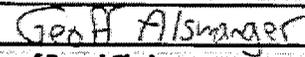
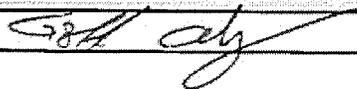


2016-17 Consolidated Alliance and Priority School District Application

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:	
STAMFORD	
FY 2016 Alliance District Allocation:	FY 2016 PSD Allocation (if applicable):
\$3,074,882	\$2,415,201
Contact Person:	Contact Title:
JUDITH SINGER	EXECUTIVE DIRECTOR OF RESEARCH
Telephone:	Email Address:
(203) 977-4320	JSINGER@STAMFORDCT.GOV
Name of Superintendent:	
Earl Kim	
Signature of Superintendent:	Date:
	7/13/2016
Name of Board Chair:	Local Board Approval of Plan (Yes/No):
	
Signature of Board Chair:	Date:
	7/28/2016

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:	
STAMFORD	
FY 2016 Alliance District Allocation:	FY 2016 PSD Allocation (if applicable):
\$3,074,882	\$2,415,201
Contact Person:	Contact Title:
JUDITH SINGER	EXECUTIVE DIRECTOR OF RESEARCH
Telephone:	Email Address:
(203) 977-4320	JSINGER@STAMFORDCT.GOV
Name of Superintendent:	
Earl Kim	
Signature of Superintendent:	Date:
	7/13/2016
Name of Board Chair:	Local Board Approval of Plan (Yes/No):
Geoff Alswanger	
Signature of Board Chair:	Date:

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.

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.

<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.

S		Aligned SMART Goals:
1.1.	<p>Support teachers and administrators in the evaluation process to improve student achievement.</p> <ul style="list-style-type: none"> -Professional Growth, Development and Evaluation (PDGE) Steering Committee will meet up to 5 five times to monitor, review, develop and revise the teacher evaluation plan and professional development plan for Stamford Public Schools. -PDGE Committee will meet up to 5 times a year to monitor, review, develop, revise the teacher evaluation plan and prepare for the orientation workshops. -PDGE Committee will provide a one day orientation/training session for all teachers and administrators. -PDGE Committee will provide 12 hours of professional development to newly hired teachers and administrators to fully train them in the PDGE plan. 	<p>In 2016-17, 100% of teachers and administrators will enter SLOs and support data on Protraxx according to the timeline in Stamford's Educator Evaluation Plan.</p> <p>In 2016-17, 100% of teachers and administrators will be trained in the SPS Professional Growth, Development and Evaluation Plan submitted to the CSDE and adopted May 2015.</p>
1.2.	<p>Enhance the diversity of the SPS teacher/administrator staff.</p> <ul style="list-style-type: none"> -Enroll teachers for TESOL cross certification in ARCTELL program (4); tuition reimbursement for teachers to enroll in SCSU TESOL certification program (4) and enroll teachers in teleconferencing distance learning course through SCSU 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. 	<p>In 2016-17, SPS teachers will participate in the ARCTELL Program (4) and SCSU TESOL program (4) and SCSU distance learning course to increase the number of TESOL certified teachers.</p> <p>In 2016-17, the number of SPS teachers attending minority fairs will increase by 10% above that in 2015-16.</p> <p>The percentage of minority administrators/teachers hired for 2016-17 will increase by 2% over the 2015-16 school year based on SPS hiring history.</p>

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

Cost:	Alignment:	Description:	AD Investment:
100: Personnel Services - Salaries			
Stipends for teachers	1.1	PDGE steering committee meetings after school. 5 meetings X 3 hours X 10 members X \$37 pr/hr. = \$5,550.	\$ 5,550.00
Subs for teachers	1.1	PDGE committee meetings 5 meetings during school X 30 subs X \$90 per sub = \$13,500.	\$ 13,500.00
Stipends for teachers	1.1	48 teachers will provide a one day orientation/training session for all teachers and admin. 48 teachers X \$37 = \$1,776	\$ 1,776.00
Stipends for teachers	1.1	Subs for new teacher orientation for evaluation PD 15 subs X 3 days X \$90 per sub = \$4,050	\$ 4,050.00
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 6 teachers x \$1000=\$6,000	\$ 10,800.00
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:			\$ 44,604.00
200: Personnel Services - Benefits			
			\$ -
200: Personnel Services - Benefits Subtotal:			\$ -
300: Purchased Professional and Technical Services			
Consultant	1.1	Consultant to work with PDGE committee	\$ 6,000.00
300: Purchased Professional and Technical Services Subtotal:			\$ 6,000.00

