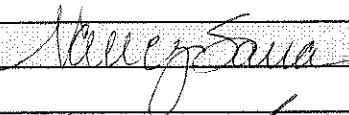
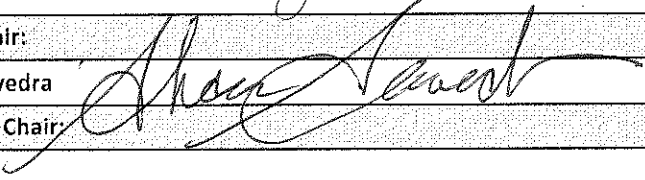


2016-17 Consolidated Alliance and Priority School District Application

Directions: Using the space provided below, please identify a main point of contact for the 2016-17 Consolidated Alliance and Priority School District (PSD) application, and provide that individual's contact information.

Local Education Agency:	
Consolidated School District of New Britain	
FY 2016 Alliance District Allocation:	FY 2016 PSD Allocation (if applicable):
\$12,515,973	\$1,947,866
Contact Person:	Contact Title:
Mrs. Patricia Putnam	Coordinator of Leadership Development and Higher Education Partnerships
Telephone:	E-mail Address:
860 827 2237	putnamp@csdnb.org
Name of Superintendent:	
Nancy Sarra	
Signature of Superintendent: 	Date:
	10.27.16
Name of Board Chair:	Local Board Approval of Plan (Yes/No):
Sharon Beloin-Saavedra 	
Signature of Board Chair:	Date:
	10.27.16

2016-17 Consolidated Alliance and Priority School District Application

Directions: Using the space provided below, please identify a main point of contact for the 2016-17 Consolidated Alliance and Priority School District (PSD) application, and provide that individual's contact information.

Local Education Agency:	
Consolidated School District of New Britain	
FY 2016 Alliance District Allocation:	FY 2016 PSD Allocation (if applicable):
\$12,515,973	\$1,947,866
Contact Person:	Contact Title:
Mrs. Patricia Putnam	Principal on Assignment
Telephone:	E-mail Address:
860 827 2237	putnam@csdnb.org
Name of Superintendent:	
Nancy Sarra	
Signature of Superintendent:	Date:
Name of Board Chair:	Local Board Approval of Plan (Yes/No):
Sharon Beloin-Saavedra	
Signature of Board Chair:	Date:

2016-17 Talent Priorities

Step 1: Districts may choose, but are not required, to pursue additional strategies to strengthen district and school talent systems. Place an "X" beside the district's 2016-17 talent-related reform priorities. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas.

<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"/>	School leadership development
<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 S.M.A.R.T. goal aligned to each strategy that is specific, measurable, actionable, realistic, and time-bound. S.M.A.R.T. goals will be central to 2016-17 quarterly progress monitoring. Add or remove rows as necessary.

Talent Priorities:		Aligned SMART Goals:
1.1.	<p>English Language Development (ELD) for English Learners and English Language Enhancement (ELE) for middle school English Language Arts Instructional Coaching: Implementing any improvement initiative or change within a system as complex as a classroom or school requires a clear outcome-based plan. In order to ensure high-impact implementation across all classrooms, trained coaches will provide teachers with in-class support from the very beginning of the school year. We believe that in-class, real-time coaching is the missing link in moving information and techniques from the training room to the classroom. The structured and professional approach to working with teachers in their rooms with their students leads to substantial teacher and student learning improvement. Most important, it quickly shifts the emphasis of training to implementation, performance and mastery under the guidance of expert-consultants working side by side with our teachers. We are building our sustainability plan to ensure we have highly trained personnel at each building to support all teachers and students with best practices working with students whose first language is not English. This will be a focus in the following schools: Gaffney(Focus School), Holmes (Focus School), Smith (focus),Slade (Focus), NBHS (Focus), Northend, DiLoreto, Smalley and Pulaski (all turnaround schools).</p> <p>Embedded English Language Enhancement Coaching (ELE) -The District will ensure that Slade (Focus School) and Pulaski (turnaround School) will work collaboratively to create and implement a year long coaching cycle in ELE with the support from central office. ELE Coaches will provide instructional coaching, professional development, demonstration lessons, and co-plan and co-teach lessons. We will continue to build capacity of our English Language Arts and content area teachers. This will be year 3 of 3 of the Slade and year 2 of 3 for Pulaski of the sustainability plan. To continue supporting and building capacity across the district utilizing the ELD embedded coaching model, we will be utilizing Clark Consulting (CCT) to lead our current coaches through training modules. The following focus schools will be utilizing the Clark Consulting coaching- Gaffney, Holmes, Smith, Slade and New Britain High school. The following turnaround schools will also be utilizing the Clark Consulting Coaching Model; Northend, DiLoreto, Smalley Academy and Pulaski Middle School. Through the modules, coaches immediately begin learning and applying the Clark Consulting Coaching Clock™ system for organizing their time, prioritizing their coaching load, and learning a step-by-step format for working in classrooms with teachers to maximize performance. Per the five year sustainability plan, the majority of these sites' follow-up training and coaching will be provided by the district-level and school designated coaches at Slade and Pulaski Middle Schools. CCT will provide only the number of training and coaching cycles requested by the district.</p>	<p>Increase the percentage of students scoring at or above their recommended RIT score on the end-of-year NWEA reading assessment from 45% in 2016 to 55% in 2017. Increase the percentage of students scoring at or above their recommended RIT score on the end of the year NWEA Language Usage assessment from 45% in 2016 to 60% in 2017. Increase the percentage of students scoring at or above their recommended RIT score on the end of year NWEA math from 30% in 2016 to 35% in 2017. We will increase the percentage of students who exited ELL status based on the results of the spring LAS Links Form C Assessment from 10% to 15% of the Spring 2017 results. A minimum of 10 teachers from Slade and Pulaski Middle School will be ready to be ELE coaches in the 2017-2018 school year. In addition, a minimum of 10 additional teachers will be ready to be ELD coaches at their respective schools.</p>

