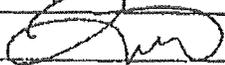


2017-18 Consolidated Alliance and Priority School District Application

Directions: Using the space provided below, please identify a main point of contact for the 2017-18 Consolidated Alliance and Priority School District (PSD) application, and provide that individual's contact information.

Local Education Agency:	
East Hartford Public Schools	
FY 2018 Alliance District Allocation:	FY 2018 PSD Allocation (if applicable):
\$ 7,364,339	\$ 866,892
Contact Person:	Contact Title:
Anne Marie Mancini	Assistant Superintendent for Secondary Schools
Telephone:	E-mail Address:
860-622-5096	Mancini.am@easthartford.org
Name of Superintendent:	
Nathan Quesnel	
Signature of Superintendent:	Date:
	1-16-18
Name of Board Chair:	Local Board Approval of Plan (Yes/No):
Bryan Hall	Yes: 1/22/18
Signature of Board Chair:	Date:
	1/14/2018

I. 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 2017-18 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"/>	District/school leadership development
<input type="checkbox"/>	Professional learning	<input type="checkbox"/>	Retention of top talent
<input type="checkbox"/>	Evaluation	<input type="checkbox"/>	Other: _____

Step 2: Identify a core set of no more than three 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 (ie., specific, measurable, actionable, realistic, and time-bound) that is aligned to each strategy. If Smarter Balanced scores are relevant to the strategy, this assessment must be used for goal-setting purposes. S.M.A.R.T. goals will be central to 2017-18 progress monitoring.

Talent Priorities:		Aligned SMART Goals:
1.1.	Embedded Instructional Coaching: EHPS will use Alliance-PSD funds to support the salaries of Content (district level), Instructional & Intervention (school level) coaches who have been hired to work <u>with</u> and <u>in</u> elementary schools. All coaches will work under the direction of the Asst. Superintendent for Elementary Schools and/or one or more school principal to create a coaching cycle for each grade level team as they implement the Workshop model for reading, writing and math. Intervention coaches work with students on a six-week cycle to monitor progress. Content & Instructional coaches work together to write, implement, and monitor district curriculum.	In alignment with ESSA goal targets, increase DPI for ELA from 55.8 in 2016-17 to 57.3 in 2017-18 and in Math from 48.1 to 50.2. Under the SB Growth Model, improve the Average Percentage of Target Achieved for ELA from 52.1 in 2016-17 to 55.8 in 2017-18 and in Math from 51.5 to 55.2. The rates of absenteeism and graduation will improve to 13.3% and 89%
1.2.		
1.3.		

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. Provide the following information for each line item: (a) cost, position, or service; (b) alignment to talent strategies outlined in Step 2; (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			
<i>Sample: 10 Literacy Coaches</i>	1.1	<i>Sample: 1 FTE x 10 Turnaround and Focus elementary schools. Anticipated salary of \$75,000/FTE.</i>	\$ -
2 District Special Content Coaches	1.1	1 FTE District Math Coach @ 86,472 & 1 FTE District Science Coach @ \$62,888	\$ 149,360.00
6 Elementary Instructional Coaches	1.1	1 FTE X 6 Elementary Instructional Coaches @ \$86,758.34 average salary each: Goodwin, Mayberry, O'Connell, Silver Lane, Pitkin, & Langford	\$ 520,550.00
1 Elementary STEM (Instructional) Coach at O'Brien	1.1	1 FTE Elementary STEM Coach @ \$68,127	\$ 68,127.00
			\$ -
100: Personnel Services - Salaries Subtotal:			\$ 738,037.00
200: Personnel Services - Benefits			
Employee Benefits for Line 100 FICA/Med Reimbursement			\$ 110,054.00
			\$ -
200: Personnel Services - Benefits Subtotal:			\$ 110,054.00
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 SUB-TOTAL:			\$ 848,091.00

II. 2017-18 Academic Priorities

East Hartford (EHPH)