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:			\$ 53,104.00

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

Academic Priorities:		Aligned SMART Goals:
2.1.	Strengthen instruction and improve attendance at Stamford's Focus Schools: Davenport Elementary, Roxbury Elementary, Rippowam IB Middle School, and Westhill High School.	
	- Davenport (Moved out of Focus School status, with Alliance support continuing)	
	<ul style="list-style-type: none"> Continue one Instructional Support Teacher (IST) to support math/literacy instruction. Continue subscriptions to non fiction magazines for classroom use. Continue a .5 teacher to support Joseph Renzulli's School Wide Enrichment Model. Continue Prek Program with one teacher and one Para. 	<p>On the Spring 2017 Smarter Balanced Assessment, the percent of students in grades 3-5 scoring at Proficient will increase by 10% over the percent so identified in Spring 2016, disaggregated for High Needs students.</p> <p>80% of PreK Program participants in 2016-17 will show school readiness in ELA, math, and behavior on the Fall 2017 CSDE Kindergarten Inventory.</p>
	- Roxbury (Continuing as a Focus School, for High Needs Students in Science)	
	<ul style="list-style-type: none"> Initiate position of Administrative Intern to support operation of school and enable leadership team to support instruction. Continue a .5 teacher to support Joseph Renzulli's School Wide Enrichment Model. Continue Prek Program with one teacher and one Para. Provide field experiences at local science centers; all other elementary schools are included. 	<p>On the Spring 2017 Smarter Balanced Assessment, the percent of students in grades 3-5 scoring at Proficient in ELA and math will increase by 10% over the percent so identified in Spring 2016, disaggregated for High Needs students.</p> <p>80% of PreK Program participants in 2016-17 will show school readiness on the CSDE Fall 2017 Kindergarten Inventory.</p> <p>On the Spring 2017 Science CMT, the percent of fifth graders scoring at Proficient will increase by 10% over the percent so identified in Spring 2016, disaggregated for High Need students.</p>
	-Rippowam IB Middle School (New Focus School, for High Needs Students in Math)	

•Hire an instructional coach to support the math teachers with instruction including differentiation and meeting the needs of all students in a heterogeneous classroom. The instructional coach will meet weekly with building based administration; meet monthly with Central Office team; work in conjunction with the Connected Math Program (CMP) consultant who will be providing PD to teachers (funded through the operating budget)

•An outside consultant will provide PD in the CMP (funded through the operating budget)

•Two full-day District PD days will be devoted to differentiating CMP (funded through the operating budget)

•Purchase Math 180 as an intervention for students who are below grade level.

On The Spring 2017 Smarter Balanced Assessment, the percent of students in grades 6-8, scoring at Proficient in math, will increase by 10% over the percent so identified in Spring 2016, disaggregated for High Needs students.

<p>- Westhill High School (New Focus School for High Needs Students in Math)</p> <ul style="list-style-type: none"> • Work with CES consultant to provide PD to all math teachers and administrative team on how culture and mind set impacts the math classroom. • Math consultant from Central Connecticut State University to work with all math teachers to provide PD on instruction to include lesson planning, modeling of lessons and differentiation. • Purchase Math 180 as an intervention for freshman students who enter high school below grade level • Continue Project Opening Doors (POD) to increase participation in AP courses. • Continue AVID to support first generation college bound students. • Continue WHS Success Tutoring Program to improve college readiness skills. 	<p>On the Spring 2017 SAT, the percent of 11th graders scoring at Proficient in math will increase by 10% over the percent so identified in Spring 2016 disaggregated for High Needs Students.</p> <p>The percent of students participating in AP courses will increase by 5% from 2015-16 to 2016-17.</p>
<p>2.2. Strengthen core instruction K-12 in literacy and math; increase student attendance K-12; enhance staff capacity.</p>	
<p>- Literacy</p> <ul style="list-style-type: none"> • Continue Instructional Support Teachers (ISTs) in the elementary schools. • Fund ISTs to prepare materials to coach teachers K-5, in the Balanced Literacy Model during first weeks of school. • Continue Literacy How PD • Participate in CSDE meetings on the new Kindergarten entry assessment • Provide PD on new literacy units, K-5. • Continue development of the writing curriculum, K-5, aligned to Common Core • Continue Scholastic online programs (System 44 and Read 180) • Provide instruction and assessment materials for classrooms to support and align to the five components of reading. 	<p>On the Spring 2017 Smarter Balanced Assessment, the percent of students in grades 3-8 scoring at Proficient will increase by 10% over Spring 2016; the percent scoring at Level 1 will decrease by 10%. Similarly, on the Spring 2017 SAT, the percent of 11th graders scoring at Proficient will increase by 10%; the percent at Level 1 will decrease by 10%.</p>
<ul style="list-style-type: none"> • Support Prek Program at K.T. Murphy • Implement software to support literacy for students in the Alternate Routes to Success (ARTS) Program 	<p>80% of PreK Program participants in 2016-17 will show school readiness in ELA, math, and behavior on the Fall 2017 CSDE Kindergarten Inventory.</p>
<p>- Math</p> <ul style="list-style-type: none"> • Begin implementation of the new Everyday Math 4 program, K-5, with PD • Initiate Scholastic Math Inventory (SMI) with PD; SMI to be used as universal screener to strengthen the SRBI math program • Continue Dream Box, K-8, Scholastic FastsMath and Fractionation. 	