<p>1.1 cont.</p>	<p>(continued from previous page) Outcomes will be determined prior to the implementation of cycles with site and district-level leaders. In the fall of 2016-2017 we will utilize Clark Consulting with their embedded coaching model as a refresher course for the new teachers who entered the district in 2015-2016.</p> <p>We believe that supervision and feedback is another high-impact strategy that will provide teachers across all classrooms the opportunity to improve their practice and improve student outcomes. The following focus schools will have an assistant principal; Smith and Slade Middle School. The following turnaround schools will have an assistant principal; DiLoreto, Smalley, and Pulaski Middle School. The allocation of 9 administrators will be absorbed into the local budget in 2017-2018. As one of the talent development opportunities next year, all administrators will begin working with the Studer Group utilizing Maximizing Performance: Creating a Culture for Educational Excellence.</p>	<p>See S.M.A.R.T. goal from previous page.</p>
<p>1.2.</p>	<p>Professional Development: The district is in the process of streamlining its instructional focus to increase student engagement and strengthen the instructional practices of the teacher. In doing so, the district will embed one of the 5 ELD principles, 50/50 (50% teacher talk/50% student talk) at all levels to develop SLO's. This high leverage instructional practice will require the teacher to gradually release the didactic practice of whole group instruction to greater student engagement learning. The administrator will use the baseline data analysis gathered in September to support the teacher's learning, increase the practice of 50/50 and/or push the teacher to the next level of instructional practice. Professional development will be provided in various forms: district-created videos, ELD teacher-led infomercials, teachers-coaching-teachers and the like. Administrators will receive their professional development from Clark Consultant. The district is in the process of developing our Professional Development and Assessment Calendar to ensure alignment with our District Improvement Plan. The focus will be on embedded coaching (8 elementary schools including focus schools- Gaffney, Holmes, Smith, and 2 middle schools Slade-focus school and Pulaski turnaround school) for ELE and Well-Managed Classroom (SEL program for all schools) as well as continuing the focus on foundational work from 2014/15 in explicit phonics instruction/word study and math fluencies. Based on feedback from our teachers, we review/revise the current curricula every summer. For example, teachers have requested that we expand the word study to include interdisciplinary word study and to increase the math fluencies for next year. We will continue utilizing embedded math coaching with our middle schools and we will be developing instructional structures and strategies for teachers to help them improve their math instruction, planning and implementation. Another area will be to continue our focus is the development of our core ELD scope and sequence (aligned to our core ELA curriculum) to ensure our EL students have access to materials to enable them to learn and utilize academic English for reading, writing and speaking. Reading and writing standards across the country have placed renewed emphasis on the teaching and learning of English grammar. Teachers responsible for grammar and language instruction are frequently underprepared for such work. Teachers will learn and refresh their knowledge and understanding of grammar through engaging, interactive seminars that link their grammar learning to their classroom instruction.</p> <p>We will be implementing a new core SEL curricula (Well-Managed Classroom). This year 2015/2016 we introduced WMC to our specialized programs, NBHS, DiLoreto (turnaround school), Lincoln, Northend (turnaround school), Smalley(turnaround school) and Smith (focus). Next year we will be introducing WMC at Chamberlain, Gaffney (focus), Holmes (focus), Jefferson and Vance. This year we also introduced Primary Executive Functioning Coaching and Modeling and Purposeful Play to our kindergarten classes in the following schools; Chamberlain, Gaffney (focus), Holmes (focus), Jefferson and Vance.</p>	<p>Beginning August 2016 district-based administrators will support grade-level core subject teams in the instructional development of the ELD 50/50 principle comprised of baseline assessment, mid and end-of-the year informal observations (total of 4 informal) to be used in instructional decision-making and educator evaluation. September 2016 the goal is 50% of the instructional time the teacher is talking, 50% of the time the student is talking. June 2017 20% of time the teacher is talking while 80% the student is talking. September 30, 2016 administrators will use completed the 50/50 baseline data collection analysis as a talking point for the teacher Goal Setting conference, mid-year and the end-of-the-year conference. The administrator will use the 50/50 report out the data collection analysis monthly to grade-level teams and school-wide to inform instruction and/or provide corrective feedback.</p>

