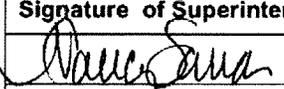
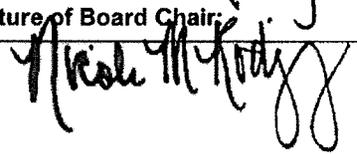


2017-18 Consolidated Alliance and Priority School District Application

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:	
New Britain Public Schools	
FY 2018 Alliance District Allocation:	FY 2018 PSD Allocation (if applicable):
\$12,265,973	\$1,636,508
Contact Person:	Contact Title:
Tricia Putnam	Coordinator of Leadership Dev. and Higher Ed Partnerships
Telephone:	E-mail Address:
860.827.2237	putnamp@csgdnb.org
Name of Superintendent:	
Nancy Sarra	
Signature of Superintendent:	Date:
	4.20.18
Name of Board Chair:	Local Board Approval of Plan (Yes/No):
Nicole M. Rodriguez	Yes
Signature of Board Chair:	Date:
	4.20.18

2017-18 Talent Priorities

Fill in district name on this page only:

District: New Britain

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 (incl LEAD CT Coaching for Supts, Turnaround Principal programs, and Dist Capacity)
<input checked="" type="checkbox"/>	Professional development	<input type="checkbox"/>	Retention of top talent
<input checked="" type="checkbox"/>	Evaluation	<input type="checkbox"/>	Other: _____

Step 2: Identify a core set of strategies to advance the district's talent-related reform priorities (identified in Step 1). Summarize district talent strategies and identify a specific, measurable, actionable, realistic, and time-bound (S.M.A.R.T.) goal aligned to each strategy. These S.M.A.R.T. goals will be central to 2017-18 quarterly progress monitoring. Add or remove rows as necessary.

Talent Priorities:		Aligned SMART Goals:
1.1.	Building Leadership Capacity: Site-based PD for site-level administrators will assist in building leadership capacity to 1) communicate with staff about the correlation between the high leverage instructional practices of higher order thinking questions as they relate to a standards-based objectives; 2) identify strengths and weakness of instructional practices during classroom observations; 3) monitor classroom implementation and provide reliable feedback to classroom teachers and coaches; 4) produce and explain quantitative and qualitative data as it relates to district determined data points; and 5) develop talent at the site-based level. Site-Based PD from Perkins and Studer groups.	Increase the DPI for ELA achievement from 49.5% in 2017 to 51.5% in 2018 and Math from 43.3% in 2017 to 45.7% in 2018. Increase the SBAC Growth Model in ELA from 42.2%in 2017 to 46.6% in 2018 and Math 44.9% in 2017 to 49.1% in 2018.
1.2.	Performance Coach District-wide and School-level Instructional Performance Coaches: The district will employ one district-wide Performance Coach and school-level performance coaches to support grades 3-5 classroom teachers in the implementation of high quality instruction. Specifically, the coaches will 1) use their knowledge of systemic change to accelerate the shift in instructional practices; 2) use quantitative data analysis to assess the quality of classroom instruction and provided needed coaching to support the shift in teacher behavior to improve student achievement; 3) Implement coaching intervention; and 5) build capacity for sustainability.	Increase the DPI for ELA achievement from 49.5% in 2017 to 51.5% in 2018 and Math from 43.3% in 2017 to 45.7% in 2018. Increase the SBAC Growth Model in ELA from 42.2%in 2017 to 46.6% in 2018 and Math 44.9% in 2017 to 49.1% in 2018.
1.3.	Talent Administrative Aide for Minority Recruitment and Retention: It is the intention of the district to diversify the teacher pipeline in New Britain. The district will support two stipended teachers who, along with key district stakeholders, will meet to collaboratively develop a plan of action to create a sustainable and widely known diversified teacher pipeline. These stipended teachers will be attending PD focused on strategies to build a diversified teacher pipeline. Key stakeholders will be responsible for researching proven diversified teaching pipeline models to establish a viable model for New Britain Public Schools.	Increase the DPI percentage of students meeting SBAC Growth Model Target in ELA from 42.2% in 2017 to 46.6%in 2018 and in Math 44.9% 2017 to 49.1% in 2018. Increase CSDNB minority recruitment 27% in 2017 to 37% in 2018. Establish a clear minority recruitment pipeline from NBHS Education Career Pathways to CCSU. Minority recruitment meetings held once per month to develop a viable plan.

Step 3: Directions: Identify talent-related expenditures aligned to the strategies outlined above. Provide a line-item budget, separating expenditures by ED 114 cost categories, adding rows as necessary. Provide the following information for each line item: (a) cost, position, or service; (b) alignment to talent strategies outlined in 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			
Administrative Assistant in HR at the Board of Education (1 @ BOE)	1.3	To support the staffing and organizational structure of the Talent Office	\$ 80,446.00
1 Performance Coach District-wide Instructional Performance Coach	1.2	To support grades 3-5 classroom teachers in their implementation of high quality instruction.	\$ 104,017.00
Administrators (9 @ Smalley, Smith, Chamberlain, Vance, Lincoln, Slade, Diloreto, Pulaski)	1.1	Ensure feasibility administration to teacher ratio for teacher evaluation/supervision and development	\$ 1,117,032.00
Minority Recruitment and Retention	1.3	Minority Recruitment and Retention -2 Teacher Stipends to implement recruitment program within School District (prorated 4 months through June - \$900 each)	\$ 1,800.00
District CIT Teachers (5 @ BOE)	1.1	To support professional development, curriculum development and teacher evaluation.	\$ 445,782.00
100: Personnel Services - Salaries			\$ 1,749,077.00
200: Personnel Services - Benefits			
Administrative Assistant in HR at the Board of Education (1 @ BOE)	1.3	To support the staffing and organizational structure of the Talent Office	\$ 28,741.00
1 Performance Coach District-wide Instructional Performance Coach	1.2	To support grades 3-5 classroom teachers in their implementation of high quality instruction.	\$ 23,605.00
Administrators (8 @ Smalley, Smith, Chamberlain, Vance, Lincoln, Slade, Diloreto, Pulaski)	1.1	Ensure feasible administration to teacher ratio for teacher evaluation/supervision and development	\$ 92,410.00
District CIT Teachers (5 @ BOE)	1.1	To support professional development, curriculum development and teacher evaluation	\$ 45,993.00
200: Personnel Services - Benefits Subtotal:			\$ 190,749.00
300: Purchased Professional and Technical Services			
Perkins Group	1.1	Build instructional leadership capacity of district leaders	\$ 85,000.00
Minority Recruitment and Retention PD	1.3	Minority Recruitment and Retention - conference registration and Subs	\$ 4,500.00
StuderGroup	1.1	Talent Development	\$ 17,000.00

300: Purchased Professional and Technical Services Subtotal:			\$	106,500.00
400: Purchased Property Services				
400: Purchased Property Services Subtotal:				
500: Other Purchased Services				
			\$	-
500: Other Purchased Services Subtotal:			\$	-
600: Supplies				
Minority Recruitment and Retention	1.3	Activities and events to implement Minority Recruitment and Retention plan.	\$	20,000.00
600: Supplies Subtotal:			\$	20,000.00
700: Property				
			\$	-
700: Property Subtotal:			\$	-
800: Other Objects				
			\$	-
800: Other Objects Subtotal:			\$	-
Talent Subtotal:			\$	2,066,326.00

2017-18 Academic Priorities

District: New Britain

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 transition	<input type="checkbox"/>	Alternative/Transitional programs
<input checked="" type="checkbox"/>	Assessment systems	<input checked="" type="checkbox"/>	Full-day kindergarten
<input checked="" type="checkbox"/>	Supports for special populations	<input type="checkbox"/>	Pre-kindergarten
<input checked="" type="checkbox"/>	SRBI and academic interventions	<input checked="" type="checkbox"/>	Pre-K - Grade 3 literacy
<input type="checkbox"/>	College and career access	<input type="checkbox"/>	Instructional technology
<input type="checkbox"/>	High school redesign	<input type="checkbox"/>	Other: _____

Step 2: Identify a core set of strategies to advance the district's academic-related reform priorities (identified in Step 1). Summarize district academic strategies and identify a specific, measurable, actionable, realistic, and time-bound (S.M.A.R.T.) goal aligned to each strategy. These S.M.A.R.T. goals will be central to 2017-18 quarterly progress monitoring. Add or remove rows as necessary.

Academic Priorities:		Aligned SMART Goals:
2.1.	District Coordinators of Curriculum and Instruction: District Coordinators of Curriculum and Instruction will coordinate a district-wide curriculum audit. Using findings from the curriculum audit, Coordinators will 1) use data to determine policy direction; 2) assist in the development of quality equitable curriculum; 3) develop standards-based assessments; 4) ensure aligned progress monitoring; 5) provide system feedback to determine effectiveness and responsiveness; and 6) coordinate district support systems including 1) strategic and cohesive PD training and coaching to promote strategic and effective instructional practices at every level of the organization, and 2) ensuring sustainability of best practices and capacity building.	Increase the DPI for ELA achievement from 49.5% in 2017 to 51.5% in 2018 and Math from 43.3% in 2017 to 45.7% in 2018. Increase the SBAC Growth Model in ELA from 42.2% in 2017 to 46.6% in 2018 and Math 44.9% in 2017 to 49.1% in 2018. Increase the New Britain High School 4-year graduation rate from 70.4% in 2015-16 to 72.2% in 2016-17.
2.2.	Improve SRBI Protocols and Academic Interventions: Job embedded PD will support school-level teams to establish and maintain: 1) elements of an effective RTI, 2) tiered strategies for implementation and monitor progress 3) coaching support for improved practice. PD will be led by the Assistant Chief Talent Officer with support from external partners, including CSDE and Perkins Consulting, Inc.	Increase the DPI for ELA achievement from 49.5% in 2017 to 51.5% in 2018 and Math from 43.3% in 2017 to 45.7% in 2018. Increase the SBAC Growth Model in ELA from 42.2% in 2017 to 46.6% in 2018 and Math 44.9% in 2017 to 49.1% in 2018. Increase the percentage of Hispanic students scoring level 3 and above on ELA from 14.7% in 2017 to 24.7% in 2018 and Math from 8.9% in 2017 to 18.9% in 2018. Increase the percentage of Black students scoring level 3 and above on ELA from 21.7% in 2017 to 31.7% in 2018 and on Math from 11.5% in 2017 to 21.5% in 2018.
2.3.	Improve Graduation Rates and Develop Drop-Out Prevention Strategies: As part of CSDNB's strategic approach to support our most fragile academic and behaviorally challenged students, several intervention programs (Satellite Career Academy, Mindset Academy, Transition Center, STEPS and Brookside) have been established comprised of key CSDNB staff. Coordination of efforts will ensure students get what they need to be academically and behaviorally successful.	Increase the New Britain High School 4-year graduation rate from 72.2% in 2017 to 74.0% in 2018. Increase New Britain High School 6-year graduation rate from 70.6 for the 2015 cohort to 72.4% for the 2015 cohort..

Step 3: Identify academic-related expenditures aligned to the strategies outlined above. Provide a line-item budget, separating expenditures by ED 114 cost categories, adding rows as necessary. Provide the following information for each line item: (a) cost, position, or service; (b) alignment to 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				
Extended-Day Kindergarten Teachers: (7 @Diloreto, Holmes, Smith, Smalley, Vance)	2.2	To provide extended learning time for early literacy		\$ 487,422.00
Reading Teachers: (8 Chamberlain, Holmes, Jefferson, Northend, Gaffney)	2.2	Provide targeted intervention for Tier III Students		\$ 719,052.00
1 Administrator @Satellite Career Academy	2.3	Satellite Career Academy-provide laser and tailored instruction for our most fragile high school students (over aged and under credited.		\$ 148,554.00
Clerical Assistant: Board of Education	2.2	Support for SRBI and Tier III		\$ 54,039.00
District Coordinators: PreK-5/6-12 (2 @ BOE)	2.1	Coordinate the Department of Academics Team, including CIT Teachers to provide ongoing high quality curriculum, professional development and support to administrators and teachers.	\$ 275,893.00	
Reading Teachers (15 @ Brookside, Smalley, Smith, Chamberlain, Lincoln, Pulaski, Northend, Slade)	2.2	To track and provide interventions for Tier II and III students. Implement strategies and analyze data for struggling students.	\$ 1,366,687.00	
ELD Teachers (40 @ 10 Elementary, 3 middle, 1 HS)	2.2	English Language Development Teachers	\$ 3,368,741.00	
Teachers (38 @ 11 Elementary, 3 middle, 2 HS)	2.1	Reading, English Language Arts, Math Early Literacy and Middle School Reform teachers	\$ 2,830,919.00	
Technology Teacher-(.4 FTE @BOE)	2.1	Technology Resource Teacher (DW IT Trainer & Proctor for testing)	\$ 41,607.00	
6 Math Teachers @ Slade (Focus) and Pulaski (turnaround)	2.1	Middle School Reform Math Instruction	\$ 490,900.00	
100: Personnel Services - Salaries Subtotal:			\$ 8,374,747.00	\$ 1,409,067.00
200: Personnel Services - Benefits				
Extended-Day Kindergarten Teachers: (7 @Diloreto, Holmes, Smith, Smalley, Vance)	2.2	To provide extended learning time for early literacy		\$ 104,376.00

Reading Teachers: (8 Chamberlain, Holmes, Jefferson, Northend, Gaffney)	2.2	Provide targeted intervention for Tier III Students		\$ 80,388.00
1 Administrator @Satellite Career Academy		Provide laser and tailored instruction for our most fragile high school students (over aged and under credited.		\$ 24,300.00
Clerical Assistant: Board of Education	2.2	Support for SRBI and Tier III		\$ 15,677.00
District Coordinators: PreK-5/6-12 (2 @ BOE)	2.1	Coordinate the Department of Academics Team, including CIT Teachers to provide ongoing high quality curriculum, professional development and support to administrators and teachers.	\$ 26,145.00	
Reading Teachers (15 @ Brookside, Smalley, Smith, Chamberlain, Lincoln, Pulaski, Northend, Slade)	2.2	Provide targeted intervention for Tier III Students	\$ 204,420.00	
ELD Teachers (40 @ 10 Elementary, 3 middle, 1 HS)	2.2	English Language Development Teachers	\$ 590,750.00	
Teachers (38 @ 11 Elementary, 3 middle, 2 HS)	2.2	Reading, English Language Arts, Math, Early Literacy and Middle School Reform teachers	\$ 518,917.00	
Technology -(.4 FTE @BOE)	2.2	Technology Resource Teacher (DW IT Trainer and Proctor for Testing)	\$ 9,442.00	
6 Math Teachers @ Slade (Focus) and Pulaski (turnaround)	2.2	Middle School Reform Math Instruction	\$ 46,647.00	
200: Personnel Services - Benefits Subtotal:			\$ 1,396,321.00	\$ 224,741.00
300: Purchased Professional and Technical Services				
Middle School Math Coaching: Sue Renihan	2.1	Build instructional capacity of middle school math teachers	\$ 80,000.00	
Teacher PD	2.1	Conference - Institute for Multi-Sensory Education (\$1,075), Teacher PD and sub coverage (\$5,000)	\$ 6,075.00	
Power School University	2.1	Attendance at PSU to build monitoring tools and Blended Learning	\$ 7,000.00	
300: Purchased Professional and Technical Services Subtotal:			\$ 93,075.00	\$ -
400: Purchased Property Services				
400: Purchased Property Services Subtotal:			\$ -	\$ -
500: Other Purchased Services				

500: Other Purchased Services Subtotal:			\$ -	\$ -
600: Supplies				
Instructional Supplies	2.2	Instructional Supplies for professional development, RTI and progress monitoring	\$ 33,125.00	\$ 1,500.00
Intervention Software	2.1	Intervention Platform to be determined by curriculum audit - \$12,000, Wilson Reading/OrtonGillingham - \$2,000,	\$ 14,000.00	
Instructional Supplies	2.3	Instructional Supplies - Satellite Careers Academy: professional development, RTI and progress monitoring		\$ 1,200.00
600: Supplies Subtotal:			\$ 47,125.00	\$ 2,700.00
700: Property				
700: Property Subtotal:			\$ -	\$ -
800: Other Objects				
800: Other Objects Subtotal:			\$ -	\$ -
Academics Subtotal:			\$ 9,911,268.00	\$ 1,636,508.00

2017-18 Culture and Climate Priorities

District: New Britain

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

Step 2: Identify a core set of strategies to advance the district's culture and climate-related reform priorities (identified in Step 1). Summarize district climate strategies and identify a specific, measurable, actionable, realistic, and time-bound (S.M.A.R.T.) goal aligned to each strategy. These S.M.A.R.T. goals will be central to 2017-18 quarterly progress monitoring. Add or remove rows as necessary.

Culture and Climate Priorities:		Aligned SMART Goals:
3.1.	Improve Chronic Absenteeism: The district will contract with Attendance Works to assist in 1) the development of an effective districtwide attendance team; 2) building the capacity of district personnel (including the district's Attendance Supervisor and Attendance Officer) to systematically improve districtwide attendance practices to improve attendance; 3) the district's Attendance Office in conducting an in-person diagnostic of up to four attendance teams; 4) providing coaching support to improve Attendance Team practices to address individual challenges. The district's Attendance Supervisor and Attendance Officer will create a PD schedule for Attendance Works professional development, and will collect baseline attendance team data and progress monitor functionality.	Reduce chronic absenteeism from 20.1% in 2017 to 18.9% in 2018.
3.2.	Improve Behavior Management: The district will contract with Boys Town to assist in development of districtwide behavior management. The Boys Town model identifies and leverages existing assets to address and mitigate specific behavioral challenges using a proactive approach to teaching and learning. Boys Town work will continue to support schools in the diagnostic needs assessment, planning, consensus building, implementation, and preparation of behavior interventions for sustainability.	Reduce chronic absenteeism from 20.1% in 2017 to 18.9% in 2018.
3.3.	Employ Two Parent Liaisons to Support New Britain HS Turnaround Plan: The New Britain High School leadership team and district facilities management will explore the feasibility of establishing a Welcoming Center with the feedback from the Nellie Mae Foundation, one of the external partners working with New Britain HS. The district will employ two parent liaisons who will work with the New Britain HS leadership team to develop an effective family engagement plan for the school and to develop an on-site Welcoming Center that is sensitive to the diverse needs of our families and is essential to eliminating barriers or challenges our families face in becoming more involved in their child's school.	Reduce chronic absenteeism from 20.1% in 2017 to 18.9% in 2018. Increase the New Britain High School 4-year graduation rate from 70.4% in 2015-16 to 72.2% in 2016-17. Increase family engagement satisfaction as indicated on the Parent Survey to 30% in 2018.

Step 3: Identify climate-related expenditures aligned to the strategies outlined above. Provide a line-item budget, separating expenditures by ED 114 cost categories, adding rows as necessary. Provide the following information for each line item: (a) cost, position, or service; (b) alignment to 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				
Attendance Supervisor: District-wide (1 @ BOE)	3.1	Attendance Supervisor	\$ 82,037.00	\$ -
Attendance Monitor (1 @ BOE)	3.1	Attendance Monitor	\$ 12,000.00	\$ -
Two Parent Liaisons at New Britain High School	3.3	Per Commissioner's Network agreement 25% of Parent Liaison positions charged to Alliance	\$ 14,600.00	\$ -
100: Personnel Services - Salaries Subtotal:			\$ 108,637.00	\$ -
200: Personnel Services - Benefits				
Attendance Supervisor: District-wide (1 @ BOE)	3.1	Attendance Supervisor	\$ 20,766.00	\$ -
Attendance Monitor (1 @ BOE)	3.1	Attendance Monitor	\$ 175.00	\$ -
Two Parent Liaisons at New Britain High School	3.3	Per Commissioner's Network agreement 25% of Parent Liaison positions charged to Alliance	\$ 210.00	\$ -
200: Personnel Services - Benefits Subtotal:			\$ 21,151.00	\$ -
300: Purchased Professional and Technical Services				
Attendance Works	3.1	Improve student attendance with implementation of new attendance tool and rubric	\$ 13,800.00	\$ -
Boys Town Social/Emotional Professional Development	3.2	Decrease in/out of school suspensions, improve student-teacher relationships, improve climate and culture of the building	\$ 46,472.00	\$ -
300: Purchased Professional and Technical Services Subtotal:			\$ 60,272.00	\$ -
400: Purchased Property Services				
			\$ -	\$ -
400: Purchased Property Services Subtotal:			\$ -	\$ -
500: Other Purchased Services				
			\$ -	\$ -

500: Other Purchased Services Subtotal:			\$ -	\$ -
600: Supplies				
			\$ -	\$ -
600: Supplies Subtotal:			\$ -	\$ -
700: Property				
			\$ -	\$ -
700: Property Subtotal:			\$ -	\$ -
800: Other Objects				
			\$ -	\$ -
800: Other Objects Subtotal:			\$ -	\$ -
Culture and Climate Subtotal:			\$ 190,060.00	\$ -

2017-18 Operations Priorities

District: New Britain

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 checked="" type="checkbox"/>	Budgeting and financial management	<input type="checkbox"/>	Student enrollment processes
<input 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 strategies to advance the district's operations-related reform priorities (identified in Step 1). Summarize district operations priorities strategies and identify a specific, measurable, actionable, realistic, and time-bound (S.M.A.R.T.) goal aligned to each strategy. These S.M.A.R.T. goals will be central to the 2017-18 quarterly progress monitoring. Add or remove rows as necessary.

Operations Priorities:		Aligned SMART Goals:
4.1.	Improve District Grant management: The district will employ a grant specialist who will be responsible for centralizing grant management with a focus on better alignment of resources.	Increase the DPI for ELA achievement from 49.5% in 2017 to 51.5% in 2018 and Math from 43.3% in 2017 to 45.7% in 2018. Increase the SBAC Growth Model in ELA from 42.2% in 2017 to 46.6% in 2018 and Math 44.9% in 2017 to 49.1% in 2018. Increase the percentage of Hispanic students scoring level 3 and above on ELA from 14.7% in 2017 to 24.7% in 2018 and Math from 8.9% in 2017 to 18.9% in 2018. Increase the percentage of Black students scoring level 3 and above on ELA from 21.7% in 2017 to 31.7% in 2018 and on Math from 11.5% in 2017 to 21.5% in 2018.

Step 3: Identify operations-related expenditures aligned to the strategies outlined above. Provide a line-item budget, separating expenditures by ED 114 cost categories, adding rows as necessary. Provide the following information for each line item: (a) cost, position, or service; (b) alignment to 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				
Grant Specialist: Board of Education	4.1	Budget and Finance Management	\$ 67,282.00	\$ -
100: Personnel Services - Salaries Subtotal:			\$ 67,282.00	\$ -
200: Personnel Services - Benefits				
Grant Specialist: Board of Education	4.1	Budget and Finance Management	\$ 31,037.00	\$ -

200: Personnel Services - Benefits Subtotal:			\$ 31,037.00	\$ -
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:			\$ -	\$ -
Operations Subtotal:			\$ 98,319.00	\$ -

Non-Reform Budget - Optional Section

Directions: In the event that your district proposes using Alliance District funds for purposes other than new or expanded reforms, summarize such investments below. Provide detailed budget information for proposed non-reform expenditures. Separate expenditures by the ED 114 cost categories.

Cost:	Alignment:	Description:	AD Investment:
100: Personnel Services - Salaries			
			\$ -
			\$ -
			\$ -
100: Personnel Services - Salaries Subtotal:			\$ -
200: Personnel Services - Benefits			
			\$ -
			\$ -
			\$ -
200: Personnel Services - Benefits Subtotal:			\$ -

300: Purchased Professional and Technical Services			
			\$ -
			\$ -
			\$ -
300: Purchased Professional and Technical Services Subtotal:			\$ -
400: Purchased Property Services			
			\$ -
			\$ -
			\$ -
400: Purchased Property Services Subtotal:			\$ -
500: Other Purchased Services			
			\$ -
			\$ -
			\$ -
500: Other Purchased Services Subtotal:			\$ -

600: Supplies			
			\$ -
			\$ -
			\$ -
			600: Supplies Subtotal:
			\$ -
700: Property			
			\$ -
			\$ -
			\$ -
			700: Property Subtotal:
			\$ -
800: Other Objects			
			\$ -
			\$ -
			\$ -
			800: Other Objects Subtotal:
			\$ -
			Non-Reform Subtotal:
			\$ -

FY 18 AD and PSD Budget Summary

District: New Britain

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	\$ 1,749,077.00	\$ 8,374,747.00	\$ 1,409,067.00	\$ 108,637.00	\$ -	\$ 67,282.00	\$ -	\$ -	\$ 10,299,743.00	\$ 1,409,067.00
200: Personnel Services - Benefits	\$ 190,749.00	\$ 1,396,321.00	\$ 224,741.00	\$ 21,151.00	\$ -	\$ 31,037.00	\$ -	\$ -	\$ 1,639,258.00	\$ 224,741.00
300: Purchased Professional and Technical Services	\$ 106,500.00	\$ 93,075.00	\$ -	\$ 60,272.00	\$ -	\$ -	\$ -	\$ -	\$ 259,847.00	\$ -
400: Purchased Property Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
500: Other Purchased Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
600: Supplies	\$ 20,000.00	\$ 47,125.00	\$ 2,700.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 67,125.00	\$ 2,700.00
700: Property	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
800: Other Objects	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTALS:	\$ 2,066,326.00	\$ 9,911,268.00	\$ 1,636,508.00	\$ 190,060.00	\$ -	\$ 98,319.00	\$ -	\$ -	\$ 12,265,973.00	\$ 1,636,508.00



STATE OF CONNECTICUT
DEPARTMENT OF EDUCATION



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: Nancy Sarra HEREBY ASSURES THAT:
New Britain 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

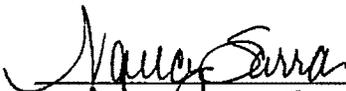
exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with Connecticut General Statutes § 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)*

Nancy Sarra

Title: *(typed)*

Superintendent

Date:

4.20.18