	<p>- Enhancement of Staff Capacity</p> <ul style="list-style-type: none"> • Work with CES (Esther Bobowick) to strengthen Instructional Data Teams (IDTs) and School Data Teams at all schools. (Funded by Alliance Carryover) • Literacy How Training for teachers to strengthen Tier 1 instruction and intervention in the classroom. • Consultant will review results of SRBI Survey, Spring 2016, taken from CSDE, and with a staff committee to develop an Action plan. • Continue to fund the districtwide Teacher on Special Assignment (TOSA) position for data monitoring 	<p>80% of PreK Program participants in 2016-17 will show school readiness in ELA, math, and behavior on the Fall 2017 CSDE Kindergarten Inventory.</p>
2.3.	<p>Provide extended day support to students, K-12 in literacy and in math</p> <ul style="list-style-type: none"> • Fund teachers working before/after school to provide remedial instruction to struggling students (i.e., extending the school day) with bussing provided to students • Provide after school tutors for students in Project Opening Doors (POD) at SHS and WHS • Provide college tutors for students in the AVID program • Provide in school math tutoring at SHS in conjunction with a Community Agency 	<p>On the Spring mClass, the percent of students scoring at Proficient in grades K-3 will increase by 10% over Spring 2016. On the Spring 2017 Smarter Balanced Assessment, the percent of students in grades 3-8 scoring at Proficient in ELA and math will increase by 10% over Spring 2016; the percent scoring at Level 1 will decrease by 10%. Similarly, on the Spring 2017 SAT, the percent of students in grade 11 scoring Proficient in ELS and math will increase by 10% over Spring 2016.; the percent scoring at Level 1 will decrease by 10%.</p> <p>On the Spring 2017 Advanced Placement Tests, the percent of students receiving a score of "3" or above will increase by 5% over Spring 2016.</p> <p>On the Spring 2017 Smarter Balanced Assessment, the percent of students in grades 6-8 scoring at Proficient in ELA and math will increase by 10% over Spring 2016; the percent scoring at Level 1 will decrease by 10%. Similarly, on the Spring 2017 SAT, the percent of students in grade 11 scoring at Proficient in ELA and math will increase by 10% over Spring 2016.; the percent scoring at Level 1 will decrease by 10%.</p> <p>A 10% reduction in the percent of students with final course grades of "D" or "F" in Algebra I and Geometry will be achieved from June 2016 to June 2017</p>
2.4.	<p>Continue Professional Development for support of EL students (as per DOJ agreement)</p> <ul style="list-style-type: none"> • All SPS teachers must participate in a minimum of 20 hours and up to 45 hours of PD on strategies to instruct EL students in the regular classroom. The strategies are divided into 8 modules each of which are presented in a one day workshop. All current SPS teachers have been trained over the last three years. In 2016-17 school year all new teachers will be trained. • Consultants (from Southern Connecticut State University) will provide the professional development to classroom teachers to support EL students 	<p>On the Spring 2017 Smarter Balanced Assessment (grades 3-8) and the SAT (grade 11) the percent of EL students scoring at Proficient will increase by 10% from Spring 2016 to Spring 2017; the percent scoring at Level 1 will decrease by 10%. On the Spring 2017 Language Assessment Scale (LAS), the percent of EL students exiting EL Status will increase by 10% over the percent exited in Spring 2016.</p>