1.2 cont.	(continued from previous page) Again, we are following the model of embedded coaching to support teachers in real time. During the 2016-2017 school year we will be introducing Primary Executive Functioning Coaching and Modeling and Purposeful Play in the other 5 elementary schools and all of our preschool classes (Northend -turnaround, Smalley - turnaround, DiLoreto turnaround, Lincoln and Smith - focus).	See S.M.A.R.T. goal from previous page.
1.3.	Evaluation: We will continue building capacity of our administrators to improve their calibration of quality instructional practices, giving immediate meaningful feedback to teachers after classroom walkthroughs. We will continue utilizing IDRIVE and Bloomboard to improve administrators' practice as well as supporting teachers in identifying professional learning needs to support and enable on-going communication and conversation about the teacher's practice and the impact on student outcomes. The professional learning opportunities identified (both administrators and teachers) will be based on the individual needs that are identified through the evaluation process. The process will be used to identify areas of common need for professional development. Central office personnel will conduct interim on-site classroom walkthrough's to this support this work. The Superintendent will establish Administrator Cohorts comprised of Elementary and Secondary Administrators with an assigned Central Office Administrator. The assigned Central Office Administrator will conduct bi-weekly walk-thrus with building administrators to progress monitor 50/50 practices, and, ELD/ELE/SEL practices. The Administrator Cohorts will meet monthly to analyze the walk-thru data and collaboratively brainstorm an action plan and set goals. In addition, the Superintendent will establish district-wide SEL/Academic teams. These teams will consist of Lead Teachers and district administrators to analyze the data of the districts initiatives and develop monthly actions plans based on the evidence.	In collaboration with Clark Consultants, we will continue the number of on-site classroom walkthroughs of 8 on-site visits a year in 2016-2017 and require 1 walkthrough each quarter by building administrators and central administration to ensure fidelity of ELD and ELE. Pre and post site walks will be conducted with district-level administrators and school administrators specifically focusing on Domain 1 of the CCT to in September and October to identify problems of practice. Pre and post site walks will be conducted with district-level administrators and school administrators specifically focusing on the 5 key language principles (language objective, complete sentence usage, error correction, 50/50 discourse and PUSH) directly aligned to Domain 3 of the CCT in November and December. Administrator Cohorts will meet bi-weekly to progress monitor and evaluate the data of the district initiative's implementation and effectiveness. The results of the data analysis will be used to provide support to administrators and teachers.
1.4.	School Leadership Development: We will continue to develop capacity of our administrators to build on their analysis of data (NWEA results, fluencies/word study, math classroom walkthroughs, credits earned, teacher/administrator, etc.). In order to monitor the implementation and create a structure of using data to inform academic decisions at all levels of the system. In Year 4 we will continue with the implementation of NWEA as a benchmark assessment system (we will only use it at the grade 9 and 10 level for our EL students). We will utilize Review360 as our platform for SEL universal screening, incident reporting, progress monitoring and professional development. In order to build leadership capacity and talent development, the new superintendent is utilizing the Studer Group to help us with our leadership development. We will continue to support our administrators in schools with over 500 students with assistant principals to decrease the administrator/teacher ratio. As we begin to streamline resources and become a unified district, the real work at central office needs to be around supporting building leaders to lead at high levels. Existing positions and departments will be repurposed or eliminated so we can create a central office team that is lean and learner-centered. As we begin to restructure with the goal of increasing student engagement, staff engagement, administrator engagement and family and community engagement, the following positions will be effective in 2016-2017 Chief Talent Officer, two Assistant Chief Talent Officer, District Coordinator of Instruction for Prek-5, District Coordinator of Instruction Grades 6-12, District Coordinator of Leadership Development and Higher Education Partnerships and Building level Lead Teacher positions Prek-12.	Decrease the administrator/teacher ratio from 1 administrator for every 25 teachers to 1 administrator for every 20 teachers.

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

Cost:	Alignment:	Description:	AD Investment:
100: Personnel Services - Salaries			

Administrative Assistant in HR at the Board of Education		To support the staffing and organizational structure of the Talent Office	\$	80,016.00
Building Administrators (9) Smith, Chamberlain, Gaffney, Lincoln, Vance, Slade Diorite, Smalley and Pulaski	1.1	Ensure feasibility administration to teacher ratio for teacher evaluation/supervision and development	\$	1,081,260.00
6-District CIT Teachers	1.4	To support professional development, curriculum development and teacher evaluation.	\$	572,365.00
100: Personnel Services - Salaries			\$	1,733,641.00
200: Personnel Services - Benefits				
Administrative Assistant in HR at the Board of Education		To support the staffing and organizational structure of the Talent Office	\$	26,115.00
Building Administrators (Smith, Holmes, Slade, DiLoreto Smalley, Pulaski)	1.1	Ensure feasible administration to teacher ratio for teacher evaluation/supervision and development	\$	137,519.00
District CIT Teachers	1.4	To support professional development, curriculum development and teacher evaluation	\$	80,916.00
200: Personnel Services - Benefits Subtotal:			\$	244,550.00
300: Purchased Professional and Technical Services				
Clark Consulting and Training, INC @ Gaffney, Holmes, Smith, Slade, NBHS (focus schools), Northend, DiLoreto, Smalley,	1.1	ELD and Coach Development	\$	32,000.00
Clark Consulting and Training, INC	1.1	Refresher ELD for 2nd year teachers	\$	36,600.00
In-service Substitute Coverage	1.2	Professional Development Activities	\$	74,250.00
StuderGroup	1.4	Talent Development	\$	87,360.00
300: Purchased Professional and Technical Services Subtotal:			\$	230,210.00
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:			\$ -
Talent Subtotal:			\$ 2,208,401.00

2016-17 Academic Priorities

Step 1: Place an "x" beside the district's 2016-17 academic-related reform priorities. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas and at least 20 percent of PSD funds promoting early literacy.

<input checked="" type="checkbox"/>	Common Core-aligned curriculum transition	<input type="checkbox"/>	Alternative/Transitional programs
<input type="checkbox"/>	Assessment systems	<input 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 checked="" type="checkbox"/>	Other: _continuation of English Language Development and expand English Language Enhancement_

Step 2: Identify a core set of strategies to advance the district's academic-related reform priorities (identified in Step 1). Summarize district academic strategies and identify a S.M.A.R.T. goal aligned to each strategy that is specific, measurable, actionable, realistic, and time-bound. S.M.A.R.T. goals will be central to 2016-17 progress monitoring. Add or remove rows as necessary.

	Academic Priorities	Aligned SMART Goals:
2.1	Common Core-aligned curriculum continuous adjustments for all schools: Curriculum and interventions are being revised throughout the spring and summer to ensure a common district expectation across all content areas (ready for the fall). Instructional Coaching: Implementing any improvement initiative or change within a system as complex as a classroom or school requires a clear outcome-based plan. In order to ensure high-impact implementation across all classrooms, trained coaches will provide teachers with in-class support from the very beginning of the school year. We believe that in-class, real-time coaching is the missing link in moving information and techniques from the training room to the classroom. The structured and professional approach to working with teachers in their rooms with their students leads to substantial teacher and student learning improvement. Most important, it quickly shifts the emphasis of training to implementation, performance and mastery under the guidance of expert-consultants working side by side with our teachers. Teachers will receive embedded coaching in the following areas: Well Managed Classroom, ELD, ELE, and Primary Executive Functioning/Intentional Play (including the following focus schools- Gaffney, Holmes, Smith, Slade and NBHS as well as the following turnaround schools-Northend, Diloreto, Smalley Academy and Pulaski).	Increase the percentage of students scoring at or above their recommended RIT score on the end-of-year NWEA reading assessment from 45% 2016 to 55% by 2017. Increase the percentage of students scoring at or above their recommended RIT score on the end of the year NWEA Language Usage assessment from 46% 2016 to 56% in 2017. We will increase the percentage of students who exited ELL status based on the results of the spring LAS Links Form C Assessment from 10% to 15% of the Spring 2017 results.

