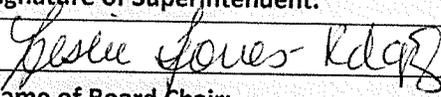
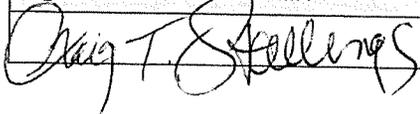


## 2017-18 Consolidated Alliance and Priority School District Application

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.

<b>Local Education Agency:</b>	
Hartford Public Schools	
<b>FY 2018 Alliance District Allocation:</b>	<b>FY 2018 PSD Allocation (if applicable):</b>
\$12,543,354.01	\$4,467,088.00
<b>Contact Person:</b>	<b>Contact Title:</b>
Alberto Vazques-Matos	Deputy Superintendent
<b>Telephone: 860-695-8404</b>	<b>E-mail Address:</b>
860-695-8404	Alberto.vazquez-matos@hartfordschools.org
<b>Name of Superintendent:</b>	
Leslie Torres-Rodriguez	
<b>Signature of Superintendent:</b>	<b>Date:</b>
	5/9/18
<b>Name of Board Chair:</b>	<b>Local Board Approval of Plan (Yes/No):</b>
Craig Stallings	Yes
<b>Signature of Board Chair:</b>	<b>Date:</b>
	5/9/18

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 checked="" type="checkbox"/>	District/school leadership development
<input checked="" type="checkbox"/>	Professional learning	<input type="checkbox"/>	Retention of top talent
<input checked="" 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.	Provide targeted, job-embedded professional learning for all district leaders in the areas of district planning, capacity building, and performance management, & school leaders, coaches, and staff on various areas of instructional leadership, and the literacy block, through differentiated levels of support and learning in identified areas of need within Tier 1 instruction (K-3 Foundational Skills and Shared Reading in Grades 3-5). All staff in Grades K-3 will participate in "Foundations" training modules during the 17-18 school year. Principals and Instructional Leadership Teams will engage in learning activities using the walkthrough tools at minimum of five times per year.	In alignment with ESSA goal targets: 1)The ELA SB Average Percentage of Target Achieved will increase from 43.2% in 2016-17 to 47.6% in 2017-18. 2)The ELA DPI will increase from 50.9 in 2016-17 to 52.8 in 2017-18. 3) The percentage of K-3 students At/Above Benchmark on DIBELS Next will increase from 46.9% in Fall 2017 to 54.9% in Spring 2018.
1.2.	The Chiefs and Executive Directors of Secondary Education and Elementary Middle Grades will focus on the development of our Instructional Leaders through a coaching and supervision model. This will support the development of their instructional lens, capacity to provide timely and specific feedback, and use of a continuous improvement cycle to improve teaching and learning. In collaboration with ANET, the office of Elementary & Middle Grades has established clear goals and professional learning sessions for principals and their leadership teams aligned to increasing capacity in instructional leadership. These sessions will be focused on climate, mathematics, and literacy directly related to data-driven decision making and the goals within each teams school improvement plan.	In alignment with ESSA goal targets: 1)The ELA SB Average Percentage of Target Achieved will increase from 43.2% in 2016-17 to 47.6% in 2017-18. 2)The ELA DPI will increase from 50.9 in 2016-17 to 52.8 in 2017-18.
1.3.	The Chiefs and Executive Directors of Secondary Education and Elementary Middle Grades will provide school-based leaders with opportunities to engage in cycles of continuous improvement through the use of monthly Instructional Rounds. During instructional rounds principals will use real-time data to identify and receive feedback on a buildingwide problems of practice centered around instruction. School leaders will engage in professional learning opportunities through collaboration with the central office literacy team to develop school-based literacy action plans, complete regular learning walks, and attend literacy content learning sessions.	In alignment with ESSA goal targets: 1)The ELA SB Average Percentage of Target Achieved will increase from 43.2% in 2016-17 to 47.6% in 2017-18. 2)The ELA DPI will increase from 50.9 in 2016-17 to 52.8 in 2017-18.