Step 1: Place an "X" beside the district's 2017-18 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 type="checkbox"/>	Common Core-aligned curriculum	<input type="checkbox"/>	Full-day kindergarten
<input type="checkbox"/>	Assessment systems	<input type="checkbox"/>	Pre-Kindergarten
<input checked="" type="checkbox"/>	Supports for special populations (eg., EL, SPED)	<input checked="" type="checkbox"/>	Pre-K - Grade 3 literacy
<input type="checkbox"/>	SRBI and academic interventions	<input type="checkbox"/>	Instructional technology
<input checked="" type="checkbox"/>	College and career access	<input type="checkbox"/>	Other: _____
<input type="checkbox"/>	Alternative/transitional programs	<input type="checkbox"/>	

Step 2: Identify a core set of no more than three 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 (ie., specific, measurable, actionable, realistic, and time-bound) that is aligned to each strategy. If Smarter Balanced scores are relevant to the strategy, this assessment must be used for goal-setting purposes. S.M.A.R.T. goals will be central to 2017-18 progress monitoring.

Academic Priorities:		Aligned SMART Goals:
2.1.	PreK- Grade 3 Literacy: EHPS will continue to leverage Alliance-PSD funds to support district efforts in building the students' early literacy and reading skills by delivering direct instruction in phonemic awareness, phonics, fluency, vocabulary, comprehension and writing development in a systematic way using the Foundations program in combination with the Workshop Model. Students in PreK will utilize a research-based literacy program aligned to the ELDS (D.I.G.-Develop, Investigate, and Grow) in Smart Start and School Readiness classrooms. Those enrolled in the Head Start program will have their literacy skills will be measured by the TS Gold Assessments.	In alignment with ESSA goal targets, EHPS will increase the District Performance Index (DPI) for English Language Arts (ELA) from 55.8 in 2016-17 to 57.3 in 2017-18. Under the Smarter Balanced Growth Model, EHPS will improve the Average Percentage of Target Achieved for ELA from 52.1 in 2016-17 to 55.8 in 2017-18.
2.2.	Support for Special Populations: EHPS will continue to use funds to support special populations who are enrolled in all district schools. This includes using funds for staff (e.g. tutors, remedial reading teachers, interventionists; Life Coach at Synergy Alt. HS; SPED, EL and Bilingual teachers; SLP & School Counselor) and for resources (licenses for Scholastic's Read 180, Reading Plus, & FASTT Math programs, My Virtual Reading Coach and ALEKS). Additionally, funding will be used to hire interns who are earning a MA in Reading from St. Joseph's University. These individuals (all certified) provide intervention and support to students in the district's elementary schools.	In alignment with ESSA goal targets, EHPS will increase the DPI for ELA from 55.8 in 2016-17 to 57.3 in 2017-18 and in Math from 48.1 to 50.2. Under the SB Growth Model, EHPS will improve the Average Percentage of Target Achieved for ELA from 52.1 in 2016-17 to 55.8 in 2017-18 and in math from 51.5 in 2016-17 to 55.2 in 2017-18.
2.3.	College and Career Readiness: Under the direction of the Asst. Super. of Secondary Schools, EHPS will leverage funding to support its work in preparing students for college and/or a career. This includes contracting with The College Board to implement the SAT School Day (October 2018) which provides all students, grades 9-12, will an opportunity to take the PSAT9, PSAT or SAT during a school day; purchasing SAT-redesign resources (Kaplan and/or A-List) for use by students and staff; utilizing an online credit recovery program (GradPoint) & identifying opportunities for junior and senior students to participate on college visits.	EHPS will increase the percentage of students in grade 11 who meet both benchmarks on the SAT, thus contributing to an increase in the DPI for ELA (from 55.8 to 57.3) and in Math (from 48.1 to 50.2) in alignment with ESSA goal targets.

