
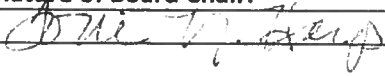


2016-17 Consolidated Alliance and Priority School District Application

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:	
New Haven Public Schools	
FY 2016 Alliance District Allocation:	FY 2016 PSD Allocation (if applicable):
\$12,042,452	\$5,317,038.62
Contact Person:	Contact Title:
Dolores Garcia-Blocker	Chief of Staff
Telephone:	E-mail Address:
203-946-8982	dolores.garcia-blocker@new-haven.k12.ct.us
Name of Superintendent:	
Garth Harries	
Signature of Superintendent:	Date:
	7/13/2016
Name of Board Chair:	Local Board Approval of Plan (Yes/No):
Mayor Toni Harp	
Signature of Board Chair:	Date:
	10/3/2016

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 checked="" 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 checked="" type="checkbox"/>	Retention of top talent
<input 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>Improve recruitment and hiring of minority and shortage area educators. The <i>Talent Specialist</i> will lead the HR/Talent Team to:</p> <ul style="list-style-type: none"> • pre-screen all applications and send qualified candidates to principals/content area supervisors • work with local universities and colleges to actively recruit qualified candidates. • create a recruitment fair calendar and timeline for filling all vacancies • work with the Office of Higher Education to introduce NHSP non-certified internal staff to ARC pathways to certification. • expand offering of Praxis Prep programs for current NHPS non-certified internal staff to support their path to certification. • work more closely with Guidance and the College and Career Office to recruit our own NHPS students to become educators. • Build/strengthen the relationship with NAACP and Historically Black Colleges & Universities in an effort to recruit diverse educators. • Work more closely with Guidance and the College and Career Office to implement an NHPS "Grow Our Own" Model by identifying students currently in our district who have an interest and/or potential in becoming future educators. • Implement a recruitment time table to support early staff hiring in the Teacher Shortage Areas. • Utilize internal staff who are alumni of Historically Black Colleges & Universities to partner in recruiting at HBCU's with the ability extend tentative offers. 	<p>18% of the vacancies to be filled during the 2016-17 school year will be filled by minority teachers.</p>
1.2.	<p>Improve retention and leadership development of excellent teachers and school leaders, prioritizing those in Turnaround and Focus Schools. The Talent Office will:</p> <ul style="list-style-type: none"> • Provide opportunities for practicing teachers in Turnaround and Focus Schools who want to expand their sphere of influence beyond their classroom as <i>Curriculum Facilitators/Teacher Leaders</i>. In these roles, teachers share expertise in peer-peer settings focused on improving classroom practices, informing and developing curriculum and assessments, providing professional development, developing leadership skills, and increasing student learning and achievement. • Develop and retain effective practicing teachers and leaders by providing professional learning opportunities that are high-quality, relevant, and standards-based. The Talent Office will oversee a process in which we: <ul style="list-style-type: none"> - align professional learning with newly adopted NHPS Professional Learning Standards (adapted in 15-16 from state standards) and the instructional or professional practice competencies of the teacher evaluation system. - ensure that there is a data-driven cycle of access to standards-based professional learning opportunities, robust feedback from teachers, and adjustment of offerings/methods, overseen by the Talent Office. This will be enhanced by our recent adoption of the True North Logic system. • Develop and retain effective new teachers through comprehensive, targeted professional development and a peer-to-peer community of support. <ul style="list-style-type: none"> - Implement a comprehensive New Teacher Orientation, including integrated TEAM training <p>Talent office has a designated TEAM coordinator whose role is to support new teachers and mentors. The TEAM coordinator works closely with the TEVAL manager to track support given and assist if concerns arise.</p> <ul style="list-style-type: none"> - Create Professional Learning Communities for new teachers. - The PLCs will be facilitated by Teacher Leaders and Curriculum Facilitators, building on the work of TEAM mentors to provide a community of learning for new teachers. 	<p>94% of teachers who were teacher leader/curriculum facilitators during the 2015-16 school year in Turnaround and Focus Schools will remain in New Haven Public Schools during the 2016-17 school year.</p> <p>91% of teachers rated Effective or better during the 2015-16 school year will remain in New Haven Public Schools for the duration of the 2016-17 school year.</p> <p>By June of 2017, 80% of first year teachers surveyed will express that they intend to stay in the district for the following school year. This is a new measure, so the previous year's data is not available.</p>
1.3.	<p>Expand Evaluation Support for Instructional Managers beyond just new Instructional Managers to reach more practicing Instructional Managers throughout the district. The Talent Office and other stakeholders will</p> <ul style="list-style-type: none"> • calibrate practice ratings and develop the capacity of Instructional Managers to conduct evidence-based observations and provide high-quality coaching for feedback. • use the <i>ReVision Learning</i> Evaluator Supervisory Continuum to identify areas of growth, and provide Instructional Managers with real-time feedback on the quality of their evidence-based observation feedback to teachers through Collegial Calibrations • Cambridge Education consultants will work with instructional managers and curriculum supervisors to implement the newly designed "Instructional Evidence of Learning" - A "Look For" Document created by all curriculum supervisors for all subject areas. 	<p>By June 2017, the percentage of Instructional Managers who have participated in Collegial Calibrations cohorts will increase from 25% to 50%.</p>