	Academic Priorities (Cont.)	Aligned SMART Goals: (Cont.)
2.2	<p>Embedded English Language Enhancement Coaching (ELE) -The District will ensure that all middle school ELA teachers (turnaround schools- Diloreto and Pulaski and focus school Slade) will work collaboratively to participate and be part of the year long coaching cycle in ELE with support from central office. Coaches will provide instructional coaching, PD, model lessons, co-planning and co-teach . We will build capacity of our English language arts teachers by utilizing the embedded coaching for English Language Enhancement for our ELA teachers (- this will be year 2 of a 3 year sustainability plan). Specific teachers from each school have received year 1 of coaching training and the 2016-2017 year will be their 2nd year of training. To continue supporting and building capacity across the district utilizing the ELD embedded coaching model, we will be utilizing Clark Consulting to lead our coaches through 10 training modules that provide them with the deep theoretical, scientific and applied knowledge and skills needed to enter classrooms and be prepared to bring about positive changes in teacher behavior. Through the modules, coaches immediately begin learning and applying the Clark Consulting Coaching Clock™ system for organizing their time, prioritizing their coaching load, and learning a step-by-step format for working in classrooms with teachers to maximize performance. We will continue our Satellite Careers Academy to increase our graduation rate and decrease our dropout rate. PSD will fund the principal of the Academy to be the educational leader.</p>	<p>A minimum of 10 teachers from Slade and Pulaski Middle School will be ready to be ELE coaches in the 2017-2018 school year. Because of the coaching from CLARK consulting and our CITs, we expect our District assessments Qualitative Spelling Inventory (QSI Grades 1-3 and Word Study grades 4-5). Students in grade 1 will increase from 1% to 48% on the QSI by Spring 2017. Students in grade 2 will increase from 48% on the to 54% by Spring 2017. Students in grade 3 will increase from 31% to 41% on the QSI by the Spring 2017. Students in grade 4 will increase from 41% to 51% in Word Study by the Spring 2017. Students in grade will increase from 46% to 56% in Word Study by the Spring 2017.</p>
2.3	<p>Continue to use Priority School District Funding for all day kindergarten at all our elementary schools. We will continue PSD funding for reading teachers. The New Britain Coalition for Youth is working collaboratively with the district to support our students and community. We are working together in a coordinated effort to improve language development, school readiness skills, improved attendance and health and wellness outcomes. This year we implemented Primary Executive Functioning/Intentional play in 5 of our elementary schools (focus schools- . We continue to revise the kindergarten curricula and in those classes we have seen an increase in oral language development for kindergarten students and increased SEL outcomes. Next year, we will be implementing the program in our remaining 5 elementary schools and in all of our pre-kindergarten classes. We will continue to use the explicit phonics instruction with our K-3 students in all our elementary schools to ensure all students are on grade level for reading by grade 3.</p>	<p>Increase the percentage of students scoring at or above their recommended RIT score on the end-of-year NWEA reading assessment from 45% in 2016 to 55% by 2017. Increase the number of elementary students demonstrating grade level CCSS foundational skills proficiency for grades K-3. Students in kindergarten will increase from Quarter 1 0% to 70% by Quarter 4 2017. Students in grade 1 will increase from Quarter 1 58% to 71% by Quarter 4 2017. Students in grade 2 will increase from Quarter 1 25% to 50% by Quarter 4 2017. Students in grade 3 will increase from Quarter 1 40% to 60% by Quarter 4 2017.</p>
2.4	<p>Support for Special Populations: More students than ever before whose primary language is English are entering the school system with a minimal understanding of academic language structures. To intervene on these two major barriers to academic success within the CCSS, English Language Enhancement (ELE) was designed to harness the application of knowledge of the form, function and meaning of words, syntactic patterns and morphological structures to accelerate students' surface-level and inferential reading comprehension as well as their ability to write with academic precision. We will continue to implement and expand our successful English Language Development (ELD) core foundational reading with language foundational needs of our students who enter school with many language deficits. At NBHS, Slade, and Pulaski we will support the EL students by professionally developing science content area teachers at the high school and science and social studies content teachers in middle schools in Sheltered Instruction Observation Protocol (SIOP) Model. Identified ELD teachers will provide professional development for teachers and administrators on the new Connecticut English Language Proficiency Standards (CELP). At Diloreto we will continue their work in ELD, SLD and ELE through the Commissioner's Network.</p>	<p>Increase the percentage of students scoring at or above their recommended RIT score on the end-of-year NWEA reading assessment from 45% 2016 to 55% by 2017. Increase the percentage of students scoring at or above their recommended RIT score on the end of the year NWEA Language Usage assessment from 46% 2016 to 56% by 2017.</p>

2.5	<p>SRBI and Academic Interventions: Our intervention teams have been successful this year in all schools. Each interventionist is using PowerSchool/Teacher "Intervention Homepage" to track and record intervention and progress monitoring. We are looking to use a new product PEarson360 for data collection, analysis, reports, strategies and progress monitoring of the interventions that are used with our struggling students. This year we will continue training the interventionists to build their capacity utilizing the materials - System 44, READ 180, WILSON for tier 3 interventions. We will train 10 additional teachers in WILSON and/or Orton Gillingham strategies to provide additional support to our struggling readers and intervene earlier to prevent long-term academic failure of students.</p>	<p>Decrease the percentage of students receiving/needing Tier 3 interventions from baseline data gathered September 2016 at end of year (2017) by 10%.</p>
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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, adding rows as necessary. Provide the following information for each line item: (a) cost, position, or service; (b) alignment to talent strategies outlined in Part I; (c) detailed budget justification and cost basis (e.g., cost structure, unit cost, number of units); (d) total use of Alliance District funding for the particular cost; and (e) total use of PSD funding for the particular cost.