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:
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<b>100: Personnel Services - Salaries</b>			
Assistant Principal	1.1	1.0 FTE Assistant Principal - Milner	\$ 124,636.00
Chief of Elementary	1.2, 1.4	1.0 FTE Chief of Elementary providing capacity-building and coaching support to school administrators	\$ 188,366.00
Chief of Secondary	1.2, 1.4	1.0 FTE Chief of Secondary providing capacity-building and coaching support to school administrators	\$ 185,193.00
Substitute Teacher	1.1	7.0 FTE Building based substitute teachers for Acceleration Agenda Schools - Asian Studies, Burns, Burr, Milner, MLK, SAND, and Wish	\$ 150,000.00
Executive Directors (Elementary & Secondary)	1.2,1.4	2.0 FTE Executive Directors providing capacity-building and coaching support to school administrators	\$ 236,184.00
<b>100: Personnel Services - Salaries Subtotal:</b>			<b>\$ 884,379.00</b>
<b>200: Personnel Services - Benefits</b>			
Assistant Principal	1.1	Certified Full-time Rate 26.38%	\$ 32,879.00
Chief of Elementary	1.2, 1.4	Certified Full-time Rate 26.38%	\$ 46,691.00
Chief of Secondary	1.2, 1.4	Certified Full-time Rate 26.38%	\$ 48,854.00
Substitute Teacher	1.1	Non-Certified Full-time Rate 7.65%	\$ 5,514.00
Executive Directors (Elementary & Secondary)	1.2,1.4	Certified Full-time Rate 26.38%	\$ 62,305.00
Tuition Reimbursement	1.1	Employee benefit for coursework	\$ 500,000.00
			\$ -
<b>200: Personnel Services - Benefits Subtotal:</b>			<b>\$ 696,243.00</b>
<b>300: Purchased Professional and Technical Services</b>			
Four Points Education Partners	1.1	Leadership development for district-level and school based leaders.	\$ 102,769.00
			\$ -
			\$ -
<b>300: Purchased Professional and Technical Services Subtotal:</b>			<b>\$ 102,769.00</b>
<b>400: Purchased Property Services</b>			
			\$ -
			\$ -
<b>400: Purchased Property Services Subtotal:</b>			<b>\$ -</b>

<b>500: Other Purchased Services</b>			
			\$ -
			\$ -
			\$ -
<b>500: Other Purchased Services Subtotal:</b>			\$ -
<b>600: Supplies</b>			
			\$ -
			\$ -
			\$ -
<b>600: Supplies Subtotal:</b>			\$ -
<b>700: Property</b>			
			\$ -
			\$ -
			\$ -
<b>700: Property Subtotal:</b>			\$ -
<b>800: Other Objects</b>			
			\$ -
			\$ -
			\$ -
<b>800: Other Objects Subtotal:</b>			\$ -
<b>TALENT SUB-TOTAL:</b>			\$ 1,683,391.00

## II. 2017-18 Academic Priorities

## Hartford School District

**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 checked="" type="checkbox"/>	Common Core-aligned curriculum	<input type="checkbox"/>	Full-day kindergarten
<input checked="" type="checkbox"/>	Assessment systems	<input type="checkbox"/>	Pre-Kindergarten
<input type="checkbox"/>	Supports for special populations (eg., EL, SPED)	<input checked="" type="checkbox"/>	Pre-K - Grade 3 literacy
<input checked="" 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.	Provide support and training for teachers to effectively implement standards-based, coherent, guaranteed, and viable mathematics curriculum with fidelity in all classrooms and all schools. Provide support and resources for teachers to continuously apply varied, meaningful and common assessment data in Grades 3-8 mathematics including district-wide, standard-aligned topic assessments and interim assessments to inform instruction. Support school-site implementation of specific, targeted, and evidence-based intervention programs to support the diverse needs of learners. Support is provided by the Director Mathematics, Curriculum Specialist, and Math Coaches. Support is defined as 1:1 instructional coaching, observation and feedback cycles, lesson modeling, co-teaching, facilitating grade level Assessment Preview protocols, Data Analysis & Action Plan protocols, and Looking At Student Work protocols. Support is aligned to the Hartford Mathematics "Look Fors;" this year specifically, coherence of the CCS-M (content), using and connecting mathematical representations (pedagogy), and establish mathematics goals to focus learning (pedagogy).	In alignment with ESSA goal targets: 1)The ELA SB Average Percentage of Target Achieved will increase from 43.2% in 2016-17 to 47.6% in 2017-18. 2)The ELA DPI will increase from 50.9 in 2016-17 to 52.8 in 2017-18.
2.2.	Ensure equitable access for all students to college and career readiness opportunities by collaborating with UCONN, College Board, and other stakeholders to create additional College and Career Readiness opportunities, such as job shadowing, internships, work-based learning, CTE courses, AP courses, and dual/concurrent enrollment courses.	In alignment with ESSA goal targets: 1) The 4-Year Adjusted Cohort Graduation Rate will increase from 70.7% (2016 cohort) to 72.5%.