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			
1 Talent Specialist	1.1	Salary for Talent Specialist - work on recruitment, retention and hiring	\$ 106,090.00
14 Curriculum Facilitators	1.2	Teacher leaders who will lead common core curriculum development and implementation. Teachers are from the following schools: Fair Haven, Brennan Rogers, Clemente, Hillhouse, Cross, Truman, Hyde and Quinnipiac. Some schools have multiple Curriculum Facilitators.	\$ 893,136.00
100: Personnel Services - Salaries Subtotal:			\$ 999,226.00
200: Personnel Services - Benefits			
			\$ -
200: Personnel Services - Benefits Subtotal:			\$ -
300: Purchased Professional and Technical Services			
PD Consultant - Cambridge	1.3	Professional development for instructional managers and curriculum supervisors	\$ 90,000.00
			\$ -
300: Purchased Professional and Technical Services Subtotal:			\$ 90,000.00
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:			\$ 1,089,226.00

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 type="checkbox"/>	Common Core-aligned curriculum transition	<input type="checkbox"/>	Alternative/Transitional programs
<input checked="" type="checkbox"/>	Assessment systems	<input 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 checked="" type="checkbox"/>	College and career access	<input type="checkbox"/>	Instructional technology
<input type="checkbox"/>	High school redesign	<input checked="" type="checkbox"/>	Other: <u> </u> student achievement on accountability measures using a data-driven cycle of improvement

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 quarterly progress monitoring. Add or remove rows as necessary.

Academic Priorities:		Aligned SMART Goals:
2.1.	<p>Improve student achievement and instruction across classrooms, grades, and content areas through a data-driven cycle of improvement.</p> <ul style="list-style-type: none"> ● Directors of Instruction and Curriculum Supervisors will build <u>administrators' capacity</u> to provide effective targeted feedback, monitor the data-cycle process, and support teachers in improving instruction through research-based strategies. This school level focus on the data cycle process will lead to gains in student academic achievement. ● Curriculum Supervisors and Principals will build <u>teachers' capacity</u> to use formative assessments and a data-cycle process to make ongoing instructional adjustments, provide interventions and assist students in setting their own learning goals. This teacher level focus on data driven instruction will lead to gains in student achievement. ● Teachers will build <u>students' capacity</u> to understand their current level, set goals, choose appropriate strategies, and assess their own progress toward those goals. The student focus on goal setting will lead to gains in student achievement. 	<p>By June 2017, the percent of identified students in grades 3-8 meeting their personal annual Scholastic Reading Inventory growth goals will increase from 64% of students in 2015-16, to 70% of students in 2016-17.</p> <p>By June 2017, the percent of identified students in participating schools in grades 3-8 meeting their personal annual Scholastic Math Inventory growth goals will increase from 54% of students in 2015-16 to 59% of students in 2016-17.</p> <p>By June of 2017, 75% of classrooms visited by supervisors and teacher leaders in all content areas will show evidence of students' setting and tracking their own learning goals, as gleaned from observations, student interviews and/or teacher interviews. As this is a new initiative, last year's data is not available.</p>
2.2.	<p>Expand and improve research-based data-driven interventions for all identified students in grades K-12, prioritizing Turnaround and Focus Schools.</p> <ul style="list-style-type: none"> ● Expand a comprehensive SRBI process that effectively monitors and adjusts instruction based on the individual needs of intervention students, overseen by an <i>SRBI Coordinator</i> and <i>Teacher Leaders</i> in Turnaround and Focus Schools. ● Provide appropriate interventions for identified students in all schools with a focus on EL and Special Education students, by designated <i>Intervention tutors</i>. ● Provide professional development for K-8 educators to access a <i>NHPS SRBI website</i> to track and ensure continuous student progress toward individual goals in math and literacy. ● Provide targeted and varied research-based reading interventions at the high school level based on student's Lexile scores. <i>Reading support teachers</i> will instruct and monitor student progress via daily formative assessments and quarterly summative assessments. ● Provide Algebra Lab as the math intervention for identified ninth grade students while they concurrently take Algebra 1. ● Provide <i>extended learning time</i> at turnaround and focus schools for students during the school year and summer enrichment programs. 	<p>By June 2017, there will be a 10% increase in identified students in grades 3-8 meeting their personal annual Scholastic Reading Inventory growth goals in Turnaround and Focus Schools, from 54.4% in 2015-16 to 60% in 2016-2017.</p> <p>By June 2017, there will be a 23.5% increase in identified students in grades 3-8 meeting their annual Scholastic Math Inventory growth goals in Turnaround and Focus Schools, from 32.4% in 2015-16 to 40% in 2016-17.</p> <p>By June 2017, 60% of identified students for reading intervention in grades 9-12 will meet their personal annual Scholastic Reading Inventory growth goals. There is no baseline data as the growth goals are a new measure this year.</p> <p>By June 2017, there will be a 10% increase from 2015-16 of 9th grade students receiving Algebra Lab intervention passing Algebra 1 in 9th grade with a C or better, from 224 students in 2015-16 to 247 students in 2016-17.</p>