	Alignment:	Description:	AD Investment:	PSD Investment:
100: Personnel Services-Salaries				
9 Extended-Day Kindergarten Teachers: Holmes, Vance, Chamberlain, Northend, Gaffney, Smith	2.2	To provide extended learning time for early literacy	\$ -	\$ 662,836.00
9 Reading Teachers: Homes, Vance, Chamberlain, Northend, Gaffney, Smith, Lincoln, Jefferson	2.4	Provide targeted intervention for Tier III Students	\$ -	\$ 750,794.00
Teacher Extra Earnings	2.4	Review and revision of Tier III Intervention		\$ 18,943.00
Clerical Assistant: Board of Education	2.4	Support for SRBI and Tier III		\$ 61,223.00
1 Administrator, Satellite Career Academy	2.1	Satellite Career Academy-provide laser and tailored instruction for our most fragile high school students (over aged and under credited).		\$ 145,523.00
2 District Coordinators: District-wide: PreK-5/6-12	2.4	Coordinate the Department of Academics Team, including CIT Teachers to provide ongoing high quality curriculum, professional development and support to administrators and teachers.	\$ 266,670.00	

17 Reading Teachers: Alternative Center, Smith, Smalley, Slade, Chamberlain, Lincoln, Northend, Pulaski, Vance, DiLoreto	2.4	To track and provide interventions for Tier II and III students. Implement strategies and analyze data for struggling students.	\$ 1,502,103.00	
34 ELD Teachers: Pulaski, Smalley, Northend, DiLoreto, NBHS	2.3	English Language Development Teachers	\$ 2,995,745.00	
35 Teachers: Pulaski, Smalley, Northend, DiLoreto, NBHS	2.1	Reading, English Language Arts, Early Literacy and Middle School Reform teachers	\$ 2,853,123.00	
Technology - .4 FTE	2.4	Teach Resource Teacher (DW IT Trainer & Proctor for testing)	\$ 40,860.00	
Extra Earnings	2.1	Curriculum Development and Revision	\$ 27,000.00	
6 Math Teachers @ Slade (Focus) and	2.1	Middle School Reform Math Instruction	\$ 533,862.00	
100: Personnel Services-Salaries			\$ 8,219,363.00	\$ 1,639,319.00
200: Personnel Services -Benefits				
9 Extended-Day Kindergarten Teachers: Holmes, Vance, Chamberlain, Northend, Gaffney, Smith	2.2	To provide extended learning time for early literacy	\$ -	\$ 146,823.00
9 Reading Teachers: Homes, Vance, Chamberlain, Northend, Gaffney, Smith, Lincoln, Jefferson	2.4	Provide targeted intervention for Tier III Students	\$ -	\$ 76,710.00
17 Reading Teachers: Alternative Center, Smith, Smalley, Slade, Chamberlain, Lincoln, Northend, Pulaski, Vance, DiLoreto	2.4	Provide targeted intervention for Tier III Students	\$ 219,220.00	
Clerical Assistant: Board of Education	2.4	Support for SRBI and Tier III		\$ 21,733.00
1 Administrator, Satellite Career Academy		Provide laser and tailored instruction for our most fragile high school students (over aged and under credited).		\$ 23,802.00
34 ELD Teachers@ Diloreto, Pulaski, Smalley, Northend, NBHS, Holmes, Smith, Slade, Gaffney, Jefferson and Lincoln	2.3	English Language Development Teachers	\$ 448,165.00	
35 Teachers @ DiLoreto, Pulaski, Smalley, Northend, NBHS, Holmes, Smith, Slade, Gaffney, Vance and Jefferson	2.1	Reading, English Language Arts, Early Literacy and Middle School Reform teachers	\$ 598,689.00	

Technology .4 FTE	2.4	Teach Resource Teacher (DW IT Trainer and Proctor for Testing)	\$ 8,916.00	
6 Math Teachers @ Slade (Focus) and Pulaski (turnaround)	2.1	Middle School Reform Math Instruction	\$ 53,193.00	
2 District Coordinators: District-wide: PreK-5/6-12	2.4	Coordinate the Department of Academics Team, including CIT Teachers to provide ongoing high quality curriculum, professional development and support to administrators and teachers.	\$ 43,867.00	

200: Personnel Services- Benefits Subtotal \$ **1,372,050.00** \$ **269,068.00**

300: Purchased Professional and Technical Services

		Benchmark Cadre (Scoring, Grouping and Analysis)	\$ -	\$ 12,800.00
Professional Development for districtwide English Language Development	2.1	Districtwide ELD professional development training	\$ 100,000.00	\$ -
Professional Development (CELP, SIOP, etc.)	2.3	Required Statewide Professional Development		\$ 7,905.00
Intervention Software Programs		Interventionists, READ 180, SYSTEM 44, WILSON READING/OrtonGillingham	\$ 62,000.00	
Power School University		Attendance at PSU to build monitoring tools and Blended Learning	\$ 20,000.00	\$ -
			\$ 182,000.00	\$ 20,705.00

400: Purchased Property Services

			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -

500: Other Purchased Services

			\$ -	\$ -
			\$ -	\$ -

			\$ -	\$ -
			\$ -	\$ -
600: Supplies				
Administrative Supplies	2.4	Chart paper, sentence strips, markers, index cards, laminator rolls, printer cartridge	\$ -	\$ 2,200.00
Foundational Reading Supplies	2.1	Foundational Reading Supplies	\$ 69,653.00	\$ 6,877.00
Instructional Supplies	2.1, 2.2, 2.3, 2.4	Instructional Supplies for Satellite Careers Academy		\$ 9,717.00
Instructional Supplies	2.1,2.2,2.3,2.4	Instructional Supplies	\$ 248,047.00	\$ -
			\$ 317,700.00	\$ 18,794.00
700: Property				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
800: Other Objects				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
			\$ 10,091,113.00	\$ 1,947,886.00

2016-17 Culture and Climate Priorities

Step 1: Place an "X" beside the district's 2016-17 climate-related reform priorities. Districts may choose, but are not required, to pursue strategies to strengthen district and school climate. Please note that Alliance Districts with a 2014-15 chronic absenteeism rate exceeding 10 percent must pursue strategies to decrease chronic absenteeism.