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				
Teachers	2.1	1 FTE Instructional Support Teacher at Davenport Focus School. Anticipated Salary of \$83,074.	\$ 83,074.00	
Teachers	2.1	1 FTE Administrative Intern at Roxbury Focus School. Antipater Salary of \$96,097	\$ 96,097.00	
Teacher	2.1	1 FTE shared between two Focus Schools Davenport and Roxbury. Anticipated Salary of \$66,150. (SEM)	\$ 66,150.00	
Teachers	2.1	2 FTE x 2 elementary Focus Schools Davenport and Roxbury. Anticipated salary of \$183,231(Prek).	\$ 183,231.00	
Para Professionals	2.1	2 FTE x 2 elementary Focus Schools Davenport and Roxbury. Anticipated salary of \$59,724. (Paras for Prek).	\$ 59,724.00	
Teachers	2.1	1FTE Instructional Math Coach at Rippowam Middle School (Focus School).Anticipated salary of \$70,000.	\$ 70,000.00	
Tutor	2.1	Peer student tutoring for Focus School WHS for WHS success after school program.		\$ 10,000.00
Teachers	2.2	1 FTE X 11 elementary schools. Anticipated Salaries of \$1,180,687. (ISTs- 20% literacy mandate)		\$ 1,215,568.00
Teachers	2.2	Literacy Support Specialists to deliver Mclass PD to teachers (25 teachers X 5 hours X \$37 ph X 2 days = \$9,250.)	\$ 9,250.00	
Teachers	2.2	Instructional Support Teachers to prepare for the first six weeks of schools to utilize a Balanced Literacy approach, coaching, implementation of new literacy units and analysis of assessment data (27 teachers X 12 hrs. X \$37=\$11,988)	\$ 11,988.00	
Substitute Coverage	2.2	Substitutes to cover grade level leaders for PD on the new literacy units,(24 teachers x 3 sessions x \$90=\$6,480)	\$ 6,480.00	
Stipends for Teachers	2.2	Align curriculum in writing K-5 to Common Core, 6 teachers x \$37 x5 hours X 10 days =\$11,100.	\$ 11,100.00	
Para Professional	2.2	1 FTE X 1 elementary school, Para Professional Prek to new program. Anticipated Salary of \$33,588.	\$33,588	
Substitute Coverage	2.2	Elementary Math Liaisons (EML) to be trained in the Scholastic Math Inventory to present to teachers at the school level (13 EML's X \$90=\$1,170)	\$ 1,170.00	
Teachers	2,2	Teachers to implement the Elementary Math 4 revised lessons and units with emphasis on assessments. (8 teachers X \$37 X 22.5 hours=\$6,660)	\$ 6,660.00	
Substitute Coverage	2.2	Substitutes to cover grade level leaders for PD for changes and upgrades of the Elementary Math 4 (25 teachers x 3 sessions X \$90 X two months = \$13,500)	\$ 13,500.00	

Teachers	2.2	Teachers to upgrade the Elementary Math 4 lessons and units (8 teachers X 50 hours X \$37=\$14,808)	\$	14,808.00	
Teachers	2.2	EML teachers to deliver SMI PD to teachers (13 teachers X \$37 X 5 hrs. = \$2405)	\$	2,405.00	
Teachers	2.2	1 FTE Districtwide TOSA Data monitoring. Anticipated Salary of \$83,528.	\$	83,528.00	
Stipends for Teachers	2.3	Extend the school day by providing before/after school instruction in literacy and math in all schools.	\$	180,000.00	
Teacher extra service	2.3	POD tutoring at WHS and SHS to support participating students.	\$	40,000.00	
High School AVID Teacher	2.3	1 FTE x 1 high school, AVID Teacher. Anticipated Salary of \$107,920.			\$ 107,920.00
AVID tutors	2.3	College tutors to tutor in AVID program as required by AVID guidelines			\$ 30,000.00
Substitute Coverage	2.4	Cover the cost of substitute teachers for EL training for new teachers. 95 teachers X 8 modules X \$90=\$68,400	\$	68,400.00	
Teachers	2.4	1 FTE Districtwide TOSA EL. Anticipated Salary of \$71,224.			\$ 71,224.00
100: Personnel Services - Salaries Subtotal:			\$	1,041,153.00	\$ 1,434,712.00
200: Personnel Services-Benefits					
Teachers	2.1	Benefits for 1 elementary Focus School teacher IST at Focus School Davenport	\$	25,908.00	
Teachers	2.1	Benefits for 1 elementary Focus School Teacher Administrative Intern at Roxbury	\$	19,791.00	
Teacher	2.1	Benefits for 1 teacher for School Wide Enrichment (Focus Schools Davenport and Roxbury)	\$	10,198.00	
Teachers	2.1	Benefits for 2 PreK teachers (Focus Schools Davenport and Roxbury)	\$	37,732.00	\$ -
Para Professionals	2.1	Benefits for 2 Prek para professionals (Focus schools Davenport and Roxbury)	\$	47,841.00	
Teacher	2.1	Benefits for 1 Instructional Math Coach (Focus School Rippowam Middle School)	\$	23,000.00	
Teachers	2.2	Benefits for 12 elementary Instructional Support Teachers.			\$ 261,738.88
Para Professional and Teacher	2.2	Benefits for 1 Prek Para Professional and partial benefits for Prek teacher at K.T. Murphy	\$	57,263.00	
Teachers	2.2	Benefits for 1 TOSA data monitoring.	\$	20,395.00	
Teacher	2.3	Benefits for 1 AVID teacher.			\$ 20,395.44
Teacher	2.4	Benefits for 1 TOSA EL			\$ 10,198.24
200: Personnel Services - Benefits Subtotal:			\$	242,128.00	\$ 292,332.56