<p>2.3. Increase the number of graduates who are college and career ready by aligning curriculum and supports K12-Higher Education Alignment <ul style="list-style-type: none"> ● <i>College and Career Ready liaison(s)</i> will work between local colleges and all NHPs high schools to align ELA, Math and science courses and calibrate assessments and to support the transition from HS to college. ● Increase student access and <i>teacher training related to AP</i> and dual enrollment courses to provide students with early exposure to college-level expectations. Personalized Learning <ul style="list-style-type: none"> ● Mastery-Based Learning will be implemented in three high schools using appropriate academic supports to help all students reach district-level college and career ready competencies and performance indicators. Training and coaching support will be provided by Great Schools Partnership at the school and district level to support implementation and expansion. ● <i>Online Learning</i> will be used to provide learner-centered, standards-based, and engaging learning experiences both within and outside of the classroom. Post-Secondary Preparation <ul style="list-style-type: none"> ● The 11th grade cohort of <i>Gear Up</i> students will continue to receive mentoring and tutoring by SCSU faculty and staff during extended learning time. The goal is for these students to apply for and attend SCSU in 2018-19. ● The <i>Naviance Curriculum</i> will continue to be used in grades 6-12 to expose students to a college and career paths, develop time management and responsibility skills, reflect on their own strengths and interests, and learn all aspects of the college search and application process. </p>	<p>During 2016-2017, 85% of high school seniors who qualify for a college remedial course based on clearly defined criteria will take those English and math courses at their high school, up from 37.7% in ELA and 43.5% in math in 2015-16.</p> <p>By June of 2017, the number of students enrolled in Dual Enrollment classes will increase at least 8% from 570 students in 2015-16 to 615 students or more in 2016-17.</p> <p>The percent of students deemed "on track to graduation" on the NextGen Accountability Report, will increase from 84.7% in 2015 to 86% in 2016. A preliminary internal report will track students "on track for graduation" for the 2016-17 school year.</p> <p>The percent of students enrolled in a two- or four-year postsecondary institution within one year of high school graduation will increase from 66.3% in 2016 (Class of 2015) to 69% of students in 2017 (Class of 2016).</p>
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Cost:	Alignment:	Description:	AD Investment:	PSD Investment:
100: Personnel Services - Salaries				
5 Reading Support Teachers	2.2	High School interventions will be expanded to all of the high need schools in the district - Reading Support Teachers will be placed in Hillhouse, Career, Hyde, Coop, Metro	330,000	
1 SRBI Teacher Leader	2.2	Coordinate the SRBI process for the district	\$ 90,000.00	\$ -
5 Literacy/Math coaches	2.1,2.2	Coaches for high need schools to support curriculum and instruction in literacy and math - Schools include Lincoln Bassett, Edgewood, Strong, West Rock	\$ 393,178.81	\$ -
1 Administrator	2.1	Alternative Early Childhood Intervention Strategy Administrator/Montessori		\$ 103,000.00
5 Teachers	2.2	Alternative Early Childhood Intervention Strategy Teachers/Montessori		\$ 290,676.88
13 Teachers	2.2	Early Childhood Full Day Intervention		\$ 710,202.00
7 Paras	2.2	Paras participating in K - 1 Classroom intervention teams		\$ 151,536.00
4 Support Staff	2.1,2.2	Support Staff for PSD Programs		\$ 150,406.00
PT Teachers	2.1,2.2	PT Salaries for Non-Mandated Summer School Staff		\$ 62,500.00
1 IT Staff	2.1	Student Information Analyst for Alternative Programs		\$ 62,084.28
PT Summer School Staff	2.2	Part-time support covering all summer school sites		\$ 39,720.00
100: Personnel Services - Salaries Subtotal:			\$ 813,178.81	\$ 1,570,125.16
200: Personnel Services - Benefits				
Reading Support Teachers	2.2	Benefits for Reading Teachers	148,500.00	
SRBI Teacher Leader	2.2	Benefits for SRBI Teacher Leader	\$ 40,500.00	\$ -
All PSD Positions	2.1, 2.2	Benefits for PSD staff		\$ 608,501.13
200: Personnel Services - Benefits Subtotal:			\$ 189,000.00	\$ 608,501.13
300: Purchased Professional and Technical Services				
PD Contract - ACES	2.1, 2.2	Literacy Coach Support	90,000.00	
Contract - SCSU	2.1, 2.2	SCSU professional development for Early Literacy Strategies SCSU/New Haven Agreement	50,000.00	