<input checked="" type="checkbox"/>	Attendance/Chronic absenteeism	<input checked="" type="checkbox"/>	Graduation/Dropout prevention
<input checked="" type="checkbox"/>	Behavior management	<input type="checkbox"/>	Family engagement
<input checked="" type="checkbox"/>	Wraparound services	<input type="checkbox"/>	Other: _____

Step 2: Identify a core set of strategies to advance the district's culture and climate-related reform priorities (identified in Step 1). Summarize district climate strategies and identify a S.M.A.R.T. goal aligned to each strategy that is specific, measurable, actionable, realistic, and time-bound. S.M.A.R.T. goals will be central to 2016-17 quarterly progress monitoring. Add or remove rows as necessary.

Culture and Climate Priorities:		Aligned SMART Goals:
3.1.	Attendance: We continue to work with Attendance Works to reduce our chronic absentee numbers. We have changed protocols across the district to call parents at 10am to encourage attendance. We have 3 dedicated staff for checking attendance. We will continue to work with community -New Britain Coalition for Youth - to communicate the importance of school attendance. We will utilize comprehensive services in the community .that engage parents as partners . Our chronic absentee rate was higher this year so we have to continue developing different strategies that will decrease those numbers. We are working collaboratively with Meridan to see if the structure of our Family Resource Centers can utilize their Family School Liaison Team strategies to increase home visits, refer families to support systems across the city and to utilize resources available to families. As part of the Superintendent's entry K-12 buildings will be required to host a monthly event for families to attend. Hosting such events will cultivate a sense of community and will have the potential to increase the likelihood of improving student attendance. In addition, a more comprehensive tracking system for chronic absenteeism will be established. The attendance officers already meet bi-monthly to review chronic absenteeism data. Breaking the data to the root cause and seeking proactive, positive solutions with families need to the next step. Scheduled meetings with the building administrator, the designate attendance personnel and the parents of chronically absent in the following subgroups will be the district's focus: Hispanic, males, ELL's,Free and Reduced Lunch and Special Ed.	The district will decrease our chronic absenteeism from 19.2% to 14.2% for the 2016-2017 school year with the focus on our Hispanic, Males, ELL's, Free and Reduced Lunch and Special Education students' attendance. The district will improve their progress monitoring protocol to require all administrators to attend the bi-weekly attendance meetings with the purpose to generate a comprehensive plan to educate, support or offer Wrap-Around services.

3.2.	<p>Behavior Mgt: Well-managed Classroom (our core SEL) will be introduced in 5 elem schools (Chamberlain, Gaffney-focus school, Holmes- focus school, Jefferson, Vance), and continue at NBHS (focus), Slade (focus) and Pulaski (turnaround) . We will also train our community partners who work in our schools (generally after school activities) in the Well Managed skills and language. We will also introduce Primary Executive Functioning/Purposeful Play into our remaining 5 elementary schools' kindergarten classes and our preschool classes (Smith- focus, Northend-turnaround, Smalley-turnaround, Diloreto-turnaround and Lincoln). Behavior Management: The district is in the process of streamlining its behavior management focus to increase student engagement and strengthen the not only the instructional practices of the teacher, but more importantly improve the quality of interactions and relationships throughout the district. Using Restorative Practices Philosophy via the Well-Managed platform throughout the district, building administrators and certified staff will be write a behavior SLO administering the BESS from Review 360 to K-12 students in September to gather baseline data for K-12 students. The results from the BESS will be used by classroom teachers to gain insight to the social and emotional status of their class, plan effectively to integrate essential elements of Restorative Practices into their repertoire of positive interactions with their students and collaboratively plan tailored Tiered interventions and next steps to ensure student engagement and increased student achievement. Building administrators will collaborate with classroom teachers and/or Well-Managed personnel monthly to monitor progress and determine where support is needed. Building administrators will report monthly findings at their cohort meetings to collaboratively brainstorm action steps and set goals.</p>	<p>The district will improve student engagement and reduce the number of suspensions (In school and Out of school) as well as expulsions by 5% during the 2016-2017 school year by employing the Restorative Practices philosophy. The number of in school suspensions will reduce from 2648 in spring 2016 to 2512 in spring 2017. The number of out of school suspensions will reduce from 1686 in spring 2016 to 1601 in spring 2017. The number of expulsions will reduce from 48 in spring 2016 to 45 in spring 2017.</p>
3.3.	<p>Wrap-Around Services: We will coordinate school and community services for children by collaborating with CHC (Community Health Centers) Post Traumatic Stress Center and Klingberg to have direct support in each of our schools. These services will be afforded as additional above and beyond supports offered by guidance counselors, school social workers and school psychologists.</p>	<p>We will decrease our chronic absenteeism from 19.2 % to 14.2% for school year 2016-2017.</p>
3.4.	<p>Graduation Dropout Prevention: CSDNB is committed to creating smaller learning environments where relationships and rigor are much easier to accomplish. We continue to strengthen our core instruction (via aligned curricula, ELD, ELE, SEL and embedded coaching). We have developed a transition plan for 8th to 9th grade that is focused on strengths and weaknesses of students entering grade 9. They will be afforded direct explicit instruction in the needed content areas while earning credits towards graduation. The Satellite Career Academy will begin its 3rd year and add additional opportunities for students to engage in internships to gain experience for their future workforce employment. By increasing attendance (beginning in preschool), strengthening our instructional practices and revising and aligning our curricula we will see improvement in NWEA scores, decrease of suspensions and referrals and an increase in graduation rates. Currently, a designated board of education member along with our interim Human Resource Officer are currently working on developing a plan to develop, retain and attract teachers representative of our student population based upon the state's required equity plan.</p>	<p>Increase our graduation rate from 69% to 75% for 2016-2017. The district will increase the following graduation rate for the following subgroups by 5%. Our Hispanic subgroup will increase from 65% to 70%. Our male subgroup will increase from 67% to 72%, our EL's will increase from 60.9% to 65.9%, free and reduced will increase from 68.8% to 71.8% and our special education subgroup will increase from 52.6% to 57.6%. The district will improve their progress monitoring protocol to require all administrators to closely monitor credit attainment for cohort and subgroup graduation.</p>