2.3.	Develop and implement job-embedded professional learning for all school leaders, coaches, and staff on various areas of the literacy block, through differentiated levels of support and learning in identified areas of need within Tier 1 instruction (K-3 Foundational Skills and Shared Reading in Grades 3-5). All staff in Grades K-3 will participate in "Foundations" training modules during the 17-18 school year. Principals and Instructional Leadership Teams will engage in learning activities using the walkthrough tools at minimum of five times per year. Personnel, including the Assistant Director of Literacy, Literacy Coaches, and Curriculum Specialists will work to monitor and provide the previously mentioned supports.	In alignment with ESSA goal targets: 1)The ELA SB Average Percentage of Target Achieved will increase from 43.2% in 2016-17 to 47.6% in 2017-18. 2)The ELA DPI will increase from 50.9 in 2016-17 to 52.8 in 2017-18.
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**Step 3: Identify academic-related expenditures aligned to the strategies outlined above. Provide a line-item budget, separating expenditures by ED 114 cost categories. 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:		PSD Investment:
<b>100: Personnel Services - Salaries</b>				
Assistant Directors -Literacy	2.1 2.3	2.00 FTEs	\$ 266,990.00	\$ -
Coach- Math	2.1	2.08 FTEs- Wish, HS Inc	\$ 200,637.00	\$ -
Curriculum Coach	2.1 2.3	3.0 FTEs SAND, Office of Elementary and Middle Grades (OEMG), Special Education (SE)	\$ 289,446.00	\$ -
Curriculum Specialist/Instructional Coach	2.1 2.3	1.0 FTEs MILNER	\$ 80,994.00	\$ 100,682.00
Executive Director of College Career Readiness	2.1 2.2	1.0 FTEs SE	\$ 145,886.00	\$ -
ELL Coach	2.1 2.3	7.0 FTEs Burns, Burr, MD Fox, McDonough, Bulkeley HS, Hartford Public High, OOA	\$ 540,798.00	\$ -
ELL Director	2.1 2.3	.475 FTEs Office of Academics (OOA)	\$ 61,691.00	\$ -
Instructional Coach	2.1 2.3	6.35 FTEs Burr, Asian Studies, Kennelly, SAND, West Middle, Hartford High	\$ 498,697.00	\$ -
Literacy Coach	2.3	1.0 FTEs OOA	\$ 71,811.00	\$89,658.00
Math Coach	2.1 2.3	1 FTE OOA	\$ 79,994.00	\$22,371.00
Music Teacher	2.1 2.2 2.3	.20 FTEs Mc Donough	\$ 18,676.00	\$ -
Numeracy Coach	2.1 2.3	1.0 FTEs MILNER	\$ 89,484.00	\$ -
PreK Paraprofessional	2.1 2.3	2.0 FTEs Milner	\$ 54,886.00	\$ -
PT Teachers	2.1 2.3	EL - various schools as indicated by ratio of students	\$ 60,638.00	\$ -
Reading Teachers	2.3	2.0 FTEs ASA Wish	\$ 189,246.00	\$180,141.00
Resource Teachers	2.1 2.3	1.0 FTEs SAND	\$ 77,287.00	\$116,372.00
Support Staff (Assessment & Accountability)	2.3	1.0 FTEs OOA	\$ 98,025.00	\$ -