Step 3: Identify academic-related expenditures aligned to the strategies outlined above. Provide a line-item budget, separating expenditures by ED 114 cost categories. Provide the following information for each line item: (a) cost, position, or service; (b) alignment to academic strategies outlined in Step 2; (c) detailed budget justification and cost basis (e.g., cost structure, unit cost, number of units); (d) total use of Alliance District funding for the particular cost; and (e) total use of PSD funding for the particular cost.

Cost:	Alignment:	Description:	AD Investment:	PSD Investment:
100: Personnel Services - Salaries				
3 Remedial Reading Teachers	2.1-2.2	3 Remedial Reading Teacher /Instructional Coaches, 1 @ EHHS,1 @EHMS, 1 @ Silver Lane: average salary \$87,344.34	\$ 262,033.00	\$ -
3 SPED Teachers	2.2	3 Special Education Teachers, 2 @ EHHS and 1 @ O'Connell Elementary School @ \$78,455 average salary	\$ 235,365.00	\$ -
2 ELL Teachers and 1 Bilingual Teacher	2.2	2 ELL Teachers, 1 @ EHHS and1 @ Langford Elementary School and 1 Bilingual Teacher at Mayberry Elementary School @ \$70,924.34 average salary	\$ 212,773.00	
1 Speech and Language Teacher	2.2	1 FTE Speech and Language Teacher at EHMS @ \$93,285	\$ 93,285.00	
.1 Guidance Counselor	2.2	.1 Guidance Position EHMS	\$ 3,551.00	
20 Tutors	2.2	20 Tutors; 2 Goodwin School, 2 Norris School, 2 O'Brien School, 4 O'Connell School, 3 Silver Lane School, 1 Langford School, 1 Sunset Ridge School, 2 EHMS and 2 EHHS & 1 Synergy @ \$19 per hour, ave. salary @\$20,250	\$ 405,000.00	
4 Bilingual Tutors	2.2	4 Bilingual Tutors, 1@ Mayberry, 1@ Norris, 1 @ O'Brien, 1 @ Langford School @ \$19 per hr. ave. salary 20,250	\$ 81,000.00	
1 Paraprofessional for Smart Start Education	2.1	1 FTE at Hockanum School \$23,143 average salary	\$ 23,143.00	
.5 SPED Teacher EHHS	2.2	1 FTE x .5 SPED Teacher @ EHHS @ \$46,643		\$ 46,643.00
1 Assistant Superintendent (Secondary)	2.3	1. FTE Assistant Superintendent	\$ 78,507.00	\$ 78,507.00
Life Analyst	2.1- 2.2	1FTE Synergy Alternative Program		\$ 43,568.00
7 Elementary Tutors, 1 MS Tutors	2.1-2.2	1 FTE x 8 Elementary Tutors; 1 Goodwin, 1 Hockanum, 1 Mayberry, 2 O'Connell, 1 Pitkin, 1 Langford, 1 Sunset Ridge MS @ \$19 per hour, ave. salary \$18,333.63		\$ 146,669.00
8 Elementary Interventionists	2.2	1 FTE X 8 Elementary Interventionists at each of the following schools: Goodwin, Mayberry, Norris, O'Brien,O'Connell Silver Lane, Pitkin, Langford, Elementary Schools @ \$83,392.38 average salary	\$ 667,139.00	\$ -
2 Secondary Interventionist	2.2	2 FTE Secondary Interventionists, 1 Sunset Ridge School & 1 East Hartford High School @ average salary \$68,390	\$ 136,780.00	\$ -
100: Personnel Services - Salaries Subtotal:			\$ 2,198,576.00	\$ 315,387.00