300: Purchased Professional and Technical Services				
Consultants	2.1	Program fees to provide field experiences (Focus School Roxbury and all other schools) at local science centers.	\$ 22,775.00	\$ -
Consultant	2.2	Literacy How Training for 24 teachers to strengthen Tier I instruction and intervention in the classroom	\$ 12,000.00	\$ -
Consultants	2.2	Consultant will review results of SRBI Survey, Spring 2016, taken from CSDE, and develop an action plan.	\$ 13,600.00	\$ -
Consultant	2.3	Project Opening Doors (POD)-EASTCONN.	\$ 172,000.00	\$ -
Tutoring Partnership	2.3	Math tutoring support at Stamford High School in partnership with Stamford Public Education Foundation.	\$ 303,594.00	\$ -
College Board Approved Workshops for AP Teachers through POD	2.3	Cover the cost of registration for AP Summer Institutes in CT in Science, Math, English and Social Studies for AP teachers who are participating in the POD program. The AP workshops are subject-specific professional development opportunities. They provide teachers with the support and training needed to teach AP courses. (previously supported through EASTCONN. EASTCONN cannot support this area in 2016-17. (The EASTCONN contract was reduced to cover the cost)	\$ 22,000.00	
DOJ prescribed Consultants	2.4	Consultants to provide PD for classroom teachers to support ELL students	\$ 131,680.00	\$ -
300: Purchased Professional and Technical Services Subtotal:			\$ 677,649.00	\$ -
400: Purchased Property Services				
			\$ -	\$ -
400: Purchased Property Services Subtotal:			\$ -	\$ -
500: Other Purchased Services				
Busses	2.1	Busses for students to visit science programs.	\$ 18,850.00	\$ -
Busses	2.2	Busses for after school program	\$ 73,000.00	\$ -
Busses	2.3	Busses for college trips for WHS Success Program (\$3,000) and AVID (5,551)	\$ 3,000.00	\$ 5,551.00
Travel to AP workshop	2.3	Cover the cost of travel for AP Summer Institutes in CT in Science, Math, English and Social Studies for AP teachers who are participating in the POD program. The AP workshops are subject-specific professional development opportunities. They provide teachers with the support and training needed to teach AP courses. (previously supported through EASTCONN. EASTCONN cannot support this area in 2016-17. (The EASTCONN contract was reduced to cover the cost)	\$ 4,000.00	
500: Other Purchased Services Subtotal:			\$ 98,850.00	\$ 5,551.00

600: Supplies				
Supplies	2.1	Supplies for School Wide Enrichment Model at the 2 Focus Schools, Davenport and Roxbury.	\$ 5,000.00	\$ -
Supplies	2.1	Supplies for three Pre-K classroom	\$ 15,000.00	\$ -
	2.1	Scholastic Math 180 for Focus Schools Rippowam and WHS	\$ 30,000.00	\$ -
Software	2.2	Scholastic Math Inventory K-5	\$ 83,000.00	\$ -
Software	2.2	Dreambox	\$ 93,800.00	\$ -
Software	2.2	Scholastic FasstMath, Fractionation, SRI, System 44 licenses	\$ 60,000.00	\$ -
Software	2.2	Software to support Alternate Routes To Success program (ARTS)		\$ 9,340.00
Supplies	2.3	Supplies AVID		\$ 3,000.00
600: Supplies Subtotal:			\$ 286,800.00	\$ 12,340.00
700: Property				
			\$ -	\$ -
700: Property Subtotal:			\$ -	\$ -
800: Other Objects				
			\$ -	\$ -
800: Other Objects Subtotal:			\$ -	\$ -
Academics Subtotal:			\$ 2,346,580.00	\$ 1,744,935.56

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 checked="" type="checkbox"/>	Family engagement
<input checked="" 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

Culture and Climate Priorities:		Aligned SMART Goals:
3.1.	<p>At Stamford's Focus Schools (Davenport Elementary, Roxbury Elementary, Rippowam IB School and Westhill High School) improve attendance, reduce chronic absenteeism, and promote engagement of parents in their children's education.</p> <ul style="list-style-type: none"> -The District Data Team and School Data Teams will examine discipline sanctions in use, review consistency of implementation across student groups to address disproportionality, and attempt to get at root causes for disciplinary infractions among specific student groups including early childhood and Black and Hispanic students, K-12. -Davenport (Moved out of Focus School status, with Alliance support continuing) <ul style="list-style-type: none"> -Continue Family Outreach Coordinator position at Davenport 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. -Roxbury (Continuing as a Focus School for high needs students in Science) <ul style="list-style-type: none"> -Continue Family Outreach Coordinator position at 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. -Initiate .5 position (.5 through operating budget) for a certified staff position to work with identified Tier 3 students with behavioral problems by providing students with strategies and curriculum to be successful in the classroom. -Provide schoolwide Professional Development to develop a positive school climate (Alliance Carryover) - Rippowam IB Middle School (New Focus Schools for High Needs Students in Math) <ul style="list-style-type: none"> -Work with CES on PBIS strategies to enhance student climate. Rippowam will be registering to attend the School Climate BASIC Training given by the CSDE Turnaround office in May and June, 2016. Westhill High School (New Focus Schools for High Needs Students in Math) <ul style="list-style-type: none"> -Work with CES on Positive Behavior Support strategies to enhance student climate. - .3 Bilingual Social Worker to engage Spanish speaking families to provide wraparound service at Westhill High School. -Consultant to work with Westhill High School on student engagement and student culture. 	<p>The percent of infractions for early childhood and Black and Hispanic students K-12 will decrease by 5% from 2015-16 to 2016-17.</p> <p>The number/percent of parents attending report card conferences will increase by 5% from 2015-16 to 2016-17 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 2015-16 to 2016-17 at each of the elementary, middle and high schools.</p> <p>Improvement in behavior grades from beginning to the end of the school year on report card in the 2016-17 school year.</p> <p>Attendance of students in the Bilingual Program at Westhill will increase by 10% from 2015-16 to 2016-17; infractions will decline in the same time period.</p>

3.1	<p>Westhill High School, Rippowam IB Middle School and Roxbury School (Focus Schools)</p> <ul style="list-style-type: none"> -Work with CSDE (Kari Sullivan) to improve attendance -Assemble a school attendance review team to review cases of truant chronically absent students <ul style="list-style-type: none"> -Problem solve and identify reasons for absenteeism -Discuss school intervention and community referrals for truant children -Develop proactive and preventative strategies to encourage school attendance and improve school climate -Utilize "Attendance Matters" as a resource and guide 	<p>The percent of students at the Focus schools who are chronically absent will decrease by 10% from 2015-16 to 2016-17.</p>
3.2	<p>Improve Attendance and Reduce Chronic Absenteeism For All Students</p> <p>The District Data Team, School Data Teams, and Instructional Data Teams will review attendance and chronic absenteeism monthly. Chronic absenteeism by school will be available as one of a number of data points on the Board of Ed Dashboard. Data will be reported separately for All students, ELL students and Special Ed students. Schools will reinforce strategies introduced in 2015-16 and work with Mari Sullivan and Attendance Works to strengthen and broaden our efforts. The district will reach out to the Mayor (an ex officio member of the BOE) to include the City.</p> <p>For At Risk Students</p> <ul style="list-style-type: none"> - Examine suspensions, chronic absenteeism, and graduation rate together for High Risk Students (including ELL, Special Ed, Students eligible for Free/Reduced Lunch, Black and Hispanic students) to discover root causes and areas in need of improvement. Consider the dropout rate as a better metric to target. This work will be done by the High School Call to Action, under the direction of the Assistant Superintendent for the secondary schools. -Update Board of Education Attendance Policy to comply with state requirements -Work with CSDE (Kari Sullivan) to implement Attendance Works strategies 	<p>The average number of days absent will decrease by 10% for all student groups, including ELL and Special Ed students from 2015-16 to 2016-17; the number of chronically absent students will decrease by 10% at each of our schools.</p> <p>The percent of students who are Chronically Absent will decrease by 10% from 2015-16 to 2016-17.</p> <p>A report will be written by the High School Call to Action Committee by June 2017 that summarizes the data collected, findings, and recommendations related to root causes for chronic absenteeism. Suspensions and graduation rate for selected student groups.</p> <p>Updated Attendance Policy aligned to state requirements is approved by Stamford Board of Education</p>
3.3	<p>Promote engagement of parents in their children's education.</p> <ul style="list-style-type: none"> -Continue a Parent Facilitator for support to PreK School Readiness program. -Continue support to PreK families through evening family workshops. -Continue Parent Facilitators 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. 	<p>The number/percent of parents attending report card conferences will increase by 5% from 2015-16 to 2016-17 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 2015-16 to 2016-17 at each of the elementary, middle and high schools.</p>

3.4	<p>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; and b)ECMC Scholarship Program at Stamford High -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. -Revise Connection/Advisory Time curricula for 9th grade teachers to build relationships between student and teacher. -Consultant to work with Stamford High School on student engagement and student culture. -Implement Student Employment Software (SES) for Senior Internship Program. 	<p>Achievement of high school students will improve from 2015-16 to 2016-17 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, and the ECMC program will improve from the 2015-16 to 2016-17.</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 Spring 2016 to Spring 2017.</p>
3.5	<p>School Data Teams and Instructional Data Teams will review the results of the Spring 2016 Comprehensive Climate Survey which includes social-emotional learning as one of its domains. Also included are suggested Action Steps to address weaknesses. Schools will include in their School Improvement Plans for 2016-17 strategies to improve social-emotional learning which may come from recommendations of the Comprehensive School Climate Survey. Schools will use the tiered fidelity inventory offered by the School Climate Transformation grant to examine the fidelity with which PBIS is being implemented.</p> <p>-Organize a committee to address social-emotional learning as part of a larger commitment to address mental health issues. Develop a Manual similar to the Intervention Manual for Reading and Math that details steps for addressing mental health, in Tier I, Tier II , and Tier III categories.</p>	<p>The number of suspensions and expulsions will be reduced by 10% for all student groups from 2015-16 to 2016-17.</p> <p>A Manual detailing Tier 1, Tier II and Tier III categories for mental health, with measures and services will be completed and disseminated to staff by June 2017. Teachers will be provided with professional development in its use in the 2017-18 school year.</p>

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				
.5 teacher	3.1	.5 FTE for certified staff to work with Tier 3 students	\$ 39,355.00	
.3 Bilingual Social Worker	3.1	.3 FTE for Bilingual Social Worker		\$ 25,734.00
1 Family Outreach Coordinator	3.1	1FTE x 1 elementary Focus school. Anticipated Salary of \$62556/FTE	\$ 64,116.00	\$ -
.4 Parent Facilitator	3.3	Parent Facilitator to work with PreK 20 hrsX\$17.65x42 weeks = \$14,826	\$ 14,826.00	\$ -
20 Parent Facilitators	3.3	Parent Facilitators in all schools 10 hrsX\$17.65x42 weeksx10 hrs.=\$148,260		\$ 148,260.00
1 Family Resource Facilitator	3.3	1 FTE Districtwide. Anticipated Salary of \$57,518/FTE		\$ 57,518.00
Stipends for Teachers	3.3	Teachers to present at Pre-K family workshops	\$ 7,000.00	\$ 3,000.00
Stipends for 10 Teachers	3.4	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:			\$ 136,397.00	\$ 234,512.00
200: Personnel Services - Benefits				
.5 Teacher	3.1	Benefits for .5 FTE	\$ 13,767.00	
.3 Bilingual Social Worker	3.1	Benefits for .3 FTE		\$ 8,259.68
1 Family Outreach Coordinator	3.1	Benefits for 1 FTE.	\$ 27,534.00	\$ -
1 Family Resource Facilitator	3.3	Benefits for 1 FTE.	\$ -	\$ 7,963.28
200: Personnel Services - Benefits Subtotal:			\$ 41,301.00	\$ 16,222.96

300: Purchased Professional and Technical Services				
Consultant through CES	3.1	Positive Behavior Support through CES (Focus Schools)	\$ 11,040.00	0
Consultant	3.4	Consultant to work with high schools on student engagement and student culture	\$ 20,000.00	\$ -
HSAC Consultant	3.4	Consultant to work with High School Call to Action committee, oversee recommendations	\$ 10,000.00	\$ -
Consultant Partnership with Family Centers	3.4	Teen Pregnancy Program		\$ 9,500.00
Contracted Services through the Mayors Youth Leadership Council	3.4	Mayors Youth Leadership Council (MYLC) to promote safe schools and communities at the high schools		\$ 55,000.00
300: Purchased Professional and Technical Services Subtotal:			\$ 41,040.00	\$ 64,500.00
400: Purchased Property Services				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
400: Purchased Property Services Subtotal:			\$ -	\$ -
500: Other Purchased Services				
Travel and registration fees	3.4	Grade 9 teachers to attend conferences in CT on high school reform as a result of work in the HSCA	\$ 12,000.00	\$ -
			\$ -	\$ -
500: Other Purchased Services Subtotal:			\$ 12,000.00	\$ -

600: Supplies				
Supplies	3.1	Positive Behavior Intervention Support materials for Focus Schools	\$ 10,000.00	\$ -
Supplies	3.2	Supplies for Prek family workshops	\$ -	\$ 2,000.00
Software	3.3	Student Internship program software	\$ 7,000.00	\$ -
600: Supplies Subtotal:			\$ 17,000.00	\$ 2,000.00
700: Property				
			\$ -	\$ -
			\$ -	\$ -
700: Property Subtotal:			\$ -	\$ -
800: Other Objects				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
800: Other Objects Subtotal:			\$ -	\$ -
Climate Subtotal:			\$ 247,738.00	\$ 317,234.96