Support Staff PT	2.1	Various schools as indicated by student need	\$ 4,816.00	\$ -
Teacher PT	2	1.0 FTEs	\$ 79,595.00	\$445,995.00
Theme Coach	2.1 2.3	1. 55 HHS	\$ 109,797.00	\$52,426.00
Child Development Specialist	2.1 2.3	2.78 FTEs Asian Studies (.75), Webster Microsociety (1.28), Breakthrough (.45),		\$109,710.00
Paraprofessional - Kindergarten	2.1 2.3	1.40 FTEs Montessori @ Fisher STEM (.75), Annie Fisher STEM (.65)		\$96,204.00
Teachers - Kindergarten	2.1 2.3	3.13 FTEs Naylor (.78), Asian Studies (1.0), Kennelly (.25), SAND (.20), Moylan (.45),		\$260,017.00
Teacher - PreK	2.1 2.3	.78 FTEs Rawson (.50), Breakthrough II (.28)		\$65,284.00
Paraprofessional - PreK	2.1 2.3	3.0 FTEs Montessori @ Fisher STEM (2.0), Montessori @ Moylan		\$88,331.00
Paraprofessional - Primary	2.1 2.3	2.0 FTEs Montessori @ Moylan		\$54,886.00
Stipends - Teachers	2.1 2.2 2.3	Various schools as indicated by student need		\$35,706.00
Support Staff PT	2.1 2.3	Various schools as indicated by student need		\$47,199.00
<b>100: Personnel Services - Salaries Subtotal:</b>			<b>\$ 3,019,394.00</b>	<b>\$ 1,764,982.00</b>
<b>200: Personnel Services - Benefits</b>				
				\$ -
Assistant Directors - Literacy	2.1 2.3	Certified Full-time 26.38%	\$ 70,432.00	\$ -
Coach - Math	2.1	Certified Full-time 26.38%	\$ 52,929.00	\$ -
Curriculum Coach	2.1 2.3	Certified Full-time 26.38%	\$ 76,356.00	\$ -
Curriculum Specialist/Instructional Coach	2.1 2.3	Certified Full-time 26.38%	\$ 21,367.00	\$26,560.00
Executive Director of College and Career Readiness	2.1 2.3	Certified Full-time 26.38%	\$ 38,485.00	\$ -
ELL Coach	2.1 2.3	Certified Full-time 26.38%	\$ 142,663.00	
ELL Director	2.1 2.3	Certified Full-time 26.38%	\$ 16,275.00	
Instructional Coach	2.1 2.3	Certified Full-time 26.38%	\$ 131,557.00	

Literacy Coach	2.3	Certified Full-time 26.38%	\$ 18,944.00	\$23,652.00
Math Coach	2.1	Certified Full-time 26.38%	\$ 21,103.00	\$12,613.00
Music Teacher	2.2	Certified Full-time 26.38%	\$ 4,927.00	\$ -
Numeracy Coach	2.1	Certified Full-time 26.38%	\$ 23,606.00	\$ -
PreK Paraprofessional	2.1 2.3	Certified Full-time 26.38%	\$ 14,479.00	\$ -
PT Teachers	2.1 2.3	Certified Part-time 1.45%	\$ 880.00	\$ -
Reading Teachers	2.3	Certified Full-time 26.38%	\$ 49,924.00	\$47,522.00
Resource Teachers	2.1 2.3	Certified Full-time 26.38%	\$ 20,389.00	\$30,699.00
Support Staff (Assessment & Accountability)	2.3	Non-Certified Full-time 40.18%	\$ 39,387.00	\$ -
Support Staff PT	2.1	Non-Certified Part-time 7.65%	\$ 369.00	\$ -
Teacher PT	2.1 2.3	Certified Part-time 1.45%	\$ 1,155.00	\$6,467.00
Theme Coach	2.1 2.3	Certified Full-time 26.38%	\$ 28,965.00	\$13,830.00
Child Development Specialist	2.1 2.3	Non-Certified Full-time 40.18%		\$44,082.00
Paraprofessional - Kindergarten	2.1 2.3	Non-Certified Full-time 40.18%		\$38,655.00
Teachers - Kindergarten	2.1 2.3	Certified Full-time 26.38%		\$68,593.00
Teacher - PreK	2.1 2.3	Certified Full-time 26.38%		\$17,222.00
Paraprofessional - PreK	2.1 2.3	Non-Certified Full-time 40.18%		\$35,491.00
Paraprofessional - Primary	2.1 2.3	Non-Certified Full-time 40.18%		\$22,054.00
Stipends - Teachers	2.1 2.2 2.3	Certified Part-time 1.45%		\$518.00
Support Staff PT	2.1 2.3	Non-Certified Part-time 7.65%	\$ -	\$3,611.00
<b>200: Personnel Services - Benefits Subtotal:</b>			<b>\$ 774,192.00</b>	<b>\$ 391,569.00</b>
<b>300: Purchased Professional and Technical Services</b>				

CPBN Contract	2.1 2.2 2.3	Increase student academics -JMA	\$ 698,145.00	\$ -
ELL Memorandum of Understanding	2.1	Increase teacher expertise ELAMS, Sanchez,	\$ 85,000.00	\$ -
Other Professional Technical Svs	2.1 2.3	Hartford Performs, Reading Intervention	\$ 455,576.00	\$87,745.00
Instructional Improvement	2.1	Focused Fitness, Little Kids Rock, Teacher Development Group, CREC		\$113,326.00
Field Trips	2.1 2.2 2.3	educational field trips, college field trips		\$89,735.00
Staff Development	2.1 2.2 2.3	CCR, CAS		\$30,000.00
Instructional Improvement	2.1 2.3	PD English teacher	\$41,300.00	\$94,953.00
<b>300: Purchased Professional and Technical Services Subtotal:</b>			<b>\$ 1,280,021.00</b>	<b>\$ 415,759.00</b>
<b>400: Purchased Property Services</b>				
			\$ -	\$ -
			\$ -	\$ -
<b>400: Purchased Property Services Subtotal:</b>			<b>\$ -</b>	<b>\$ -</b>
<b>500: Other Purchased Services</b>				
Internet Communications	2.3	Naviance, Brainpop, MyOn	\$ 362,084.00	\$131,927.00

Printing & Binding	2.1	Assessment materials	\$ 9,811.00	\$ -
			\$ -	\$ -
<b>500: Other Purchased Services Subtotal:</b>			<b>\$ 371,895.00</b>	<b>\$ 131,927.00</b>
<b>600: Supplies</b>				
Instructional Supplies	2.1,2.2,2.3	Curriculum and Intervention Supplies & materials	\$ 312,151.00	\$131,927.00
Technology Related Supplies	2.1,2.2,2.3	headphones, adapters	\$ 1,800.00	\$131,927.00
			\$ -	\$131,927.00
<b>600: Supplies Subtotal:</b>			<b>\$ 313,951.00</b>	<b>\$ 395,781.00</b>
<b>700: Property</b>				
Computers	2.3	computers, laptops, tablets	\$ 358,461.00	\$ -
Equipment	2.3	drumline equipment	\$ 6,475.00	\$ -
			\$ -	\$ -
<b>700: Property Subtotal:</b>			<b>\$ 364,936.00</b>	<b>\$ -</b>
<b>800: Other Objects</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>800: Other Objects Subtotal:</b>			<b>\$ -</b>	<b>\$ -</b>
<b>ACADEMICS SUB-TOTAL:</b>			<b>\$ 6,124,389.00</b>	<b>\$ 3,100,018.00</b>

**III. 2017-18 Culture and Climate Priorities**

**Hartford School District**

**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 type="checkbox"/>	Graduation/dropout prevention/on-track for graduation
<input checked="" type="checkbox"/>	Suspension rate	<input 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.	Continue to enhance the implementation of attendance teams throughout the district including a listserv for efficient communication, data analysis, and templates for protocols. Various personnel are needed to support the work of school-based attendance teams to address the barriers that prevent students from attending school. Current personnel that are supporting this effort include Climate Support Specialist, City Connects Coordinators, and Family Resource Aides.	In alignment with ESSA goal targets the Chronic Absenteeism Rate will decrease from 22.1% in 2016-17 to 20.8% in 2017-18.
3.2.	Schools will use a character education framework/programming (PBIS, and Restorative Approaches and Practices, Responsive Classrooms, etc.) to ensure the use of proactive strategies for behavior management. Data will be analyzed regularly and students of need will be prioritized using the Multi-Tiered System of Support (MTSS) framework with graduated responses for behavioral supports and interventions to ensure progressive and equitable disciplinary practices. Various personnel are needed to support the shift to Restorative Approaches and support students' behavioral needs.	1. In alignment with ESSA goal targets the Chronic Absenteeism Rate will decrease from 22.1% in 2016-17 to 20.8% in 2017-18. 2. The number of Out-Of-School Suspensions will decrease from 2,983 in 2016-17 to 2,235 in 2017-18.
3.3.	All school leaders will be trained in Trauma Sensitive School core practices. The training will also be provided to school-based Climate Coaches, Social Workers, and other school personnel. School-based staff will provide ongoing guidance and support to other school staff to ensure that appropriate practices are implemented to support students.	1. In alignment with ESSA goal targets the Chronic Absenteeism Rate will decrease from 22.1% in 2016-17 to 20.8% in 2017-18. 2. 74 percent of students will respond favorably on the 'Caring Adult' subsection of the Climate Survey during the 17-18 school year. (17-18 is a baseline data for this subset of questions.)

**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:
<b>100: Personnel Services - Salaries</b>				
Guidance Counselor	3.1, 3.2	2.0 FTE Burns, McDonough	\$ 140,241.00	\$40,687.00
Intervention Specialist	3.1, 3.2	1.0 FTEs HH	\$ 77,723.00	\$-
Inside Suspension Para	3.2	1.0 FTEs MD Fox, High School In, Jounalism & Media Academy, Hartford High, Simpson Waverly	\$ 38,113.00	\$96,631.00
Manager	3.3	1.0 FTEs COS	\$ 82,400.00	\$-
Paraprofessional Classroom	3.1	1.0 FTEs Burns	\$ 26,602.00	
School & Family Support Providers	3.3	8.1 FTEs Batchelder, SAND, Simpson Waverly, Parkviile, Hartford High (2.25), Kinsella, High School Inc, Sanchez,	\$ 134,917.00	\$233,938.00
Social Worker	3.1,3.2,3.3	1.0 FTEs MC Donough	\$ 81,626.00	\$-
Transition Counselors	3.1,3.2,3.3	2.0 FTEs Various school sites	\$ 152,206.00	\$-
Behavior Technicians	3.1	7.0 FTEs Batchelder, SAND, Simpson Waverly, Parkviile, Hartford High (2.25), Kinsella, High School Inc, Sanchez,	\$ 348,655.00	\$62,996.00
Classroom Para	3.2	4.0 FTEs Latino Studies @ Burns, Moylan, Wish, Milner	\$ 39,467.00	\$102,752.00
Climate Coach	3.1,3.2,3.3	2.0 FTEs King, Sanchez	\$ 185,154.00	\$-
College Career Specialist	3.1	3.0 FTEs Various Sites	\$ 162,474.00	\$-
City Connects Coordinators	3.1,3.2,3.3	8.0 FTEs AA Schools Burr (2.0), Burns (2.0), Wish, ML King, Milner, Simpson Waverly	\$ 560,055.00	\$-
City Connects Lead Coordinator	3.1,3.2,3.3	1.0 FTEs Sand	\$ 70,000.00	\$-
Director of Community Engagement	3.3	1.0 FTEs COS	\$ 105,000.00	\$-
Comprehensive Intervention Specialist	3.1	1.0 FTEs University High Science & Engineering		\$35,094.00
Director - Say yes to Education	3.1,3.2,3.3	1.0 FTEs Global Communications Academy		\$91,714.00
Family Resource Aide	3.1, 3.2	3.0 FTEs Burr, ML King, Wish		\$77,507.00

Program Assistant III	3.1	1.0 FTEs Hartford Magnet Trinity Colleague Academy		\$45,116.00
Program Development Specialist	3.1	1.0 FTEs Bulkeley		\$75,900.00
Projects & Program Support	3.1	1.0 FTEs Parkville		\$35,796.00
<b>100: Personnel Services - Salaries Subtotal:</b>			<b>\$ 2,204,633.00</b>	<b>\$ 898,131.00</b>
<b>200: Personnel Services - Benefits</b>				
Guidance Counselor	3.1, 3.2	Certified Full-time 28.36%	\$ 36,996.00	\$10,733.00
Intervention Specialist	3.1, 3.2	Certified Full-time 28.36%	\$ 20,504.00	\$-
Inside Suspension Para	3.2	Non-Certified Full-time 40.18%	\$ 15,314.00	\$38,827.00
Manager	3.3	Non-Certified Full-time 40.18%	\$ 33,109.00	\$-
Classroom Para	3.1	Non-Certified Full-time 40.18%	\$ 10,689.00	\$-
School & Family Support Providers	3.3	Non-Certified Full-time 40.18%	\$ 54,210.00	\$93,997.00
Social Worker	3.1,3.2,3.3	Certified Full-time 28.36%	\$ 21,533.00	\$-
Transition Counselors	3.1,3.2,3.3	Non-Certified Full-time 40.18%	\$ 61,157.00	\$-
Behavior Technicians	3.1	Non-Certified Full-time 40.18%	\$ 140,090.00	\$25,312.00
Classroom Para	3.2	Non-Certified Full-time 40.18%	\$ 15,858.00	\$43,942.00
Climate Coach	3.1,3.2,3.3	Certified Full-time 28.36%	\$ 48,844.00	\$ -
College Career Specialist	3.1	Non-Certified Full-time 40.18%	\$ 65,283.00	\$ -
City Connects Coordinators	3.1,3.2,3.3	Non-Certified Full-time 40.18%	\$ 225,031.00	\$ -
City Connects Lead Coordinator	3.1,3.2,3.3	Non-Certified Full-time 40.18%	\$ 28,126.00	\$ -
Director of Community Engagement	3.3	Non-Certified Full-time 40.18%	\$ 42,189.00	\$ -
Comprehensive Intervention Specialist	3.1	Non-Certified Full-time 40.18%		\$14,101.00

Director - Say yes to Education	3.1,3.2,3.3	Non-Certified Full-time 40.18%		\$36,851.00
Family Resource Aide	3.1, 3.2	Non-Certified Full-time 40.18%		\$31,143.00
Program Assistant III	3.1	Non-Certified Full-time 40.18%		\$18,127.00
Program Development Specialist	3.1	Non-Certified Full-time 40.18%		\$30,497.00
Projects & Program Support	3.1	Non-Certified Full-time 40.18%		\$14,383.00
<b>200: Personnel Services - Benefits Subtotal:</b>			<b>\$ 818,933.00</b>	<b>\$ 357,913.00</b>
<b>300: Purchased Professional and Technical Services</b>				
City Connects	3.1, 3.2	Technical Assistance and resources to Acceleration Agenda schools in implementing a strong teaching and learning cycles -	\$ 289,000.00	\$ -
Other Professional Tech Svs	3.1,3.2,3.3	Technical services for climate survey data	\$ 236,840.00	\$ -
Parental Engagement	3.1,3.2,3.3	Web-based services	\$1,000.00	\$-
<b>300: Purchased Professional and Technical Services Subtotal:</b>			<b>\$ 526,840.00</b>	<b>\$ -</b>
<b>400: Purchased Property Services</b>				
				\$-
			\$ -	\$ -
			\$ -	\$ -
<b>400: Purchased Property Services Subtotal:</b>			<b>\$ -</b>	<b>\$ -</b>

<b>500: Other Purchased Services</b>				
Conference & Seminar	3.2	Restorative Practices training	\$ 1,194.00	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>500: Other Purchased Services Subtotal:</b>			<b>\$ 1,194.00</b>	<b>\$ -</b>
<b>600: Supplies</b>				
Office Supplies	3.1,3.2,3.3	paper, toner, etc.	\$ 650.00	\$ -
Awards & Incentives	3.2	Student awards, PBIS	\$-	\$1,300.00
Student Uniforms	3.2	uniform closet	\$-	\$1,000.00
<b>600: Supplies Subtotal:</b>			<b>\$ 650.00</b>	<b>\$ 2,300.00</b>
<b>700: Property</b>				
Computer	3.1,3.2		\$ 1,000.00	\$45,119.00
			\$ -	\$ -
			\$ -	\$ -
<b>700: Property Subtotal:</b>			<b>\$ 1,000.00</b>	<b>\$ 45,119.00</b>
<b>800: Other Objects</b>				
Meetings & Assemblies	3.3	family & community engagement events	\$ 3,440.00	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>800: Other Objects Subtotal:</b>			<b>\$ 3,440.00</b>	<b>\$ -</b>
<b>CULTURE AND CLIMATE SUB-TOTAL:</b>			<b>\$ 3,556,690.00</b>	<b>\$ 1,303,463.00</b>

**IV. 2017-18 Operations Priorities**

**Hartford School District**

**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 checked="" type="checkbox"/>	School operations	<input type="checkbox"/>	Extended learning time
<input type="checkbox"/>	Technology integration	<input type="checkbox"/>	Other: _____

**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.	Support operations and shared resources across all three academies at the HPHS campus to ensure members of the Instructional Leadership Team (ILT) are freed from daily oversight of operational functions, allowing the school principal and members of the ILT to focus on instructional improvements.	In alignment with ESSA goal targets:  1) The 4-Year Adjusted Cohort Graduation Rate will increase from 70.7% in 2016 to 72.5% in 2017.
4.2.		
4.3.		

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:
<b>100: Personnel Services - Salaries</b>				
Operations Manager	4.1	1.0 FTE Operations Manager - HPHS	\$ 86,700.00	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>100: Personnel Services - Salaries Subtotal:</b>			<b>\$ 86,700.00</b>	<b>\$ -</b>
<b>200: Personnel Services - Benefits</b>				
Operations Manager	4.1	Non-Certified Full-time Rate 40.18%	\$ 34,836.00	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>200: Personnel Services - Benefits Subtotal:</b>			<b>\$ 34,836.00</b>	<b>\$ -</b>
<b>300: Purchased Professional and Technical Services</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>300: Purchased Professional and Technical Services Subtotal:</b>			<b>\$ -</b>	<b>\$ -</b>
<b>400: Purchased Property Services</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>400: Purchased Property Services Subtotal:</b>			<b>\$ -</b>	<b>\$ -</b>

