked="" type="checkbox"/>	SRBI and academic interventions	<input type="checkbox"/>	Pre-K - Grade 3 literacy
<input 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 2016-17 quarterly progress monitoring. Add or remove rows as necessary.

Academic Priorities:		Aligned SMART Goals:
2.1.	Embedded Literacy Coaching and Student Intervention: Reading Consultants provide both intervention to students in need of remediation and support as determined through the district's SRBI process and literacy coaching to teachers and staff. Each 1.0 FTE Reading Consultant works as a .5 FTE Interventionist and a .5 FTE Literacy Coach. NPS will staff 5 Reading Consultants throughout the district who will work with the Assistant Superintendent of Schools, the Director of Curriculum and school principals on an ongoing basis to analyze data, plan and deliver explicit and targeted instruction to students in need of intervention, and monitor and assess progress over time. Consultants will also implement coaching cycles to ensure that all teachers receive some form of coaching over the school year. Coaches will provide instructional coaching, PD, model lessons, and co-taught lessons. All coaches will continue to participate in district wide rounds throughout the year. Reading consultants will be located at Andrew Avenue, Hop Brook, and Salem Elementary Schools, Cross Street Intermediate School, and City Hill Middle School.	Increase the percentage of students scoring at or above the national norm on the end-of-year NWEA reading assessment from 67.7% in 2016 to 72% in 2017. Decrease the number of students scoring substantially below grade level on the end-of-year NWEA reading assessment from 14.4% in 2016 to 10% in 2017. 70% of students will meet or exceed their NWEA individual growth goals in reading.
2.2.	Curriculum Development NPS will continue to fund 1.0 FTE Director of Curriculum to provide district leadership for development and implementation of the academic program. Establish K-12 competencies in all disciplines aligned to NPS Mission and Vision of the Graduate and implement through the development of high-quality assessments evaluated with common, district developed scoring criteria. Begin development of integrated ELA, Social Studies and Science curriculum. Implement Math K-12 competencies through teacher-developed assessments in Fall, Winter, and Spring and use student work protocols to gather feedback for competency revision process. Begin staggered implementation of BYOC, an online curriculum development and management system, and implement vertically CCSS-aligned curricula, including embedded assessments and performance tasks in math K-8. Provide stipends for release time and work outside the school day for teachers to participate in curriculum and competency development.	Increase the percentage of students scoring at or above the national norm on the end-of-year NWEA math assessment from 60.3% in 2016 to 65% in 2017. Decrease the number of students scoring substantially below grade level on the end-of-year NWEA math assessment from 19% in 2016 to 15% in 2017. 70% of students will meet or exceed their NWEA individual growth goals in math.

2.3	<p>Common Core-aligned Curriculum Transition: It is essential to provide appropriate complex texts and materials to support the transition to CCSS-aligned curricula. As curricula is developed, teachers require the materials and resources to implement the new curricula with fidelity. The release of the Next Generation Science Standards, in addition to feedback from our staff via our teacher survey, and after an analysis of our curriculum materials, providing new CCSS-aligned materials is a necessity. NPS will pilot Next Generation Science Standards (NGSS)-aligned science texts and programs in hopes of purchasing new resources in spring of 2017. Funding from the Alliance Grant will be used to offset the total cost of the program to the local budget.</p>	<p>1. 100% of the science teachers piloting the new resources will vet and evaluate the materials under the direction of the Curriculum Director based on the timeline so that the program can be purchased in the spring of 2017.</p> <p>2. 100% of science teachers will be provided with a new science program, including professional development, prior to the start of the 2017-2018 school year.</p> <p>3. Increase the percentage of teachers who respond favorably (strongly agree or agree) to the related district wide survey question from 59% in 2016 to 70% in 2017. (Question from Panorama Survey: I have access to the resources and materials I need for my class(es)).</p>
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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				
2.5 Reading Consultants (Reading Interventionists) (.5 at each school-Andrew	2.1	2.5 FTE (half of the 5.0 FTE Reading Consultants) Salary estimate of \$79,000/FTE	\$ 197,287.00	\$ -
Director of Curriculum	2.2	1.0 FTE for the Director of Curriculum with a salary of \$133,457.	\$ 140,830.00	\$ -
Stipends for curriculum work	2.2	600 hours at the contractual hourly rate of \$38.10	\$ 30,480.00	\$ -
100: Personnel Services - Salaries Subtotal:			\$ 368,597.00	\$ -
200: Personnel Services - Benefits				
Medicare Reimbursement	2.1 and 2.2	\$338,117 total salary for Academic Personnel multiplied by the Medicare rate of 0.0145	\$ 4,902.00	\$ -
			\$ -	\$ -
200: Personnel Services - Benefits Subtotal:			\$ 4,902.00	\$ -
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 Curriculum Materials	2.3	This amount will be used to offset the cost of new science curriculum materials aligned to the new standards.	\$ 129,854.60	\$ -
			\$ -	\$ -
600: Supplies Subtotal:			\$ 129,854.60	\$ -
700: Property				
			\$ -	\$ -
700: Property Subtotal:			\$ -	\$ -
800: Other Objects				
			\$ -	\$ -
800: Other Objects Subtotal:			\$ -	\$ -
Talent Subtotal:			\$ 503,353.60	\$ -

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

Step 2: Identify a core set of strategies to advance the district's culture and climate-related reform priorities (identified in Step 1). Summarize district climate strategies and identify a S.M.A.R.T. goal aligned to each strategy that is specific, measurable, actionable, realistic, and time-bound. S.M.A.R.T. goals will be central to 2016-17 quarterly progress monitoring. Add or remove rows as necessary.

Culture and Climate Priorities:		Aligned SMART Goals:
3.1.	School Counselors: NPS will continue to fund through the Alliance Grant 3.5 FTE elementary school counselors to provide counseling services to our 5 elementary schools. This enables 6 of our 9 schools to have a minimum of 1.0 FTE School Counselor with three elementary having .5 FTE. School counselors help implement our PBIS Programs, provide developmental guidance lessons, and help to remove the barriers to learning in effort to increase instructional time, improving attendance, and decrease disciplinary incidents.	1. During the 2015-2016 school year, NPS reported 657 disciplinary offenses to the CT SDE. For the 2016-2017 school year, we will reduce the number of offenses reported to the CSDE by 9% to 600 or less. 2. During the 2015-2016 school year, 66 students in grades K-12 district wide, or 1.5% of students, had 3 or more reportable offenses to the CT SDE. For the 2016-2017 school year, we will reduce the number of students by 10% or 60 students.
3.2	Continue Implementation of school based attendance teams at all schools to address chronic absenteeism. To address chronic absenteeism, schools will continue to implement site based teams to track data on an ongoing basis. In effort to create increased alignment between initiatives, counselors will focus on chronic absenteeism as part of the evaluation process. The team will monitor attendance data, specifically, those students who are close to the 10% threshold and will increase contact with the family and student through phone calls, face to face meetings, and home visits. By increasing the amount of "contacts" and interaction with frequently absent students and their families we improve communication, relationship, and attendance rates.	Decrease the percentage of students chronically absent from 13.52% in 2016 to 10% in 2017.

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				
School Counselors (1.0 FTE at Hop Brook, 1.0 FTE at Maple Hill, .5 at Andrew Ave., .5 at Salem, and .5 at Western)	3.1	3.5 FTE school counselors at an estimated salary of \$60,000	\$ 210,000.00	\$ -
			\$ -	\$ -
100: Personnel Services - Salaries Subtotal:			\$ 210,000.00	\$ -
200: Personnel Services - Benefits				
Medicare Reimbursement	3.1	\$210,000 total salary for counselors multiplied by the Medicare rate of 0.0145	\$ 3,045.00	\$ -
			\$ -	\$ -
200: Personnel Services - Benefits Subtotal:			\$ 3,045.00	\$ -
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				
			\$ -	\$ -
600: Supplies Subtotal:			\$ -	\$ -
700: Property				
			\$ -	\$ -
700: Property Subtotal:			\$ -	\$ -

800: Other Objects				
			\$ -	\$ -
			800: Other Objects Subtotal:	\$ -
			Talent Subtotal:	\$ 213,045.00
				\$ -

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 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	Transportation for Summer School. Provide 10 buses a day for 18 days to transport students to and from the summer school program.	75% of the students who participate in summer school will increase or maintain their fall 2016 NWEA RIT score when compared to their spring 2017 NWEA RIT score thereby eliminating summer loss.

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				
			\$ -	\$ -
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				
Transportation for Summer School	4.1	Cost for 10 buses a day is \$2907.70 multiplied by 18 for 18 days	\$ 52,338.60	\$ -
			\$ -	\$ -
500: Other Purchased Services Subtotal:			\$ 52,338.60	\$ -
600: Supplies				
			\$ -	\$ -
600: Supplies Subtotal:			\$ -	\$ -
700: Property				
			\$ -	\$ -
700: Property Subtotal:			\$ -	\$ -
800: Other Objects				
			\$ -	\$ -
800: Other Objects Subtotal:			\$ -	\$ -
Talent Subtotal:			\$ 52,338.60	\$ -

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	\$ 438,262.00	\$ 368,597.00	\$ -	\$ 210,000.00	\$ -	\$ -	\$ -	\$ -	\$ 1,016,859.00	\$ -
200: Personnel Services - Benefits	\$ 6,354.80	\$ 4,902.00	\$ -	\$ 3,045.00	\$ -	\$ -	\$ -	\$ -	\$ 14,301.80	\$ -
300: Purchased Professional and Technical Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
400: Purchased Property Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
500: Other Purchased Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 52,338.60	\$ -	\$ -	\$ 52,338.60	\$ -
600: Supplies	\$ -	\$ 129,854.60	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 129,854.60	\$ -
700: Property	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
800: Other Objects	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTALS:	\$ 444,616.80	\$ 503,353.60	\$ -	\$ 213,045.00	\$ -	\$ 52,338.60	\$ -	\$ -	\$ 1,213,354.00	\$ -

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: Sharon Locke  HEREBY ASSURES THAT:
Naugatuck 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