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

Operations Priorities:		Aligned SMART Goals:
4.1.	Extend learning time for students. -Continue SoundWaters program at all the Middle schools (PSD carryover)	The number of students participating in before/after school enrichment programs will increase by 5% from 2015-16 to 2016-17 at all schools, disaggregated by NCLB student groups.
4.2.	Implement Year II of the new technology plan Integrate technology into the instructional program. -Implement learning management software and digital text/resources for ninth grade students at SHS and WHS as part of the High School Reform effort; -Support attendance of Library Media Specialists to attend National Library Conference focused on digital literacy and college/career readiness. At the National Library Conference, media specialists are exposed to current ideas and strategies for infusing technology in instruction. This learning helps our media specialists become more familiar with technology to support instruction, rather than as digital worksheets. - Provide technology integration PD to participating teachers; -Offer Technology workshops for teachers on PowerSchool, the SPS student Information system, and School Net, the student assessment system tied to PowerSchool.	Year II objectives and timelines outlined in the new technology plan will be achieved.
4.3	Enhance staffing to promote student achievement, K-12 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.	On the Spring 2017 Smarter Balanced Assessment, the percentage of students in grades 3-8 and 11 scoring at or above proficient in reading and math will increase over the percentage so identified in Spring 2016, disaggregated by NCLB groups.
4.4	Hire a Data Analyst to collect and analyze data and generate reports on student enrollment, demographics and achievement at multiple levels, teachers, school and district; support central office staff with data and reports as needed for State and Federal reporting.	An electronic portfolio of reports generated and distributed will be maintained.
4.5	Chief Operating Officer (.5 Alliance Grant/.5 Operating Budget) to promote financial accountability and efficiencies in Special Education, transportation, Human Resources, Facilities and utilities.	A report with recommendations with efficiencies and accountability in the areas of Special Education, transportation, Human Resources, Facilities and utilities will be completed by June 2017.

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	4.2	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	\$ -
Chief Information Officer	4.3	1 FTE Districtwide. Anticipated Salary of \$132,960.	\$ 132,960.00	\$ -
Administrators	4.3	1.8 FTE Districtwide Administrative anticipated Salaries of \$287,265.	\$ -	\$ 287,265.00
Data Analyst	4.4	1 FTE Districtwide. Anticipated Salary of \$98,000.	\$ 98,000.00	\$ -
Chief Operating Officer	4.5	.5 Chief Operating Officer. Anticipated Salary of \$100,000.	\$ 100,000.00	\$ -
100: Personnel Services - Salaries Subtotal:			\$ 355,960.00	\$ 294,665.00
200: Personnel Services - Benefits				
CIO	4.3	Benefits for 1 CIO.	\$ 12,500.00	\$ -
Administrators	4.3	Benefits for 1.8 administrators	\$ -	\$ 35,702.16
Data Analyst	4.4	Benefits for Data Analyst	\$ 19,000.00	\$ -
200: Personnel Services - Benefits Subtotal:			\$ 31,500.00	\$ 35,702.16
300: Purchased Professional and Technical Services				
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:			\$ -	\$ 11,663.00

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 at Technology Conferences in CT on Technology Integration.	\$ -	\$ 10,000.00
			\$ -	\$ -
500: Other Purchased Services Subtotal:			\$ -	\$ 10,000.00
600: Supplies				
Software	4.2	Learning management system for 9th graders; digital text/resources	\$ 40,000.00	\$ -
600: Supplies Subtotal:			\$ 40,000.00	\$ -
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:			\$ 427,460.00	\$ 353,030.16

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	\$ 44,604	\$ 1,041,153	\$ 1,434,712	\$ 136,397	\$ 234,512	\$ 355,960	\$ 294,665	\$ -	\$ 1,578,114	\$ 1,963,889
200: Personnel Services - Benefits	\$ -	\$ 242,128	\$ 292,333	\$ 41,301	\$ 16,223	\$ 31,500	\$ 35,702	\$ -	\$ 314,929	\$ 344,258
300: Purchased Professional and Technical Services	\$ 6,000	\$ 677,649	\$ -	\$ 41,040	\$ 64,500	\$ -	\$ 11,663	\$ -	\$ 724,689	\$ 76,163
400: Purchased Property Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
500: Other Purchased Services	\$ 2,500	\$ 98,850	\$ 5,551	\$ 12,000	\$ -	\$ -	\$ 10,000	\$ -	\$ 113,350	\$ 15,551
600: Supplies	\$ -	\$ 286,800	\$ 12,340	\$ 17,000	\$ 2,000	\$ 40,000	\$ -	\$ -	\$ 343,800	\$ 14,340
700: Property	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,000	\$ -	\$ -	\$ 1,000
800: Other Objects	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTALS:	\$ 53,104	\$ 2,346,580	\$ 1,744,936	\$ 247,738	\$ 317,235	\$ 427,460	\$ 353,030	\$ -	\$ 3,074,882	\$ 2,415,201
									\$ 3,074,882	2,415,201

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: Earl Kim **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:

- (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).

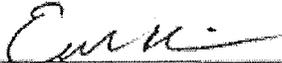
(b) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity 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: 
Earl Kim

Name: *(typed)* Superintendent

Title: *(typed)* _____

Date: 8/5/2016