200: Personnel Services - Benefits				
Employee Benefits for Line 100 Above			\$ 316,303.00	\$ 54,699.00
			\$ -	\$ -
			\$ -	\$ -
200: Personnel Services - Benefits Subtotal:			\$ 316,303.00	\$ 54,699.00
300: Purchased Professional and Technical Services				
Interns	2.2	Interns for Elementary Schools for Reading Intervention from St. Joseph University (7 Interns)	\$ 145,300.00	\$ -
300: Purchased Professional and Technical Services Subtotal:			\$ 145,300.00	\$ -
400: Purchased Property Services				
			\$ -	\$ -
			\$ -	\$ -
400: Purchased Property Services Subtotal:			\$ -	\$ -
500: Other Purchased Services				
			\$ -	\$ -
500: Other Purchased Services Subtotal:			\$ -	\$ -
600: Supplies				
NCS Pearson	2.3	GradPoint Intervention Software	\$ 29,950.00	\$ -
Turn It In Software	2.3	Language Arts Software for ant-plagiarism - Secondary	\$ 5,433.00	\$ -
Renaissance Learning	2.1-2.3	STAR Assessment for East Hartford Public Schools	\$ 74,800.00	
Encyclopedia Britannica	2.1	Library Software	\$ 3,987.00	
College Board	2.3	SAT & PSAT Costs	\$ 14,460.00	
My Virtual Reading Coach	2.2	Reading Intervention	\$ 5,100.00	
Hobson's Naviance	2.3	Course Planner, College & career Readiness Curriculum EHHS & EHMS	\$ 16,507.00	\$ -
600: Supplies Subtotal:			\$ 150,237.00	\$ -
700: Property				
			\$ -	\$ -
			\$ -	\$ -
700: Property Subtotal:			\$ -	\$ -
800: Other Objects				

			\$ -	\$ -
			\$ -	\$ -
		800: Other Objects Subtotal:	\$ -	\$ -
		ACADEMICS SUB-TOTAL:	\$ 2,810,416.00	\$ 370,086.00

III. 2017-18 Culture and Climate Priorities

East Hartford (EHPH)

Step 1: Place an "X" beside the district's 2017-18 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 2017-18 chronic absenteeism rate exceeding 10 percent must pursue strategies to decrease chronic absenteeism.

<input checked="" type="checkbox"/>	Attendance/Chronic absenteeism	<input checked="" type="checkbox"/>	Graduation/dropout prevention/on-track for graduation
<input checked="" type="checkbox"/>	Suspension rate	<input checked="" type="checkbox"/>	Family engagement
<input type="checkbox"/>	Wraparound services	<input type="checkbox"/>	Other: _____

Step 2: Identify a core set of no more than three strategies to advance the district's climate-related reform priorities (identified in Step 1). Summarize district climate strategies and identify a S.M.A.R.T. goal (ie., specific, measurable, actionable, realistic, and time-bound) that is aligned to each strategy. If Smarter Balanced scores are relevant to the strategy, this assessment must be used for goal-setting purposes. S.M.A.R.T. goals will be central to 2017-18 progress monitoring.

Culture and Climate Priorities:		Aligned SMART Goals:
3.1.	Attendance/Chronic Absenteeism: EHPS will use funds to support its efforts around improving student attendance. This includes funding full-time Attendance Officer positions who track data, develop written communication and make home visits to families. Students who are identified as chronically absent check in with attendance officers each day. Attendance officers work closely with the schools' social workers, staff in the two FRCs, and the Office of Family Partnership (OFCP) to develop a plan and/or provide assistance to those students and/or families whose attendance problems relate to housing stability, transportation, and/or childcare issues.	In alignment with ESSA targets, EHPS will decrease the percentage of students who are identified as chronically absent from 14% in 2016-2017 to 13.3% in 2017-2018.
3.2.	Suspension Rate: EHPS has placed a heavy emphasis on improving student behavior in its schools. This includes implementing PBIS, hiring social workers to support students and to co-facilitate lessons from the SEL curriculum in classrooms, utilizing behavior managers to diffuse situations between & among students and working with the EHPD and town services. Monies will be used to fund PBIS-based incentive programs and staff positions (The OFCP's Director and/or the school liaisons collaborates with school teams to work with families.). Additionally, funds will be used to support the district-wide implementation of the SEL Framework, curriculum and resource.	By June 2018, EHPS will decrease the number of suspensions given to students in grade K-3 to zero (0). Because the reduction will result in more class time for students, this will increase the DPI for ELA (from 55.8 to 57.3) and in Math (from 48.1 to 50.2) in alignment with ESSA targets.
3.3.	Graduation/Dropout Prevention: Funds toward this effort will be used toward staffing the high school's "STEP" program (places a focus on improving students' behavior and academics through the use of PBIS interventions and a student-support center in a small learning community) and to pay for tutors at EHHS as well as staff (credit recovery teacher, tutors & Intervention Credit Data Recovery Specialist), programming and resources for Synergy, the district's alternative high school. Additionally, funding will be used to improve the workforce readiness of our students, particularly at Synergy (enrollment in college classes and in internships).	In alignment with ESSA targets, EHPS will increase the percentage of students who graduate on time (4 years) from 88.6% in 2016-2017 to 89% in 2017-2018. The 6 year graduation rate will also improve from 85.2% in 2013-14 to 85.9% in 2015-16.