Destiny - Library Service	2.1, 2.2, 2.3	Automated system for library media centers	40,000.00	
Technology Consultant	2.2	3 Prime Web - technology consultant for intervention technical assistance	40,000.00	
Contract - Naviance	2.3	Naviance Contract for college and career planning	\$ 80,000.00	\$ -
PD Contract - Great Schools Partnership	2.3	District and site-based professional development for Mastery Based Learning	\$ 40,000.00	\$ -
Contract - Edgenuity	2.3	Online Learning licences and training	120,000.00	
Contract - SCSU	2.3	SCSU for Gear Up Support	75,000.00	
AP Training	2.3	Training for AP teachers	10,000.00	
Gateway Community College	2.3	College and Career Liaisons	69,000.00	
Tech Consulting	2.2	Consulting on Technology in SRBI Schools		61,000.00
Program Design/Evaluation	2.1	Program Design/Integration/Evaluation (ACES)		40,000.00
Summer School Community	2.2	Aspirations		109,083.00
Summer School Community	2.2	Little Scientists		15,000.00
Summer School Community	2.2	Hot Shots Basketball		15,000.00
Summer School Community	2.2	Solar Youth		15,000.00
Consulting	2.2	Mentors to work with Science Fair		32,000.00
Student Parents' Daycare	2.2	Services for Young Parents on-site		55,000.00
Alternative Student Programs	2.2	High Risk Students (ACES) UYP	-	500,000.00
			\$ -	\$ -
300: Purchased Professional and Technical Services Subtotal:			\$ 614,000.00	\$ 842,083.00
400: Purchased Property Services				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
400: Purchased Property Services Subtotal:			\$ -	\$ -
500: Other Purchased Services				
			\$ -	\$ -
			\$ -	\$ -
500: Other Purchased Services Subtotal:			\$ -	\$ -
600: Supplies				
Summer School Community	2.2	Aspirations - supplies and materials	\$ -	\$ 5,000.00
				\$ -
600: Supplies Subtotal:			\$ -	\$ 5,000.00
700: Property				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
700: Property Subtotal:			\$ -	\$ -
800: Other Objects				
			\$ -	\$ -

			\$ -	\$ -
			\$ -	\$ -
		800: Other Objects Subtotal:	\$ -	\$ -
		Academic Subtotal:	\$ 1,616,178.81	\$ 3,025,709.29

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

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	<p>Improve attendance rates and decrease chronic absenteeism through data-driven early warning prevention and intervention systems that identify students who are, or are at risk of becoming, chronically absent via better data tracking, coordinated systems of support for chronically absent students, parental communication, and a focus on improving attendance for every student at every school.</p> <p>Tier I</p> <ul style="list-style-type: none"> • <i>Attendance Matters</i>, a community and school engagement campaign geared toward all students, will be expanded to reach all schools. • Regular school-based attendance committee meetings will focus on individual student intervention needs and student responses to interventions. • A <i>Dropout Prevention Coordinator</i> will continue to work in partnership with schools to create and implement strategies to reduce chronic absenteeism, oversee attendance committee meetings, and continuously look at data to identify trends in schools. • A new data dashboard will allow the DP Coordinator (maybe use the same title as in other sections) and Specialists to see attendance rates for schools broken down by grade, student, and absence frequency. <p>Tier II</p> <ul style="list-style-type: none"> • <i>Dropout Prevention Specialists</i> will ensure coordinated systems of support within schools and community for students who are chronically absent. They have access to real-time data and wireless devices which allow them to engage families in student attendance issues and connect them to necessary services and supports. • Utilize NHPS-identified "Causes of Absenteeism (COA)" to align responses to absenteeism, collect data, and make adjustments in programming based on qualitative data provided by parents and students. • Motivate chronically absent students to improve their attendance by providing incentives and other educational out-of-school activities. <p>Tier III</p> <ul style="list-style-type: none"> • Refer the most at-risk and disengaged students to the <i>YouthStat Program</i> (see 3.3) for mentoring, social-emotional support, overall wellness, and academic support. 	<p>During the 2016-2017 year, there will be a decrease in Chronic Absenteeism from 25.6% to 15%.</p> <p>During the 2016-17 school year, there will be a decrease in Chronic Absenteeism among high needs students from 30% to 20%.</p>
3.2	<p>Improve and Integrate Social-Emotional and Behavioral Supports through a multi-tiered, data-driven approach that includes both district-wide initiatives and school-level pilot programs that can later be brought to scale. NHPS completed new district-wide Social-Emotional Standards and Developmental Guidance documents this past year that will guide implementation.</p> <p>Tier I Supports</p> <ul style="list-style-type: none"> • Provide all K – 8 schools with social emotional supports through a newly written Developmental Guidance Curriculum. In class and pull-out support will be provided for all students in grades 6 - 12 driven by data and based on standards in academic, career and personal/social development. • Create four pilot schools that will implement lessons on self-regulation and executive functioning skills for younger students and lessons on communication, coping and decision-making for middle school-aged students using "Second Step" kits. <p>Tier II Supports</p> <ul style="list-style-type: none"> • Consistently monitor the implementation of PBIS, Restorative Practices and the integration our new NHPS SEL standards into the academic curriculum at <i>Turnaround</i> schools in addition to the four Second Step pilot schools. <p>Tier III Supports</p> <ul style="list-style-type: none"> • Maintain a therapeutic classroom to provide intensive behavioral support, direct social skills instruction, and differentiated academic instruction to students who need a small student to staff ratio. One teacher, one ACES Behavior Technician and two paraprofessionals will provide targeted interventions based on data, observation and documentation. • Design specialized behavioral intervention plans for students with significant behavioral challenges throughout the district, provided by one ACES Board Certified Behavioral Analyst and one Behavioral Technician. • Support students in our Alternative High School programs in instructional needs, and methods for de-escalating and maintaining a baseline of behavior and avoid escalated behaviors. Support will be provided by <i>Alternative Teachers</i> (4) and <i>Social-Emotional Learning Specialists</i>. 	<p>During the 2016-2017 school year, there will be a 10% reduction in out of school suspensions overall from 8.8% in 2015-16 to 7.8% in 2016-17.</p> <p>During the 2016-2017 school year, there will be a 15% reduction in out of school suspensions at the four Second Step pilot schools, from 172 in 2015-16 to 146 or less in 2016-17.</p> <p>By June 2016, 80% of students in the therapeutic classrooms will meet their individualized behavioral goals. As this is a new initiative, last year's data is not available.</p>