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

Cost:	Alignment:	Description:	AD Investment:	PSD Investment:
100: Personnel Services - Salaries				
Attendance Supervisor: District-wide	3.1	Attendance Supervisor	\$ 81,608.00	\$ -
			\$ -	\$ -
			\$ -	\$ -
100: Personnel Services - Salaries Subtotal:			\$ 81,608.00	\$ -
200: Personnel Services - Benefits				
Attendance Supervisor: District-wide	3.1	Attendance Supervisor	\$ 19,108.00	\$ -
			\$ -	\$ -
			\$ -	\$ -
200: Personnel Services - Benefits Subtotal:			\$ 19,108.00	\$ -
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 Subtotal:			\$ 100,716.00	\$ -

2016-17 Operations Priorities

Step 1: Place an "X" beside the district's 2016-17 operations-related reform priorities. Districts may choose, but are not required, to pursue strategies to strengthen district and school operations.

<input checked="" type="checkbox"/>	Budgeting and financial management	<input type="checkbox"/>	Student enrollment processes
<input type="checkbox"/>	School operations	<input checked="" type="checkbox"/>	Extended learning time
<input checked="" 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 climate strategies and identify a S.M.A.R.T. goal aligned to each strategy that is specific, measurable, actionable, realistic, and time-bound. S.M.A.R.T. goals will be central to the 2016-17 quarterly progress monitoring. Add or remove rows as necessary.

Operations Priorities:		Aligned SMART Goals:
4.1.	Technology Integration: Blended learning is a shift in thinking and requires an ordinate amount of planning at the district level, including building an infrastructure that has the capacity to handle the level of technology at each school and sustainability of funding to secure on-going upgrades and teacher training. In Year 3, Eno Boards were installed in all classrooms districtwide. Blended learning is a shift from textbook instruction to incorporating digital instruction and self-directed learning. The key to blended learning is personalization, face to face, and competency-based outcomes. We need to purchase digital programs to support an easy transition to Blended-learning.	Decrease the percentage of teachers who reported via teacher survey dissatisfaction with professional development during 2015-16 from 38% to 28%. Voluntary afterschool and summer professional development opportunities will build capacity of teachers to utilize technology and blended learning technologies. Increase the number of teachers utilizing the ENO Boards (baseline data, using walkthrough rubric, collected in September) by 30%. The expectation is student engagement will increase (student engagement baseline data, using walkthrough rubric, to be collected in September) by 50%.
4.2.	Extended Learning Time: We would like to extend our learning time for struggling students at the middle school and high school levels by offering a variety of academic, enrichment and physical activities that will increase their foundational skills. At the high school level, blended learning will take on the role of preparing students for college and career readiness skills. Students will have opportunities for credit recovery and credit attainment acceleration 24/7. Students who fail courses in the first quarter will be targeted for extended learning so they do not fall behind. This will give them opportunities to be able to graduate with their cohort and increase our graduation rate.	Middle school students will increase their Reading NWEA RIT scores at or above proficiency next year from 42% % to 50% by the end of 2017 and increase their Math RIT scores at opt above proficiency next year from 38% to 45 % by Spring of 2017. Baseline data will be collected at the end of the first quarter 2016-2017 for incoming grade 9 students to ensure they are on track to earn a minimum of 4 to 5 credits by the end of their freshman year.
4.3.	Grant Specialist: Arm of the Finance Department. To establish a central grant management to align better align resources.	Summer of 2016 we will establish a Grants office to better align resources.

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

Cost:	Alignment:	Description:	AD Investment:	PSD Investment:
100: Personnel Services - Salaries				
Grant Specialist: Board of Education	4.3	Budget and Finance Management	\$ 64,642.00	\$ -
Extra Earnings	4.2	Extended Learning	\$ 20,000.00	\$ -
				\$ -
100: Personnel Services - Salaries Subtotal:			\$ 84,642.00	\$ -
200: Personnel Services - Benefits				
Grant Specialist: Board of Education	4.3	Budget and Finance Management	\$ 31,101.00	\$ -
				\$ -
			\$ -	\$ -
200: Personnel Services - Benefits Subtotal:			\$ 31,101.00	\$ -
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 Subtotal:			\$ 115,743.00	\$ -

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:			\$ -
Talent Subtotal:			\$ -

FY 17 AD and PSD Budget Summary

Directions: Do not enter budget information in this tab. This tab pulls financial data from the application tabs and auto-calculates total proposed investments. Please ensure that your total budgeted amounts match your district's AD and PSD allocation amounts.