Step 3: Identify climate-related expenditures aligned to the strategies outlined above. Provide a line-item budget, separating expenditures by ED 114 cost categories. Provide the following information for each line item: (a) cost, position, or service; (b) alignment to culture and climate strategies outlined in Step 2; (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				
6 Social Workers	3.2	6 Social Workers; 1 Norris, 1 Silver Lane, 1 Pitkin, 1 Langford, 2 EHHS; average salary \$71,884.34	\$ 431,306.00	\$ -
7 Behavior Managers	3.2	7 Behavior Managers; 3 Elementary @Norris School, 3 Secondary @ EHHS & 1@Synergy average salary \$23,035.72	\$ 161,250.00	\$ -
1 Behavior Intervention	3.2	1 FTE Behavior Intervention at EHHS @ \$43,697	\$ 43,697.00	
Family Resource Center Staff	3.1-3.2	1 FTE @ .25 FRC/Family Liaisons @ \$11,475 Mayberry, 1 FTE FRC Parent Educator @ \$16,669 and .05 Program Director FRC @ \$4656	\$ 32,800.00	\$ -
2 Attendance Coordinator	3.1	2 Attendance Coordinator, 1 @Synergy Alt. & 1 @ EHHS @ \$27,263 each	\$ 54,526.00	
Interventionist Data Recovery Specialist	3.2	1 FTE Interventionist, Data Recovery Specialist @\$ 41,625	\$ 41,625.00	
District Coordinator, Family Engagement	3.1-3.2	1 FTE x .20 Family Engagement Coordinator @ \$21,420	\$ 21,420.00	
7 Tutors	3.3	7 Tutors; 5 at EHHS, & 2 at Synergy at \$19 per hour average salary \$20,520.		\$ 143,640.00
8 Elementary Behavior Managers	3.2	8 Student Assistant Center Behavior Managers (1 at each elementary school) Average Salary \$22,090.38		\$ 176,723.00
5 Behavior Managers	3.2	5 Behavior Managers; 2 @ EHHS, 2 @ EHMS & 1 @ Synergy @ \$24,313.60 average salary		\$ 121,568.00
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
100: Personnel Services - Salaries Subtotal:			\$ 786,624.00	\$ 441,931.00
200: Personnel Services - Benefits				
Employee Benefits for Staff in Line 100			\$ 158,170.00	\$ 54,875.00

200: Personnel Services - Benefits Subtotal:			\$ 158,170.00	\$ 54,875.00
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:			\$ -	\$ -
CULTURE AND CLIMATE SUB-TOTAL:			\$ 944,794.00	\$ 496,806.00

IV. 2017-18 Operations Priorities

East Hartford (EHPH)

Step 1: Place an "X" beside the district's 2017-18 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 type="checkbox"/>	Extended learning time
<input checked="" type="checkbox"/>	Technology integration	<input checked="" type="checkbox"/>	Other: IB Theme/K-12 Pipeline Development

Step 2: Identify a core set of no more than three strategies to advance the district's operations-related reform priorities (identified in Step 1). Summarize district operations strategies and identify a S.M.A.R.T. goal (ie., specific, measurable, actionable, realistic, and time-bound) that is aligned to each strategy. If Smarter Balanced scores are relevant to the strategy, this assessment must be used for goal-setting purposes. S.M.A.R.T. goals will be central to 2017-18 progress monitoring.