<p>3.3. Improve and integrate Wraparound Supports through a multi-tiered, data-driven approach that creates new opportunities for parent engagement and feedback, trains staff in parent involvement strategies and Restorative Practices, and encourages collaboration around student achievement and well-being by all stakeholders. An <i>Executive Manager</i> will oversee all Wraparound efforts.</p> <p>Tier I Supports</p> <ul style="list-style-type: none"> • Develop “Welcoming Schools = Engaged Parents” Training for school support staff and new employees, in cooperation with Talent Office. • Gauge the extent to which parents-students are interacting outside of school by implementing Parent Engagement APP for reporting of activities in a user-friendly manner. • Coordinate and expand parent involvement in the schools with Parent Liasons. • Provide professional development for school-based Youth, Family and Community Engagement (YFCE) Staff, school leaders, and teachers on engagement strategies and <i>Restorative Practices</i>. • Revise Uniform Code of Conduct to reflect a <i>Restorative Practices</i> approach. <p>Tier II Supports</p> <ul style="list-style-type: none"> • With schools, the YFCE team will develop opportunities for parents to engage through workshops and support at report card nights. • YFCE) will develop and implement uniform intake form for parent concerns and continue to address and resolve parent concerns in a timely manner. • YFCE will work with community partners to train, match and place community mentors with students . <p>Tier III Supports</p> <ul style="list-style-type: none"> • Expand the <i>YouthStat</i> partnership between NHPS and the City of New Haven – a multi-agency social-emotional support program designed to re-engage high school and middle school youth. YouthStat has a multi-faceted school-based response comprised of prevention, intervention, support services, and positive re-engagement strategies. Youth Development Specialists (mentioned in 3.1) also support these teams. • Design and implement robust Mentoring Program and services by streamlining volunteer and mentoring sign-up, and creating a structure for tracking and training. • Leverage partnership with community organizations to identify and provide mentors, counseling and enrichment support to students. 	<p>During the 2016-2017 school year, 50% of parents will begin using the parent engagement APP.</p> <p>During the 2016-2017 school year, there will be an increase in participants at parent workshops, training and events, from 20% to 35%.</p> <p>During the 2016-2017 school year, parents attending report card conferences will increase by 30%, from 50% on average to 65%.</p> <p>During the 2016-2017 school year, there will be a 10% reduction in out of school suspensions overall from 8.8% in 2015-16 to 7.8% in 2016-17.</p>
<p>3.4 Improve and integrate Health and Wellness of staff, students, and families through a multi-tiered, data-driven approach in order to foster and reinforce a positive learning environment, support high-quality teaching and learning, and improve the physical fitness and health of all students and staff.</p> <p>District Tier</p> <ul style="list-style-type: none"> • A <i>Director of Coordinated School Health (CSH)</i> will lead comprehensive planning, professional development, the annual Summit, and all student, staff and family Health and Wellness initiatives for the district and serve as Co-Chair of the District Wellness Committee, expanding to include student representation. <p>District and School Tier</p> <ul style="list-style-type: none"> • A <i>School Health Program Coordinator (SHP)</i> will lead the implementation of the evidence-based Healthy Schools Program district wide, expand the Healthy Schools Program in order to serve all 32 K-8 schools and a minimum of 6 high schools, establishing their School Wellness Committees. • School staff will receive stipends to serve as <i>School Wellness Facilitators</i> will work at the schools to implement wellness initiatives and complete the Healthy Schools Program Assessment, a student/staff health report card with awards for top levels. • <i>School Health Assistants</i>, primarily under the supervision of the <i>Director of CSH</i> or other appropriate designee will implement health and wellness initiatives, provide triage/administrative support to school nurses and the Student Health Clinic and Dental Clinics; assist and support the review of student health records for medical compliance with School Nurses, collaborate with the City Health Dept. on mandated vision, hearing and postural screenings in order to reduce absenteeism and improve student achievement; and, support families and students with medical compliance for registration/enrollment. <p>Individual School Tier</p> <ul style="list-style-type: none"> • The <i>Director of CSH</i> and the <i>SHP Coordinator</i> in partnership with the Coordinator of the PE/Health Department, will continue implementation of the <i>Michigan Model for Health (MMH) curriculum</i> to 32 K-8 schools and one high school. • Three (3) <i>Dual-Certified Health and PE Instructors</i> will engage K-8 students in MMH curriculum with a pass/fail grade. 	<p>During the 2016-17 year, district wide participation by school staff in Wellness Days will increase to 25% from 15% in 2015-16.</p> <p>During the 2016-17 school year, 4 schools will reach the “gold” level, 1 school will reach the “silver” level, and 6 will reach the “bronze” level on the Healthy Schools Program Assessment, up from 4 silver and 1 bronze in 2015-16.</p> <p>Within 90 days of the beginning of the 2016-17 school year, 80% of students will be compliant with state mandated immunizations and physical exams.</p> <p>By June 2017, 100% of classroom teachers in grades 2-6 will have entered Michigan Model assessment data into a district-wide Google sheets collection system, in order to ensure the delivery of the curriculum with fidelity.</p> <p>During the 2016-17 school year, all students in grades 7-8 will show a 40% improvement on the Michigan Model modules pre-test to post-test, up from 25% in the 2015-16 school year.</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				
Behavior Interventionist (39)	3.2	Behavioral interventionist will focus on the social emotional needs of students utilizing the developmental guidance curriculum. (all schools)	2,648,709.89	
Teachers (4)	3.2	Teachers who will work in alternative settings - New Horizons, New Light, Therapeutic Classroom	258,066.50	
Social Emotional Learning Specialist (5)	3.2	Social emotional learning specialist will be providing additional school based support for high need schools. Schools include - Riverside, Cross, Troup, Lincoln Bassett and Daniels.	261,605.58	