	Talent AD Costs	Academic AD Costs	Academic PSD Costs	Climate AD Costs	Climate PSD Costs	Operations AD Costs	Operations PSD Costs	Non-Reform AD Costs	TOTAL AD	TOTAL PSD
100: Personnel Services - Salaries	\$ 1,733,641	\$ 8,219,363	\$ 1,639,319	\$ 81,608	\$ -	\$ 84,642	\$ -	\$ -	\$ 10,119,254	\$ 1,639,319
200: Personnel Services - Benefits	\$ 244,550	\$ 1,372,050	\$ 269,068	\$ 19,108	\$ -	\$ 31,101	\$ -	\$ -	\$ 1,666,809	\$ 269,068
300: Purchased Professional and Technical Services	\$ 230,210	\$ 182,000	\$ 20,705	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 412,210	\$ 20,705
400: Purchased Property Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
500: Other Purchased Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
600: Supplies	\$ -	\$ 317,700	\$ 18,794	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 317,700	\$ 18,794
700: Property	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
800: Other Objects	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTALS:	\$ 2,208,401	\$ 10,091,113	\$ 1,947,886	\$ 100,716	\$ -	\$ 115,743	\$ -	\$ -	\$ 12,515,973	\$ 1,947,886

Appendix A. Statement of Assurances

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

PROJECT TITLE: 2016-17 Alliance and Priority School District Consolidated Application

THE APPLICANT: Nancy Sarra HEREBY ASSURES THAT:
Consolidated Schools of New Britain
(insert Agency/School/CBO Name)

- A. The applicant has the necessary legal authority to apply for and receive the proposed grant;
- B. The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application;
- C. The activities and services for which assistance is sought under this grant will be administered by or under the supervision and control of the applicant;
- D. The project will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the State Board of Education and the Connecticut State Department of Education;
- E. Grant funds shall not be used to supplant funds normally budgeted by the agency;
- F. Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded;
- G. The applicant will submit a final project report (within 60 days of the project completion) and such other reports, as specified, to the Connecticut State Department of Education, including information relating to the project records and access thereto as the Connecticut State Department of Education may find necessary;
- H. The Connecticut State Department of Education reserves the exclusive right to use and grant the right to use and/or publish any part or parts of any summary, abstract, reports, publications, records and materials resulting from this project and this grant;
- I. If the project achieves the specified objectives, every reasonable effort will be made to continue the project and/or implement the results after the termination of state/federal funding;

- J. The applicant will protect and save harmless the State Board of Education from financial loss and expense, including legal fees and costs, if any, arising out of any breach of the duties, in whole or part, described in the application for the grant;
- K. At the conclusion of each grant period, the applicant will provide for an independent audit report acceptable to the grantor in accordance with Sections 7-394a and 7-396a of the Connecticut General Statutes, and the applicant shall return to the Connecticut State Department of Education any moneys not expended in accordance with the approved program/operation budget as determined by the audit;
- L. REQUIRED LANGUAGE (NON-DISCRIMINATION)

References in this section to "contract" shall mean this grant agreement and to "contractor" shall mean the Grantee.

(a) For purposes of this Section, the following terms are defined as follows:

- (1) "Commission" means the Commission on Human Rights and Opportunities;
- (2) "Contract" and "contract" include any extension or modification of the Contract or contract;
- (3) "Contractor" and "contractor" include any successors or assigns of the Contractor or contractor;
- (4) "Gender identity or expression" means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose;
- (5) "good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations;
- (6) "good faith efforts" shall include, but not be limited to, those reasonable initial efforts necessary to comply with statutory or regulatory requirements and additional or substituted efforts when it is determined that such initial efforts will not be sufficient to comply with such requirements;
- (7) "marital status" means being single, married as recognized by the state of Connecticut, widowed, separated or divorced;
- (8) "mental disability" means one or more mental disorders, as defined in the most recent edition of the American Psychiatric Association's "Diagnostic and Statistical Manual of Mental Disorders", or a record of or regarding a person as having one or more such disorders;
- (9) "minority business enterprise" means any small contractor or supplier of materials fifty-one percent or more of the capital stock, if any, or assets of which is owned by a person or persons: (1) who are active in the daily affairs of the enterprise, (2) who have the power to direct the management and policies of the enterprise, and (3) who are members of a

minority, as such term is defined in subsection (a) of Connecticut General Statutes § 32-9n; and

(10)"public works contract" means any agreement between any individual, firm or corporation and the State or any political subdivision of the State other than a municipality for construction, rehabilitation, conversion, extension, demolition or repair of a public building, highway or other changes or improvements in real property, or which is financed in whole or in part by the State, including, but not limited to, matching expenditures, grants, loans, insurance or guarantees.

For purposes of this Section, the terms "Contract" and "contract" do not include a contract where each contractor is (1) a political subdivision of the state, including, but not limited to, a municipality, (2) a quasi-public agency, as defined in Conn. Gen. Stat. Section 1-120, (3) any other state, including but not limited to any federally recognized Indian tribal governments, as defined in Conn. Gen. Stat. Section 1-267, (4) the federal government, (5) a foreign government, or (6) an agency of a subdivision, agency, state or government described in the immediately preceding enumerated items (1), (2), (3), (4) or (5).

- (b) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by such Contractor that such disability prevents performance of the work involved, in any manner prohibited by the laws of the United States or of the State of Connecticut; and the Contractor further agrees to take affirmative action to insure that applicants with job-related qualifications are employed and that employees are treated when employed without regard to their race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, mental retardation, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by the Contractor that such disability prevents performance of the work involved; (2) the Contractor agrees, in all solicitations or advertisements for employees placed by or on behalf of the Contractor, to state that it is an "affirmative action-equal opportunity employer" in accordance with regulations adopted by the Commission; (3) the Contractor agrees to provide each labor union or representative of workers with which the Contractor has a collective bargaining agreement or other contract or understanding and each vendor with which the Contractor has a contract or understanding, a notice to be provided by the Commission, advising the labor union or workers' representative of the Contractor's commitments under this section and to post copies of the notice in conspicuous places available to employees and applicants for employment; (4) the Contractor agrees to comply with each provision of this Section and Connecticut General Statutes §§ 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes §§ 46a-56, 46a-68e and 46a-68f; and (5) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor as relate to the provisions of this Section and Connecticut General Statutes § 46a-56. If the contract is a public works contract, the Contractor agrees and warrants that he will make good faith efforts to employ minority business enterprises as subcontractors and suppliers of materials on such public works projects.

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

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

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

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

Superintendent Signature:



Name: *(typed)*

Nancy Sarra

Title: *(typed)*

Superintendent of Schools

Date:

9/19/2016