Operations Priorities:		Aligned SMART Goals:
4.1.	Other: Theme Development: EHPS will leverage Alliance-PSD funding to support the district's K-12 IB pipeline, the only one in CT. This will include the funding of positions required for IB reauthorization (e.g. Library Media Specialist and Technology Design teacher), covering the costs for teachers and administrators obtain professional development, and paying for associated IB fees (e.g. exams for the Diploma Programme at CIBA, membership fees for O'Connell, Sunset Ridge, and CIBA) as well as IB's required curriculum mapping software (ManageBac's Faria System). Funds will also be used to supplement efforts to market the IB pipeline to families.	By June 2018, EHPS will receive re-authorization of the IB programme for both CIBA's Diploma Programme, Grades 11-12 (visit: Fall 2017) & O'Connell's Primary Years Programme, Grades K-5 (visit: Spring 2018). The implementation of the rigorous IB program will contribute to an increase in DPI for ELA (from 55.8 to 57.3) and in Math (from 48.1 to 50.2).
4.2.	Technology Integration: EHPS will leverage Alliance-PSD funds to support the (2nd year) integration of technology curriculum and instruction into the elementary schools. Three certified teachers (technology specialists) provide direct instruction to students (including on how to use Smarter Balanced tools) and will be used to support technology integration and differentiation strategies into the regular classroom.	As a result of its work with students and teachers on how to better use technology, EHPS will increase DPI for ELA from 55.8 in 2016-17 to 57.3 in 2017-18 and in Math from 48.1 in 2016-17 to 50.2 in 2017-18. Under the SB Growth Model, improve the Average Percentage of Target Achieved for ELA from 52.1 to 55.8 & in Math from 51.5 to 55.2 in 2017-18.
4.3.	Grant Specialist: EHPS will continue to leverage Alliance-PSD funding to support the position of a Grant Specialist who assumes the management for various state, federal and foundation-based grants, building and monitoring budgets and attending RFP meetings.	By June 2018, EHPS will increase the grants secured by the district in an effort to increase student achievement. With this support, EHPS will increase DPI for ELA from 55.8 to 57.3 in 2017-18 and in Math from 48.1 to 50.2 in 2017-18 and improve the Average Percentage of Target Achieved for ELA from 52.1 to 55.8 & in Math from 51.5 to 55.2 in 2017-18.

Step 3: Identify operations-related expenditures aligned to the strategies outlined above. Provide a line-item budget, separating expenditures by ED 114 cost categories. Provide the following information for each line item: (a) cost, position, or service; (b) alignment to operations 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				
Secondary Technology Design Teacher	4.1	2 FTE Technology Design Teacher at Sunset Ridge School and CIBA @ \$72,582 Each	\$ 145,164.00	\$ -
Elementary Literacy Media Specialist	4.1	1 FTE Literacy Media Specialist @ O'Brien Elementary School @ 72,321	\$ 72,321.00	\$ -
Secondary Library Media Specialist	4.1	1 FTE Library Media Specialist @ Sunset Ridge School @ \$80,181	\$ 80,181.00	
Grant Specialist	4.3	1 FTE x .5 Grant Specialist	\$ 33,150.00	
100: Personnel Services - Salaries Subtotal:			\$ 330,816.00	\$ -
200: Personnel Services - Benefits				
Staff Benefits for Line 100 Above			\$ 65,165.00	\$ -
200: Personnel Services - Benefits Subtotal:			\$ 65,165.00	\$ -
300: Purchased Professional and Technical Services				
Theme School Pipeline	4.1	Training for IB Schools - O'Connell	\$ 16,650.00	\$ -
Theme School Pipeline	4.1	IB School Fees - O'Connell	\$ 15,862.00	\$ -
300: Purchased Professional and Technical Services Subtotal:			\$ 32,512.00	\$ -
400: Purchased Property Services				
			\$ -	\$ -
			\$ -	\$ -
400: Purchased Property Services Subtotal:			\$ -	\$ -
500: Other Purchased Services				
			\$ -	\$ -
			\$ -	\$ -
500: Other Purchased Services Subtotal:			\$ -	\$ -

600: Supplies				
Faria System	4.1	IB Software for Sunset Ridge School and O'Connell	\$	7,596.00
			\$	-
600: Supplies Subtotal:			\$	7,596.00
700: Property				
			\$	-
			\$	-
700: Property Subtotal:			\$	-
800: Other Objects				
			\$	-
			\$	-
800: Other Objects Subtotal:			\$	-
OPERATIONS SUB-Total:			\$	436,089.00
			\$	-

V. 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			
Data Analyst School Improvement Specialist		1 Data Analyst & School Improvement Specialist for District @ \$129,875	\$ 129,875.00
SPED Supervisor - Secondary		1 Special Education Supervisor Secondary @ 131,394	\$ 131,394.00
10 Teachers		10 Teachers for Synergy Alternative High School @ \$72,298.90 average salary	\$ 722,989.00
1 Counselor		1 Counselor at Synergy Alternative High School @ \$60,268	\$ 60,268.00
3 Elementary Teachers		3 Elementary Teachers at Langford, Silver Lane & O'Connell Schools @ \$57,841.67 average salary	\$ 173,525.00
2 Kindergarten Teachers		2 Kindergarten Teachers at Mayberry and Silver Lane Schools @ \$84,110 average salary	\$ 168,220.00
			\$ -
			\$ -
			\$ -
100: Personnel Services - Salaries Subtotal:			\$ 1,386,271.00
200: Personnel Services - Benefits			
Employee Benefits for Staff in Line 100		Employee Benefits	\$ 171,219.00
			\$ -
200: Personnel Services - Benefits Subtotal:			\$ 171,219.00
300: Purchased Professional and Technical Services			
			\$ -
			\$ -
300: Purchased Professional and Technical Services Subtotal:			\$ -

400: Purchased Property Services			
Magnet School Tuition		Tuition for Students Attending Magnet Schools	\$ 736,709.00
			\$ -
400: Purchased Property Services Subtotal:			\$ 736,709.00
500: Other Purchased Services			
Student Celebration Dinner		Recognition dinner for graduating students at EHHS, their families and community members	\$ 13,000.00
			\$ -
500: Other Purchased Services Subtotal:			\$ 13,000.00
600: Supplies			
Panorama Education		Parent & Staff Survey	\$ 17,750.00
			\$ -
600: Supplies Subtotal:			\$ 17,750.00
700: Property			
			\$ -
			\$ -
700: Property Subtotal:			\$ -
800: Other Objects			
			\$ -
			\$ -
800: Other Objects Subtotal:			\$ -
NON-REFORM SUB-TOTAL:			\$ 2,324,949.00

VI. FY '18 AD and PSD Budget Summary

East Hartford (EHPH)

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	\$ 738,037.00	\$ 2,198,576.00	\$ 315,387.00	\$ 786,624.00	\$ 441,931.00	\$ 330,816.00	\$ -	\$ 1,386,271.00	\$ 5,440,324.00	\$ 757,318.00
200: Personnel Services - Benefits	\$ 110,054.00	\$ 316,303.00	\$ 54,699.00	\$ 158,170.00	\$ 54,875.00	\$ 65,165.00	\$ -	\$ 171,219.00	\$ 820,911.00	\$ 109,574.00
300: Purchased Professional and Technical Services	\$ -	\$ 145,300.00	\$ -	\$ -	\$ -	\$ 32,512.00	\$ -	\$ -	\$ 177,812.00	\$ -
400: Purchased Property Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 736,709.00	\$ 736,709.00	\$ -
500: Other Purchased Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 13,000.00	\$ 13,000.00	\$ -
600: Supplies	\$ -	\$ 150,237.00	\$ -	\$ -	\$ -	\$ 7,596.00	\$ -	\$ 17,750.00	\$ 175,583.00	\$ -
700: Property	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
800: Other Objects	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTALS:	\$ 848,091.00	\$ 2,810,416.00	\$ 370,086.00	\$ 944,794.00	\$ 496,806.00	\$ 436,089.00	\$ -	\$ 2,324,949.00	\$ 7,364,339.00	\$ 866,892.00

STATEMENT OF ASSURANCES

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

PROJECT TITLE: 2017-18 Consolidated Alliance and Priority School District
Application

THE APPLICANT: Nathan Quesnel **HEREBY ASSURES THAT:**
East Hartford Public Schools

(insert LEA 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, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by the Contractor that such disability prevents performance of the work involved; (2) the Contractor agrees, in all solicitations or advertisements for employees placed by or on behalf of the Contractor, to state that it is an "affirmative action-equal opportunity employer" in accordance with regulations adopted by the Commission; (3) the Contractor agrees to provide each labor union or representative of workers with which the Contractor has a collective bargaining agreement or other contract or understanding and each vendor with which the Contractor has a contract or understanding, a notice to be provided by the Commission, advising the labor union or workers' representative of the Contractor's commitments under this section and to post copies of the notice in conspicuous places available to employees and applicants for employment; (4) the Contractor agrees to comply with each provision of this Section and Connecticut General Statutes §§ 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes §§ 46a-56, 46a-68e and 46a-68f; and (5) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor as relate to the provisions of this Section and Connecticut General Statutes § 46a-56. If the contract is a public works contract, the Contractor agrees and warrants that he will make good faith efforts to employ minority business enterprises as subcontractors and suppliers of materials on such public works projects.

(c) Determination of the Contractor's good faith efforts shall include, but shall not be limited to, the following factors: The Contractor's employment and subcontracting policies,

patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other reasonable activities or efforts as the Commission may prescribe that are designed to ensure the participation of minority business enterprises in public works projects.

- (d) The Contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.
- (e) The Contractor shall include the provisions of subsection (b) of this Section in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with Connecticut General Statutes §46a-56; provided if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.
- (f) The Contractor agrees to comply with the regulations referred to in this Section as they exist on the date of this Contract and as they may be adopted or amended from time to time during the term of this Contract and any amendments thereto.
- (g) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of sexual orientation, in any manner prohibited by the laws of the United States or the State of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (2) the Contractor agrees to provide each labor union or representative of workers with which such Contractor has a collective bargaining agreement or other contract or understanding and each vendor with which such Contractor has a contract or understanding, a notice to be provided by the Commission on Human Rights and Opportunities advising the labor union or workers' representative of the Contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (3) the Contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes § 46a-56; and (4) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor which relate to the provisions of this Section and Connecticut General Statutes § 46a-56.
- (h) The Contractor shall include the provisions of the foregoing paragraph in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with Connecticut General Statutes § 46a-56; provided, if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a

result of such direction by the Commission, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.

- M. The grant award is subject to approval of the Connecticut State Department of Education and availability of state or federal funds.
- N. The applicant agrees and warrants that Sections 4-190 to 4-197, inclusive, of the Connecticut General Statutes concerning the Personal Data Act and Sections 10-4-8 to 10-4-10, inclusive, of the Regulations of Connecticut State Agencies promulgated there under are hereby incorporated by reference.

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

Superintendent Signature:



Name: *(typed)*

Nathan Quesnel

Title: *(typed)*

Superintendent

Date:

1-16-17