Paras for Therapeutic classrooms (2)	3.2	Paras for Therapeutic classrooms	43,734.00	
Parent Liaisons (2)	3.3	Parent liaisons will coordinate and expand parent involvement. Parent Liaisons will be added to Hill Central and Roberto Clemente School.	57,393.66	
Executive Manager	3.3	Executive Manager will focus on building community partnerships and expanded daily opportunities for schools	105,000.00	
Coordinator School Health	3.4	Coordinator of School Health will lead the Health and Wellness initiative for the district and oversee School Health Centers	94,742.49	
Health and Wellness Aides (10)	3.4	Health and Wellness aides will assist with the implementation of school health initiatives - in all schools	\$ 256,589.48	
School Wellness Facilitators and Programs	3.4	Each school will have a school wellness facilitator to lead the wellness initiative. They will be paid a minimal stipend	\$ 22,000.00	
Health Coordinator	3.4	Health Coordinator will lead the health curriculum development and implementation	\$ 46,694.02	
Teachers (3) - Health and Wellness	3.4	Health and Wellness teachers will work collaboratively with all K-8 schools to deliver the health curriculum - schools are clustered to cover all schools in 3 cycles	\$ 147,195.24	
8 Youth Dev./Social Day/Family Literacy	3.1	Work to ensure that all students have appropriate supports to address their needs		\$ 379,040.00
1 Coordinator, 13 Dropout Prevention	3.1	Work to decrease student absenteeism and drop out	\$ -	\$ 622,242.57
			\$ -	\$ -
100: Personnel Services - Salaries Subtotal:			\$ 3,941,730.86	\$ 1,001,282.57
200: Personnel Services - Benefits				
Teachers (4)	3.2	Benefits for Alternative Teachers	\$ 107,431.06	
Social Emotional Learning Specialist (5)	3.2	Benefits for Social Emotional Learning Specialist	\$ 109,377.76	
Paras in therapeutic classrooms	3.2	Benefits for 2 paras in therapeutic classrooms	\$ 19,776.00	
Parent Liaisons	3.3	Benefits for Parent Liaisons	\$ 27,779.10	
Executive Manager	3.3	Benefits for Executive Manager	\$ 12,360.00	
Coordinator School Health	3.4	Benefits for Coordinator of School Health	\$ 12,694.75	
Health and Wellness Aides	3.4	Benefits for Health and Wellness Aides	\$ 68,935.84	\$ -
Health Coordinator	3.4	Benefits for Health and Wellness Coordinator	\$ 23,763.13	
Teachers (3)- Health and Wellness	3.4	Benefits for Health and Wellness Teachers	\$ 69,786.62	
Benefits for PSD staff	3.1	Benefits/FICA/Medicare/Wrkcomp/Pensions3/Pensions2	\$ -	\$ 476,368.41
			\$ -	\$ -
200: Personnel Services - Benefits Subtotal:			\$ 451,904.26	\$ 476,368.41
300: Purchased Professional and Technical Services				
PD for Attendance Contract/Integrated Wellness	3.1	Integrated Wellness contract to improve attendance and chronic absenteeism. Contract will cover Mentoring VETTS program, Mental Health Support, Social Emotional Reading Accelerations program for high risk students.	\$ 300,000.00	
Contract-Justice Education Center	3.1,3.3	Justice Education Center expansion of summer youth program for most at risk and disengaged students	\$ 60,000.00	