<b>500: Other Purchased Services</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>500: Other Purchased Services Subtotal:</b>			\$ -	\$ -
<b>600: Supplies</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>600: Supplies Subtotal:</b>			\$ -	\$ -
<b>700: Property</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>700: Property Subtotal:</b>			\$ -	\$ -
<b>800: Other Objects</b>				
Indirect			\$-	\$63,607.00
			\$ -	\$ -
			\$ -	\$ -
<b>800: Other Objects Subtotal:</b>			\$ -	\$ 63,607.00
<b>OPERATIONS SUB-TOTAL:</b>			\$ 121,536.00	\$ 63,607.00

## 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:
<b>100: Personnel Services - Salaries</b>			
			\$ -
			\$ -
			\$ -
<b>100: Personnel Services - Salaries Subtotal:</b>			\$ -
<b>200: Personnel Services - Benefits</b>			
			\$ -
			\$ -
			\$ -
<b>200: Personnel Services - Benefits Subtotal:</b>			\$ -
<b>300: Purchased Professional and Technical Services</b>			
			\$ -
			\$ -
			\$ -
<b>300: Purchased Professional and Technical Services Subtotal:</b>			\$ -
<b>400: Purchased Property Services</b>			
			\$ -
			\$ -
			\$ -
<b>400: Purchased Property Services Subtotal:</b>			\$ -

500: Other Purchased Services			
Tuition		Tuition cost for out-of-district Special Education services	\$ 1,057,348.00
			\$ -
			\$ -
<b>500: Other Purchased Services Subtotal:</b>			\$ 1,057,348.00
600: Supplies			
			\$ -
			\$ -
			\$ -
<b>600: Supplies Subtotal:</b>			\$ -
700: Property			
			\$ -
			\$ -
			\$ -
<b>700: Property Subtotal:</b>			\$ -
800: Other Objects			
			\$ -
			\$ -
			\$ -
<b>800: Other Objects Subtotal:</b>			\$ -
<b>NON-REFORM SUB-TOTAL:</b>			\$ 1,057,348.00

**VI. FY '18 AD and PSD Budget Summary**

**Hartford School District**

**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	\$ 884,379.00	\$ 3,019,394.00	\$ 1,764,982.00	\$ 2,204,633.00	\$ 898,131.00	\$ 86,700.00	\$ -	\$ -	\$ 6,195,106.00	\$ 2,663,113.00
200: Personnel Services - Benefits	\$ 696,243.00	\$ 774,192.00	\$ 391,569.00	\$ 818,933.00	\$ 357,913.00	\$ 34,836.00	\$ -	\$ -	\$ 2,324,204.00	\$ 749,482.00
300: Purchased Professional and Technical Services	\$ 102,769.00	\$ 1,280,021.00	\$ 415,759.00	\$ 526,840.00	\$ -	\$ -	\$ -	\$ -	\$ 1,909,630.00	\$ 415,759.00
400: Purchased Property Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
500: Other Purchased Services	\$ -	\$ 371,895.00	\$ 131,927.00	\$ 1,194.00	\$ -	\$ -	\$ -	\$ 1,057,348.00	\$ 1,430,437.00	\$ 131,927.00
600: Supplies	\$ -	\$ 313,951.00	\$ 395,781.00	\$ 650.00	\$ 2,300.00	\$ -	\$ -	\$ -	\$ 314,601.00	\$ 398,081.00
700: Property	\$ -	\$ 364,936.00	\$ -	\$ 1,000.00	\$ 45,119.00	\$ -	\$ -	\$ -	\$ 365,936.00	\$ 45,119.00
800: Other Objects	\$ -	\$ -	\$ -	\$ 3,440.00	\$ -	\$ -	\$ 63,607.00	\$ -	\$ 3,440.00	\$ 63,607.00
<b>TOTALS:</b>	<b>\$ 1,683,391.00</b>	<b>\$ 6,124,389.00</b>	<b>\$ 3,100,018.00</b>	<b>\$ 3,556,690.00</b>	<b>\$ 1,303,463.00</b>	<b>\$ 121,536.00</b>	<b>\$ 63,607.00</b>	<b>\$ 1,057,348.00</b>	<b>\$ 12,543,354.00</b>	<b>\$ 4,467,088.00</b>

**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:** \_\_\_\_\_ **HEREBY ASSURES THAT:**  
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:

  
\_\_\_\_\_  
Leslie Torres-Rodriguez

Name: *(typed)*

\_\_\_\_\_  
Superintendent

Title: *(typed)*

\_\_\_\_\_  
5/9/2018

Date: