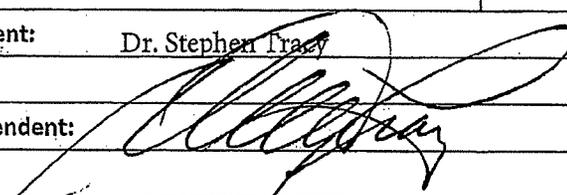
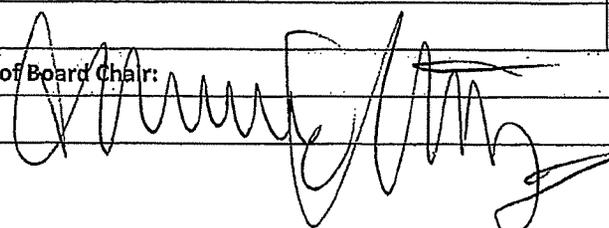


2017-18 Consolidated Alliance and Priority School District Application

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 London Public Schools	
FY 2018 Alliance District Allocation: \$2,865,512	FY 2018 PSD Allocation (if applicable): \$830,376
Contact Person: Ivelise Velazquez	Contact Title: Chief Academic Officer
Telephone: 860.694.9527	E-mail Address: velazquezi@newlondon.org
Name of Superintendent: Dr. Stephen Frazee	
Signature of Superintendent: 	Date: 1/22/18
Name of Board Chair: Mirna Martinez	Local Board Approval of Plan (Yes/No): PENDING 1/25/18
Signature of Board Chair: 	Date: 1/31/18

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 type="checkbox"/>	Instructional coaching
<input type="checkbox"/>	Hiring and placement processes	<input type="checkbox"/>	District/school leadership development
<input checked="" type="checkbox"/>	Professional learning	<input type="checkbox"/>	Retention of top talent
<input type="checkbox"/>	Evaluation	<input type="checkbox"/>	Other: _____

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

Talent Priorities:		Aligned SMART Goals:
1.1.	The team mentor stipends pay for veteran teachers to serve as mentors for first and second year teachers completing the TEAM process.	In alignment with ESSA goal targets, increase the DPI for ELA from 54.8 in 2016-17 to 56.4 in 2017-18. Increase the DPI for Mathematics from 49.1 in 2016-17 to 51.1 in 2017-18. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 45.1 in 2016-17 to 49.3 in 2017-18. Improve the Average Percentage of Target Achieved for Math from 48.2 in 2016-17 to 52.2 in 2017-18.
1.2.		
1.3.		

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

Cost:	Alignment:	Description:	AD Investment:
100: Personnel Services - Salaries			
TEAM Mentor Stipends	1.1	57 Stipends for districtwide TEAM mentors.	\$ 58,000.00
			\$ -
			\$ -
100: Personnel Services - Salaries Subtotal:			\$ 58,000.00
200: Personnel Services - Benefits			
Team Mentor FICA	1.1	FICA for TEAM Mentor Stipends	\$ 841.00
			\$ -
			\$ -
200: Personnel Services - Benefits Subtotal:			\$ 841.00
300: Purchased Professional and Technical Services			
			\$ -
			\$ -
300: Purchased Professional and Technical Services Subtotal:			\$ -
400: Purchased Property Services			
			\$ -
			\$ -
			\$ -

400: Purchased Property Services Subtotal: \$

-

500: Other Purchased Services			
			\$ -
			\$ -
			\$ -
500: Other Purchased Services Subtotal:			\$ -
600: Supplies			
			\$ -
			\$ -
			\$ -
600: Supplies Subtotal:			\$ -
700: Property			
			\$ -
			\$ -
			\$ -
700: Property Subtotal:			\$ -
800: Other Objects			
			\$ -
			\$ -
			\$ -
800: Other Objects Subtotal:			\$ -
TALENT SUB-TOTAL:			\$ 58,841.00

II. 2017-18 Academic Priorities

New London Public Schools

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 checked="" 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 checked="" type="checkbox"/>	Instructional technology
<input checked="" type="checkbox"/>	College and career access	<input checked="" type="checkbox"/>	Other: Use of Data to Impact All Outcomes for Students_
<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.	English Language Arts Districtwide Efforts: At the elementary level, the district launched Literacy Collaborative, an intensive program to train all teachers on research-based methods in the teaching of literacy in partnership with the Fountas and Pinnell professional learning center at Lesley University. Literacy Collaborative is a multi-tiered system of supports, including Leveled Literacy Intervention for tier two. At the middle school, teachers are trained on best practice for literacy instruction and curriculum development by a Teacher's College trained professional learning consultant and published author, Kate Roberts. The high school teachers are implementing new ELA units of studies aligned to CT Core Standards. Funding covers capacity building positions, including teachers, tutors, coaches and administrators.	In alignment with ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 54.8 in 2016-17 to 56.4 in 2017-18. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 45.1 in 2016-17 to 49.3 in 2017-18.
2.2.	Mathematics Districtwide Efforts : In elementary schools, the district launched a PD series entitled Cognitively Guided Instruction (CGI), a research-based instructional model for instruction in mathematics. CGI trainers met with teachers during a four-day summer institute for PS-5th grade and returned for six additional job embedded PD days. In middle school, one pathway is in the third year of implementing the Teach to One blended model. Teachers in the other pathways work with math expert Kit Norris to review Interim Assessment Block data aligned with the Smarter Balanced Assessment to shift/improve instruction. High school teachers are working with their Math coordinator to pilot new curriculum units. Funding covers capacity building positions, including teachers, tutors, coaches and administrators.	In alignment with ESSA goal targets, increase the District Performance Index (DPI) for Mathematics from 49.1 in 2016-17 to 51.1 in 2017-18. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for Math from 48.2 in 2016-17 to 52.2 in 2017-18.

2.3.	Instructional Supports for English Learners: Approximately 24% of NLPS students are supported as English Learners throughout the schools. These supports include new arrivals classrooms, ESOL certified staff, bilingual certified staff, ESOL tutors, Dual Language Coach and pairs of teachers working collaboratively to deliver a dual language model of instruction.	In alignment with ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 54.8 in 2016-17 to 56.4 in 2017-18. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 45.1 in 2016-17 to 49.3 in 2017-18. In alignment with ESSA goal targets, increase the District Performance Index (DPI) for Mathematics from 49.1 in 2016-17 to 51.1 in 2017-18. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for Math from 48.2 in 2016-17 to 52.2 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:	AD Investment:	PSD Investment:
100: Personnel Services - Salaries				
Harbor School Interventionist	2.1	0.4 FTE position providing Leveled Literacy Intervention at Harbor	\$ 33,370.00	\$ -
Jennings Dual Language Coach	2.3	1.0 FTE dual language coach (Spanish/English) position at Jennings	\$ 71,826.00	
Jennings Literacy Collaborative Coach	2.1	1.0 FTE literacy collaborative coach position at Jennings	\$ 80,666.00	
Jennings Lit Collaborative Coach Stipend	2.1	This stipend covers the time that the coach is training with Lesley University, including webinars and coursework.	\$ 6,200.00	
Nathan Hale Literacy Collaborative Coach	2.1	1.0 FTE literacy collaborative coach position at Nathan Hale	\$ 85,373.00	
Nathan Hale Lit Collaborative Coach Stipend	2.1	This stipend covers the time that the coach is training with Lesley University, including webinars and coursework.	\$ 6,200.00	
Nathan Hale Math Coach	2.2	1.0 FTE math coach position at Nathan Hale		\$ 80,666.00
Winthrop Literacy Collaborative Coach	2.1	1.0 FTE literacy collaborative coach position at Winthrop	\$ 80,666.00	
Winthrop Lit Collaborative Coach Stipend	2.1	This stipend covers the time that the coach is training with Lesley University, including webinars and coursework.	\$ 6,200.00	
Middle School Campus Literacy Coach	2.1	1.0 FTE literacy coach for all pathways at Bennie Dover Jackson MS Campus.	\$ 80,666.00	
MS Math Instructional Coach	2.2	0.6 FTE math coach at Middle School		\$ 48,399.00
MS Math Instructional Coach	2.2	0.4 FTE math coach at Middle School		\$ 32,266.00
Middle School Campus Assitant Director for Teach to One Math Program	2.2	0.6 FTE Assistant Director for Teach to One Math Program	\$ 72,792.00	
MS Teach to One Math Teacher	2.2	1.2 FTEs Math Teacher in the Teach to One Math Program	\$ 96,800.00	
MS Teach to One Math Teacher	2.2	1.2 FTEs Math Teacher in the Teach to One Math Program	\$ 53,964.00	
MS Renzulli Teacher	2.1/2.2	1.0 FTE Renzulli Enrichment Teacher	\$ 44,211.00	
HS ELA/Humanities Coordinator	2.1	0.6 FTE ELA/Humanities Coordinator working on curriculum and instruction with NLPS high school teachers.	\$ 72,792.00	
HS ELA Teacher	2.1	0.4 FTE position providing ELA instruction for NLPS high school students.	\$ 32,266.00	

HS Humanities Teacher	2.1	Benefits 0.4 FTE position providing ELA instruction for NLPS high school students.	\$	18,978.00	
HS RTI Coordinator	2.1/2.2	0.6 FTE RTI Coordinator working with teams of teachers to identify and implement multi-tiered system of supports.	\$	72,792.00	
HS Instructional Coach	2.1/2.2	0.4 FTE position providing coaching to all teachers on differentiated instruction and tiered interventions.	\$	33,370.00	
HS Math Coordinator	2.2	0.6 FTE Math Coordinator working on curriculum and instruction with NLPS high school teachers.	\$	72,792.00	
HS Math Teacher	2.2	0.4 FTE position providing Math instruction for NLPS high school students.	\$	27,399.00	
HS Special Education Teacher	2.1/2.2	0.4 FTE position providing Special Education instruction for NLPS high school students.	\$	25,089.00	
MS ESOL Teacher	2.3	1.0 FTE ESOL teacher at the Middle School			\$ 56,748.00
MS ESOL Teacher	2.3	1.0 FTE ESOL teacher at the Middle School			\$ 37,256.00
MS ESOL Teacher	2.3	1.0 FTE ESOL Teacher at the Middle School			\$ 53,795.00
MS ESOL Teacher	2.3	1.0 FTE ESOL Teacher at the Middle School			\$ 62,721.00
HS Bilingual/ESOL Coordinator	2.3	0.6 FTE Bilingual/ESOL Coordinator working on curriculum and instruction with NLPS high school teachers.	\$	72,792.00	
HS Bilingual/ESOL Teacher	2.3	0.4 FTE bilingual/ESOL teacher working with NLPS high school students.	\$	33,370.00	
HS ESOL Teacher	2.3	1.0 FTE ESOL Teacher at NLHS			\$ 50,862.00
Harbor ESOL Tutor	2.3	1.0 FTE ESOL Teacher at NLHS	\$	16,200.00	
Jenning ESOL Tutor	2.3	1.0 FTE ESOL tutor at Jennings	\$	21,044.00	\$ -
Nathan Hale ESOL Tutor	2.3	0.5 FTE ESOL tutor at Nathan Hale			\$ 8,100.00
Winthrop ESOL Tutor	2.3	1.0 FTE ESOL tutor at Winthrop			\$ 25,038.00
MS ESOL Tutor	2.3	1.0 FTE ESOL Teacher at the Middle School			\$ 25,038.00
MS ESOL Tutor	2.3	1.0 FTE ESOL Teacher at the Middle School			\$ 25,038.00
MS ESOL Tutor	2.3	1.0 FTE ESOL Teacher at the Middle School			\$ 16,200.00
HS ESOL Tutor	2.3	1.0 FTE ESOL tutor at NLHS	\$	16,200.00	
HS ESOL Tutor	2.3	1.0 FTE ESOL tutor at NLHS	\$	13,500.00	

HS ESOL Tutor	2.3	1.0 FTE ESOL tutor at NLHS	\$ 16,200.00	\$ -
HS Job Coach for Special Education	2.1/2.2	1.0 FTE Job Coach working with students with disabilities to assist in the transition to jobs.	\$ -	\$ 30,557.00
HS Job Coach for Special Education	2.1/2.2	1.0 FTE Job Coach working with students with disabilities to assist in the transition to jobs.	\$ -	\$ 30,557.00
100: Personnel Services - Salaries Subtotal:			\$ 1,263,718.00	\$ 583,241.00
200: Personnel Services - Benefits				
Harbor School Interventionist	2.1	Benefits 0.4 position providing Leveled Literacy Intervention at Harbor	\$ 484.00	\$ -
Jennings Dual Language Coach	2.3	Benefits 1.0 FTE dual language coach (Spanish/English) position at Jennings	\$ 26,321.00	
Jennings Literacy Collaborative Coach	2.1	Benefits 1.0 FTE literacy collaborative coach position at Jennings	\$ 26,537.00	
Nathan Hale Literacy Collaborative Coach	2.1	Benefits 1.0 FTE literacy collaborative coach position at Nathan Hale	\$ 10,713.00	
Nathan Hale Math Coach	2.2	Benefits 1.0 FTE math coach position at Nathan Hale		\$ 8,487.00
Winthrop Literacy Collaborative Coach	2.1	Benefits 1.0 FTE literacy collaborative coach position at Winthrop	\$ 26,539.00	
Middle School Campus Literacy Coach	2.1	Benefits 1.0 FTE literacy coach for all pathways at Bennie Dover Jackson MS Campus.	\$ 19,845.00	
MS Math Instructional Coach	2.2	Benefits 0.6 FTE math coach at Middle School		\$ 5,247.00
MS Math Instructional Coach	2.2	Benefits 0.4 FTE math coach at Middle School		\$ 468.00
Middle School Campus Assistant Director for Teach to One Math Program	2.2	Benefits 0.6 FTE Assistant Director for Teach to One Math Program	\$ 13,376.00	
MS Teach to One Math Teacher	2.2	Benefits 1.2 FTEs Math Teacher in the Teach to One Math Program	\$ 10,789.00	
MS Teach to One Math Teacher	2.2	Benefits 1.2 FTEs Math Teacher in the Teach to One Math Program	\$ 10,168.00	
MS Renzulli Teacher	2.1/2.2	Benefits 1.0 FTE Renzulli Enrichment Teacher	\$ 19,317.00	
HS ELA/Humanities Coordinator	2.1	Benefits 0.6 FTE ELA/Humanities Coordinator working on curriculum and instruction with NLPS high school teachers.	\$ 26,377.00	
HS ELA Teacher	2.1	Benefits 0.4 FTE position providing ELA instruction for NLPS high school students.	\$ 468.00	
HS Humanities Teacher	2.1	Benefits 0.4 FTE position providing ELA instruction for NLPS high school students.	\$ 276.00	
HS RTI Coordinator	2.1/2.2	Benefits 0.6 FTE RTI Coordinator working with teams of teachers to identify and implement multi-tiered system of supports.	\$ 19,684.00	

HS Instructional Coach	2.1/2.2	Benefits 0.4 FTE position providing coaching to all teachers on differentiated instruction and tiered interventions.	\$ 484.00	
HS Math Coordinator	2.2	Benefits 0.6 FTE Math Coordinator working on curriculum and instruction with NLPS high school teachers.	\$ 13,376.00	
HS Math Teacher	2.2	Benefits 0.4 FTE position providing Math instruction for NLPS high school students.	\$ 398.00	
HS Special Education Teacher	2.1/2.2	Benefits 0.4 FTE position providing Special Education instruction for NLPS high school students.	\$ 364.00	
MS ESOL Teacher	2.3	Benefits 1.0 FTE ESOL teacher at the Middle School		\$ 24,975.00
MS ESOL Teacher	2.3	Benefits 1.0 FTE ESOL teacher at the Middle School		\$ 14,410.00
MS ESOL Teacther	2.3	Benefits 1.0 FTE ESOL Teacher at the Middle School		\$ 6,936.00
MS ESOL Teacther	2.3	Benefits 1.0 FTE ESOL Teacher at the Middle School		\$ 19,495.00
HS Bilingual/ESOL Coordinator	2.3	Benefits 0.6 FTE Bilingual/ESOL Coordinator working on curriculum and instruction with NLPS high school teachers.	\$ 19,684.00	
HS Bilingual/ESOL Teacher	2.3	Benefits 0.4 FTE bilingual/ESOL teacher working with NLPS high school students.	\$ 484.00	
HS ESOL Teacher	2.3	Benefits 1.0 FTE ESOL teacher working with NLPS high school students.	\$ -	\$ 26,018.00
Harbor ESOL Tutor	2.3	Benefits 1.0 FTE ESOL tutor at Harbor	\$ 1,240.00	
Jenning ESOL Tutor	2.3	Benefits 1.0 FTE ESOL tutor at Jennings	\$ 3,120.00	\$ -
Nathan Hale ESOL Tutor	2.3	Benefits 0.5FTE ESOL tutor at Nathan Hale		\$ 620.00
Winthrop ESOL Tutor	2.3	Benefits 1.0 FTE ESOL tutor at Winthrop		\$ 1,916.00
MS ESOL Tutor	2.3	Benefits 1.0 FTE ESOL Tutor at the Middle School		\$ 1,916.00
MS ESOL Tutor	2.3	Benefits 1.0 FTE ESOL Tutor at the Middle School		\$ 1,916.00
MS ESOL Tutor	2.3	Benefits 1.0 FTE ESOL Tutor at the Middle School		\$ 1,240.00
HS ESOL Tutor	2.3	Benefits 1.0 FTE ESOL tutor at NLHS	\$ 1,240.00	
HS ESOL Tutor	2.3	Benefits 1.0 FTE ESOL tutor at NLHS	\$ 1,033.00	
HS ESOL Tutor	2.3	Benefits 1.0 FTE ESOL tutor at NLHS	\$ 1,240.00	\$ -
HS Job Coach for Special Education	2.1/2.2	Benefits 1.0 FTE Job Coach working with students with disabilities to assist in the transition to jobs.	\$ -	\$ 15,478.00

HS Job Coach for Special Education	2.1/2.2	Benefits 1.0 FTE Job Coach working with students with disabilities to assist in the transition to jobs.	\$ -	\$ 12,375.00
200: Personnel Services - Benefits Subtotal:			\$ 253,557.00	\$ 141,497.00
300: Purchased Professional and Technical Services				
Professional Learning in Literacy	2.1	Professional Learning: Literacy Collaborative for preschool-5th; MS ELA training with Kate Roberts.	\$ 39,300.00	\$ 28,684.00
Professional Learning in Math	2.2	Professional Learning: 10 days of Cognitively Guided Instruction with Teacher Development Group	\$ 35,700.00	
Contracted Services	2.1/2.2	Executive Coaching with CAS; Report Card Redesign with Powerschool	\$ 7,789.00	\$ -
Jennings Enrichment Partners	2.1/2.2	After school Enrichment to support academic performance in ELA and Math.	\$ 25,736.00	\$ 14,220.00
300: Purchased Professional and Technical Services Subtotal:			\$ 108,525.00	\$ 42,904.00
400: Purchased Property Services				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
400: Purchased Property Services Subtotal:			\$ -	\$ -

500: Other Purchased Services				
			\$ -	\$ -
			\$ -	\$ -
500: Other Purchased Services Subtotal:			\$ -	\$ -
600: Supplies				
Curriculum Supplies	2.1/2.2	Curriculum Supplies for new classrooms due to increased enrollment.	\$ 26,107.00	\$ -
			\$ -	\$ -
			\$ -	\$ -
600: Supplies Subtotal:			\$ 26,107.00	\$ -
700: Property				
Technology Online Resources	2.1/2.2	Licenses for MyOn, STMath, Lexia, Noviance, and NWEA online resources	\$ 85,417.00	\$ -
			\$ -	\$ -
			\$ -	\$ -
700: Property Subtotal:			\$ 85,417.00	\$ -
800: Other Objects				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
800: Other Objects Subtotal:			\$ -	\$ -
ACADEMICS SUB-TOTAL:			\$ 1,737,324.00	\$ 767,642.00

III. 2017-18 Culture and Climate Priorities

New London Public Schools

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

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

Culture and Climate Priorities:		Aligned SMART Goals:
3.1.	Attendance Improvement Efforts: The district employs a truancy officer who monitors student attendance, visits the homes of truant students, and coordinates districtwide attendance improvement efforts with a districtwide team. The district middle school and high school counselors are meeting regularly to monitor absenteeism data and put strategies in place to keep students in school.	In alignment with ESSA goal targets, decrease Chronic Absenteeism from 16.3 percent in 2016-17 to 15.4 percent in 2017-18.
3.2.	Elementary Culture and Climate Efforts: Assistant Principals were hired to manage the increased enrollment across all elementary schools and to assist the principals in establishing systems to ensure positive climate and culture, including a multi-tiered system of supports in the area of discipline and academics.	In alignment with ESSA goal targets, decrease Chronic Absenteeism from 16.3 percent in 2016-17 to 15.4 percent in 2017-18.
3.3.	Middle School Restructuring to Implement Highly Engaging Magnet School Pathways: This priority funds the Interim Director for Middle School Operations who oversees and coordinates all special education, English Learner, and guidance services across four pathways. This position also coordinates all safety plans, use of facilities, and discipline-related programs such as Restorative Practices. This position is critical to implement the secondary magnet plan and manage resources across pathways. Enrollment increased (for a second year) due to the creation of four specialized pathways, including two interdistrict pathways serving out of district students, STEM grades 6-8 and NL's Visual and Performing Arts 6-8.	In alignment with ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 54.8 in 2016-17 to 56.4 in 2017-18. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 45.1 in 2016-17 to 49.3 in 2017-18. In alignment with ESSA goal targets, increase the District Performance Index (DPI) for Mathematics from 49.1 in 2016-17 to 51.1 in 2017-18. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for Math from 48.2 in 2016-17 to 52.2 in 2017-18.

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

Cost:	Alignment:	Description:	AD Investment:	PSD Investment:
100: Personnel Services - Salaries				
Truancy Officer	3.1	1.0 FTE Truancy Officer works on attendance improvement efforts	\$ 31,704.00	\$ -
Harbor 0.6 FTE Assistant Principal	3.2	0.6 FTE Harbor Assistant Principal	\$ 76,215.00	\$ -
Nathan Hale 0.7 Assistant Principal	3.2	0.7 FTE Nathan Hale Assistant Principal	\$ 88,918.00	
Winthrop 0.7 Assistant Principal	3.2	0.7 FTE Winthrop Assistant Principal	\$ 90,318.00	
Bennie Dover MS Campus Interim Director of Operations	3.3	1.0 FTE Interim Director of Operations at Bennie Dover Middle School Campus	\$ 137,339.00	
MS School Counselors	3.3	1.0 FTE School Counselor to provide guidance services for students in the Language, Culture and Leadership pathways.	\$ 52,837.00	
MS School Counselors	3.3	1.0 FTE School Counselor to provide guidance services for students in the Arts pathways.	\$ 87,348.00	\$ -
HS School Counselor	3.1	1.0 FTE School Counselor to provide guidance services for students in NLHS.	\$ -	\$ 55,770.00
100: Personnel Services - Salaries Subtotal:			\$ 564,679.00	\$ 55,770.00
200: Personnel Services - Benefits				
Truancy Officer	3.1	Benefits for 1.0 FTE Truancy Officer works on attendance improvement efforts	\$ 15,687.00	\$ -
Harbor 0.6 FTE Assistant Principal	3.2	Benefits 0.6 FTE Harbor Assistant Principal	\$ 24,317.00	\$ -
Nathan Hale 0.7 Assistant Principal	3.2	Benefits 0.7 Nathan Hale Assistant Principal	\$ 14,330.00	
Winthrop 0.7 Assistant Principal	3.2	Benefits 0.7 Winthrop Assistant Principal	\$ 19,036.00	
Bennie Dover MS Campus Interim Director of Operations	3.3	Benefits 1.0 FTE Interim Director of Operations at Bennie Dover Middle School Campus	\$ 27,313.00	
MS School Counselors	3.3	Benefits for 1.0 FTE School Counselor to provide guidance services for students in the Language, Culture and Leadership	\$ 5,351.00	
MS School Counselors	3.3	Benefits for 1.0 FTE School Counselor to provide guidance services for students in the Arts pathways.	\$ 10,652.00	

HS School Counselor	3.1	1.0 FTE School Counselor to provide guidance services for students in NLHS.	\$ -	\$ 6,964.00
200: Personnel Services - Benefits Subtotal:			\$ 116,686.00	\$ 6,964.00
300: Purchased Professional and Technical Services				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
300: Purchased Professional and Technical Services Subtotal:			\$ -	\$ -
400: Purchased Property Services				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
400: Purchased Property Services Subtotal:			\$ -	\$ -

500: Other Purchased Services				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
500: Other Purchased Services Subtotal:			\$ -	\$ -
600: Supplies				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
600: Supplies Subtotal:			\$ -	\$ -
700: Property				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
700: Property Subtotal:			\$ -	\$ -
800: Other Objects				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
800: Other Objects Subtotal:			\$ -	\$ -
CULTURE AND CLIMATE SUB-TOTAL:			\$ 681,365.00	\$ 62,734.00

IV. 2017-18 Operations Priorities

New London Public Schools

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 checked="" type="checkbox"/>	Student enrollment processes
<input checked="" type="checkbox"/>	School operations	<input type="checkbox"/>	Extended learning time
<input checked="" type="checkbox"/>	Technology integration	<input checked="" type="checkbox"/>	Other: Communications Specialist

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.	Communications: As an all-magnet district, communication to engage parents and community memberships involves more than 32 towns. The communications manager works with media outlets across the region, prepares press announcements, designs magnet district brochures and social media information and coordinates interdistrict events to ensure that every parent and student is able to access the choices available for to them within NLPS all-magnet district. In addition to the work of the communications manager, as Jennings launched a new magnet theme to serve out-of-district students for the first time, the school's technology specialist assisted in building a new website, a social media presence and expanded the school technology capabilities.	In alignment with ESSA goal targets, decrease Chronic Absenteeism from 16.3 in 2016-17 to 15.4 in 2017-18.
4.2.	District Data Systems: The district is improving its capabilities in the area of data management and systems to ensure data are being used to make decisions. The District's Data Manager and Analyst works with the Data Entry Clerk and other critical personnel to ensure accurate, easily accessible data and data reports that are used by administrators and teachers at every level.	In alignment with ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 54.8 in 2016-17 to 56.4 in 2017-18. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 45.1 in 2016-17 to 49.3 in 2017-18. In alignment with ESSA goal targets, increase the District Performance Index (DPI) for Mathematics from 49.1 in 2016-17 to 51.1 in 2017-18. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for Math from 48.2 in 2016-17 to 52.2 in 2017-18.

<p>4.3. Welcome Center: The district established a central location for registration and enrollment. This year it includes students in K-12. As families come into NLPS all-magnet district, this office is responsible for providing information and facilitating the lottery process, ensuring all student records are in order and administering language proficiency exams when necessary. The functions of this office provide one-stop shopping for parents, bilingual services through the lottery and registration process, and simplifies how parents engage in the selection of a magnet school. The services of the center are particularly beneficial to English Learners considered New Arrivals, because they are able to receive very high levels of support before transitioning into classes with English speaking peers.</p>	<p>In alignment with ESSA goal targets, decrease Chronic Absenteeism from 16.3 in 2016-17 to 15.4 in 2017-18.</p>
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Step 3: Identify operations-related expenditures aligned to the strategies outlined above. Provide a line-item budget, separating expenditures by ED 114 cost categories. Provide the following information for each line item: (a) cost, position, or service; (b) alignment to operations strategies outlined in Part I; (c) detailed budget justification and cost basis (e.g., cost structure, unit cost, number of units); (d) total use of Alliance District funding for the particular cost; and (e) total use of PSD funding for the particular cost.

Cost:	Alignment:	Description:	AD Investment:	PSD Investment:
100: Personnel Services - Salaries				
Communications Manager	4.1	0.5 FTE position to assist the district in all communications.	\$ 29,325.00	\$ -
Data Manager & Analyst	4.2	1.0 FTE position serving all schools with data management and analysis.	\$ 101,723.00	
Data Entry Clerk	4.2	Hourly Data Entry Clerk for data collection, data base maintenance, and user account information.	\$ 30,000.00	\$ -
Jennings Technology Specialist	4.1	1.0 FTE position to assist the school transform from an intra to interdistrict magnet school	\$ 42,407.00	
Welcome Center Secretary	4.3	1.0 FTE Secretary in the district's Welcome Center	\$ 52,841.00	\$ -
100: Personnel Services - Salaries Subtotal:			\$ 256,296.00	\$ -
200: Personnel Services - Benefits				
Communications Manager	4.1	0.5 position to assist the assist the district in all communications.	\$ 15,005.00	\$ -
Data Manager & Analyst Benefits	4.2	Benefits for the 1.0 FTE position serving all schools with data management and analysis.	\$ 44,144.00	
Data Entry Clerk	4.2	FICA for hourly Data Entry Clerk	\$ 2,295.00	\$ -
Jennings Technology Specialist	4.1	Benefits for 1.0 FTE position to assist the school transform from an intra to interdistrict magnet school	\$ 34,239.00	
Welcome Center Secretary	4.3	Benefits 1.0 FTE Secreaty in the district's Welcome Center	\$ 36,003.00	\$ -
200: Personnel Services - Benefits Subtotal:			\$ 131,686.00	\$ -
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 SUB-TOTAL:			\$ 387,982.00	\$ -

V. Non-Reform Budget - Optional Section

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

Cost:	Alignment:	Description:	AD Investment:
100: Personnel Services - Salaries			
			\$ -
			\$ -
			\$ -
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 SUB-TOTAL:			\$ -

VI. FY '18 AD and PSD Budget Summary

New London Public Schools

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	\$ 58,000.00	\$ 1,263,718.00	\$ 583,241.00	\$ 564,679.00	\$ 55,770.00	\$ 256,296.00	\$ -	\$ -	\$ 2,142,693.00	\$ 639,011.00
200: Personnel Services - Benefits	\$ 841.00	\$ 253,557.00	\$ 141,497.00	\$ 116,686.00	\$ 6,964.00	\$ 131,686.00	\$ -	\$ -	\$ 502,770.00	\$ 148,461.00
300: Purchased Professional and Technical Services	\$ -	\$ 108,525.00	\$ 42,904.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 108,525.00	\$ 42,904.00
400: Purchased Property Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
500: Other Purchased Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
600: Supplies	\$ -	\$ 26,107.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 26,107.00	\$ -
700: Property	\$ -	\$ 85,417.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 85,417.00	\$ -
800: Other Objects	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTALS:	\$ 58,841.00	\$ 1,737,324.00	\$ 767,642.00	\$ 681,365.00	\$ 62,734.00	\$ 387,982.00	\$ -	\$ -	\$ 2,865,512.00	\$ 830,376.00



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: _____ HEREBY ASSURES THAT:
New London 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.

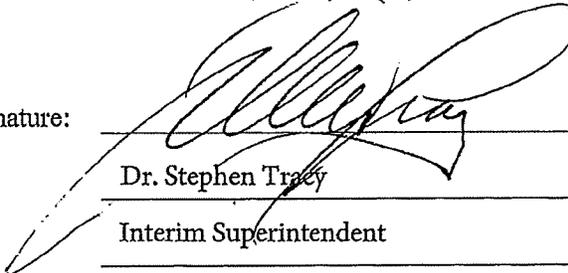
- (c) Determination of the Contractor's good faith efforts shall include, but shall not be limited to, the following factors: The Contractor's employment and subcontracting policies, patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other 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)* Dr. Stephen Tracy _____
Title: *(typed)* Interim Superintendent _____
Date: January 22, 2018 _____