Contract-New Haven Family Alliance	3.1, 3.3	Youth Stat outreach for high risk students in alternative programs	\$ 100,000.00	
Contract-ACES Therapeutic Classrooms	3.1	Contract with ACES for Therapeutic Classrooms	\$ 280,000.00	
				\$ -
300: Purchased Professional and Technical Services Subtotal:			\$ 740,000.00	\$ -
400: Purchased Property Services				
			\$ -	\$ -
400: Purchased Property Services Subtotal:			\$ -	\$ -
500: Other Purchased Services				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
500: Other Purchased Services Subtotal:			\$ -	\$ -
600: Supplies				
YFCE Supplies	3.1	Attendance Matters materials and supplies	\$ 5,000.00	\$ -
Health and Wellness materials	3.3	Educational Materials for health and wellness	\$ 21,000.00	\$ -
600: Supplies Subtotal:			\$ 26,000.00	\$ -
700: Property				
			\$ -	\$ -
			\$ -	\$ -
700: Property Subtotal:			\$ -	\$ -
800: Other Objects				
			\$ -	\$ -
			\$ -	\$ -
800: Other Objects Subtotal:			\$ -	\$ -
Culture and Climate Subtotal:			\$ 5,159,635.12	\$ 1,477,650.98

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 checked="" type="checkbox"/>	Student enrollment processes
<input checked="" 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.	<p>Increase district capacity in monitoring student achievement by improving our structure for utilizing a data-driven cycle of continuous improvement.</p> <p><u>Structure</u></p> <ul style="list-style-type: none"> Interim and annual assessment data will be disaggregated and posted by <i>IT Personnel</i> to an improved data dashboard as a means of tracking students' progress and generating reports for schools and network teams. The data will be analyzed by the district on a 6-week cycle at Performance and Learning Review meetings to analyze trends and identify high-needs schools. Five "School Support Network Teams" (cross-departmental collaborative working groups) facilitated by the Directors will further analyze data and provide targeted supports for schools at a Directors' meeting on the same cycle. The Director will work with school leadership teams in identified high needs schools to provide support and further analyze individual student progress data. The School Network Teams, facilitated by the Directors of Instruction will assist schools in analyzing data and aligning their SIP goals and resources. Evidence of impact will be monitored collaboratively with schools. A <i>SSNT Project Manager</i> will ensure coherence in approach and support for this process. <p><u>Support and Improve Professional Development for Schools</u></p> <ul style="list-style-type: none"> Build school capacity to implement a collaborative cycle for data analysis through ongoing and site-based professional development. 	<p>By June 2017, there will be a 10% increase in the ELA, math, and science index score as measured by the NextGen Accountability measures.</p> <p>By June 2017, the percent of identified students in grades 3-8 meeting their personal annual Scholastic Reading Inventory growth goals will increase from 64% of students in 2015-16, to 70% of students in 2016-17.</p> <p>By June 2017, the percent of identified students in participating schools in grades 3-8 meeting their personal annual Scholastic Math Inventory growth goals will increase from 54% of students in 2015-16 to 59% of students in 2016-17.</p>
4.2.	<p>Improve supports to Turnaround Schools, Focus Schools and High-Need Subgroups</p> <ul style="list-style-type: none"> Cluster identified Turnaround and Focus Schools based on commonalities of challenges identified by the NextGen accountability measures to provide enhanced and targeted supports. Commonalities will allow clustering of schools by ELs, high needs by content and chronic absenteeism. Provide <i>blended learning</i> to schools that are challenged with filling shortage area vacancies, so that instructional time for students is not jeopardized during the hiring process. Provide <i>dedicated professional personnel</i> to support ELL registration and enrollment, to assist parents in the navigation of choices, translation services, and examination for placement. Provide Turnaround and Focus Schools with <i>teacher leaders and tutors</i> to work with small groups of students to support Math, ELA, and Science. Create an <i>accelerated transition program</i> during the school year to prepare over-aged struggling middle school students in 7th and 8th grades for transition to high school in an extended time program taught by certified teachers. (stipends - January-June) Support the transition to 9th grade for incoming freshmen through a <i>high school transition program</i>. 	<p>By June 2017, 90% of students at Turnaround and Focus Schools will meet the state-determined Success Rate in Growth Accountability Measure #2.</p> <p>By June 2017, the percent of students deemed "on track to graduation" on NextGen Accountability Measures, will increase from 84.7% in 2015 to 86% in 2016. (This target is less than 2% because in the 2016-17 accountability measure, freshman failure will be added in core subjects which will impact the 84.7%)</p>
4.3.	<p>Support and redesign high school alternative program so that financial, instructional, and social-emotional resources for our highest-need students are maximized.</p> <ul style="list-style-type: none"> An Alternative Program Leadership Planning Committee will engage in a year of research, assessment and planning for redesign facilitated by <i>Educational Consultant(s)</i> with expertise in this area. A <i>Director of Instruction</i> will supervise the Alternative Redesign Process and programs to provide continuity and expertise. 	<p>By March 2017, New Haven Public Schools will have a comprehensive plan ready for implementation of redesigned alternative programs presented by the Director of Instruction and alternative program leaders.</p>
4.4.		

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				
Technology Staff (2)	4.1	Salaries for 2 IT personnel leading Power School Implementation and data systemization	173,368	

EL Registration FTE (1)	4.2	Personnel to align EL registration and enrollment	40,000	
Teacher Leaders (10)	4.2	Salaries for 10 Teacher Leaders to support turnaround and focus schools. Teacher Leaders will be in the following schools: Martinez, West Rock, Wexler Grant, Troup, East Rock, King Robinson, Clemente, Columbus, Fair Haven, Hill Central	776,810	
Director of Instruction	4.2,4.3	Director of Instruction who will supervise alternative redesign process	140,992	
Support Staff (3)	4.1	Staff for strategic communication function within reorganized Superintendent's office	-	\$ 130,202.30
100: Personnel Services - Salaries Subtotal:			\$ 1,131,169.54	\$ 130,202.30
200: Personnel Services - Benefits				
Technology Staff	4.1	Benefits for Technology Staff	32,478	
EL Registration FTE	4.2	Benefits for EL	18,000.00	
Teacher Leaders	4.2	Benefits for Teacher Leaders	119,517	
Director of Instruction	4.2,4.3	Benefits for Director of Instruction	\$ 59,216.57	\$ -
Support Staff	4.1	Benefits for Support Staff		\$ 62,926.77
200: Personnel Services - Benefits Subtotal:			\$ 229,211.65	\$ 62,926.77
300: Purchased Professional and Technical Services				
Contractor-Domus	4.2, 4.3	Domus School	\$ 300,000.00	\$ -
PD Contract-ACES	4.2	Coaching support to turnaround and focus schools	80,000	
PD Contract-Focused Schools	4.2	Professional Development on Data Driven Cycle	100,000	
Contractor-Consultant for Alternative School	4.3	Guide the District through alternative school redesign process	75,000	
Contract	4.1	Pilot employee timekeeping technology		275,000
Contract	4.1	Allovue Financial Tracking		67,500
Contract	4.1	NEASC Accrediation Process		42,221
300: Purchased Professional and Technical Services Subtotal:			\$ 555,000.00	\$ 384,721.00
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				
Indirect cost on Salaries and Benefits of	4.1, 4.2, 4.3	Indirect cost on Salaries and Benefits of PSD staff	\$ -	\$ 235,828.28
			\$ -	\$ -
			\$ -	\$ -
800: Other Objects Subtotal:			\$ -	\$ 235,828.28
Talent Subtotal:			\$ 1,915,381.19	\$ 813,678.35

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			
32 Instructional LMS/Technology Facilitators		Salaries for 32 Instructional LMS/Technology Facilitators, who will take on enhance roles with 21st Century instructional technology in schools. They will be trained to work with hard to reach students and serve as experts working with teachers to engage such students through technology.	\$ 2,262,030.88
			\$ -
			\$ -
100: Personnel Services - Salaries Subtotal:			\$ 2,262,030.88
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:			\$ 2,262,030.88

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	\$ 999,226.00	\$ 813,178.81	\$ 1,570,125.16	\$ 3,941,730.86	\$ 1,001,282.57	\$ 1,131,169.54	\$ 130,202.30	\$ 2,262,030.88	\$ 9,147,336.09	\$ 2,701,610.03
200: Personnel Services - Benefits	\$ -	\$ 189,000.00	\$ 608,501.13	\$ 451,904.26	\$ 476,368.41	\$ 229,211.65	\$ 62,926.77	\$ -	\$ 870,115.91	\$ 1,147,796.31
300: Purchased Professional and Technical Services	\$ 90,000.00	\$ 614,000.00	\$ 842,083.00	\$ 740,000.00	\$ -	\$ 555,000.00	\$ 384,721.00	\$ -	\$ 1,999,000.00	\$ 1,226,804.00
400: Purchased Property Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
500: Other Purchased Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
600: Supplies	\$ -	\$ -	\$ 5,000.00	\$ 26,000.00	\$ -	\$ -	\$ -	\$ -	\$ 26,000.00	\$ 5,000.00
700: Property	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
800: Other Objects	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 235,828.28	\$ -	\$ -	\$ 235,828.28
TOTALS:	\$ 1,089,226.00	\$ 1,616,178.81	\$ 3,025,709.29	\$ 5,159,635.12	\$ 1,477,650.98	\$ 1,915,381.19	\$ 813,678.35	\$ 2,262,030.88	\$ 12,042,452.00	\$ 5,317,038.62

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: New Haven Public Schools **HEREBY ASSURES THAT:**

New Haven Public Schools

(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:



Garth Harries

Name: *(typed)*

Superintendent of New Haven Public Schools

Title: *(typed)*

October 13, 2016

Date:
