

GREENWICH PUBLIC SCHOOLS
Greenwich, Connecticut

Date of Meeting: January 23, 2014

Title of Item: Action on the Acceptance of CCSS Technology Grant Awarded by the Connecticut State Department of Education

REQUEST FOR BOARD ACTION OR PRESENTATION OF INFORMATION ITEMS

X Action Required

 Informational Only

Submitted By: Mrs. Irene E. Parisi, Assistant Superintendent for Curriculum, Instruction and Professional Learning and Mr. Phil Dunn, Director of Digital Learning and Technology

I will be present at Board Meeting to explain if called upon:

 X
Yes

No

Synopsis of Proposal

The CSDE released an RFP in August to all districts to assist Local Educational Agencies (LEA) in implementing the Common Core State Standards and administer Common Core aligned assessments, specifically the Smarter Balanced assessment system. Upon their review, Greenwich was successful in seeking support for purchasing bandwidth/internet access points to improve the administration of the Common Core aligned assessments, specifically the Smarter Balanced assessment system. The award total to Greenwich Public Schools is \$90,246.

Recommended Action (if appropriate):

Favorable approval of the Connecticut State Department of Education Technology Investments Grant as awarded.

APPLICATION PACKET MATERIALS

Cover Page

**Connecticut State Department of Education
Technology Investments to Implement Common Core State Standards and Administer
Common Core aligned Assessments, Specifically Smarter Balanced Assessments
2013-2014**

Applicant

This application is submitted on behalf of the following Local Educational Agency (LEA):

LEA: Greenwich Public Schools

Contact Information

LEA: Greenwich Public Schools

Irene Parisi

Assistant Superintendent for Curriculum, Instruction and Professional Learning

290 Greenwich Avenue, Greenwich CT

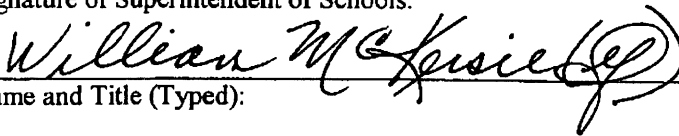
203-625-7463

Irene_Parisi@greenwich.k12.ct.us

Certification

I hereby certify that the information contained in this application is true and accurate to the best of my knowledge and belief.

Signature of Superintendent of Schools:



Name and Title (Typed):

William S. McKersie, Ph.D, Superintendent

Date of Board Acceptance:

To be presented to the Board

**CONNECTICUT STATE DEPARTMENT OF EDUCATION
ACADEMIC OFFICE; BUREAU OF STUDENT ASSESSMENT**



**Greenwich
Public Schools**

Request for Proposals

**Technology Investments to Implement Common Core State Standards and Administer Common
Core aligned Assessments, Specifically Smarter Balanced Assessments**

2013-2014

Purpose: To assist Local Educational Agencies in implementing the Common Core State Standards and administer Common Core aligned assessments, specifically the Smarter Balanced assessment system.

Pursuant to Public Act PA 07-7 (32) (h) (1) JSS and PA 13-239 (36)

RFP #801

Application Due: August 16, 2013

Published: July 2013



CONNECTICUT STATE DEPARTMENT OF EDUCATION

Stefan Pryor
Commissioner of Education

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Levy Gillespie
Equal Employment Opportunity Director/American with Disabilities Act Coordinator
State of Connecticut Department of Education
25 Industrial Park Road
Middletown, CT 06457
860-807-2101
Levy.Gillespie@ct.gov

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

TABLE OF CONTENTS

	PAGE NO.
BACKGROUND AND PROPOSAL DESCRIPTION	
Background	4
Purpose and Description of the Proposal	6
ELIGIBILITY, FUNDING AND SUBMISSION	
Eligible Applicants	7
Funding Available	7
Grant Period	7
Required Matching Funds	7
Submitting Applications	7
Freedom of Information	8
Review of Proposals and Grant Awards	8
CONTENTS OF APPLICATION	
Applicant Information	9
Program Narrative	9
Budget Narrative	11
Statement of Assurances	12
Affirmative Action Plan	12
APPLICATION PACKET MATERIALS	
Cover Page	13
Budget Narrative	14
ED 114 Budget Form	15
APPENDIX	
Appendix A: Statement of Assurances	16
Appendix B: Reimbursement Rate	20

BACKGROUND AND PROPOSAL DESCRIPTION

Background: The Connecticut State Department of Education's (CSDE) goal is to ensure every Connecticut student upon graduating from high school is ready for college and career and be able to engage in the civic life of their community so that they may lead a rewarding and fulfilling life. The Common Core State Standards will help us reach this goal and establish:

- Consistent learning goals for all students, in every community, school, and classroom
- Clear roadmaps of academic expectations for educators at each grade level

The Common Core State Standards will prepare Connecticut's students so that they are able to globally compete, but standards aren't learning, which is why we need to have effective teachers and leaders in each school and we need to support parents and guardians to do their part at home.

Common Core State Standards (CCSS or Common Core) are a set of research-based, globally competitive K-12 expectations (adopted by 45 states across the country) for English language arts (ELA) and mathematics as well as literacy in history/social studies, science, and technical subjects. The Common Core State Standards are fewer, higher, clearer, and comparable across states.

- On July 7, 2010, the State Board of Education adopted the Common Core as Connecticut's standards in English language arts and mathematics because they require states to focus on what children need to know in each grade before they move-on to the next grade.
- The Common Core are designed to be robust and relevant to the real world, reflecting the knowledge and skills our young people need so that they are fully prepared to compete in a globally competitive economy.

Smarter Balanced Assessment Consortium is a state-led consortium (of 25 member states, including Connecticut) that is building upon the collective experience and expertise of its member states and working to develop a next-generation assessment system of formative resources and tools as well as summative and interim assessments aligned to the rigorous, 21st Century standards embodied in the Common Core State Standards.

- Valid, reliable, and fair summative and interim assessments ensure comparability across all its member states and formative resources and tools are available on-demand to teachers through an online digital library.
- The assessments in English language arts/literacy (ELA/literacy) and mathematics will be given at each grade level from 3 through 8, and 11. The 11th-grade assessment will help schools determine whether students have mastered the skills and content to begin college and/or careers and how best to support them as they transition through 12th grade.

Smarter Balanced Assessments are a system of assessments—includes both summative assessments for accountability purposes and optional interim assessments for instructional use—will use *computer adaptive testing* technologies to the greatest extent possible to provide meaningful feedback and actionable data that teachers and other educators can use to help students succeed.

Smarter Balanced assessments will go beyond multiple-choice questions to include extended response and technology enhanced items, as well as performance tasks that allow students to demonstrate critical-thinking and problem-solving skills.

Performance tasks challenge students to apply their knowledge and skills to respond to complex real-world problems. They can best be described as collections of questions and activities that are coherently connected to a single theme or scenario. These activities are meant to measure capacities such as depth of understanding, writing and research skills, and complex analysis, which cannot be adequately assessed with traditional assessment questions. The performance tasks will be taken on a computer (but will not be computer adaptive) and will take one to two class periods to complete.

Smarter Balanced capitalizes on the precision and efficiency of computer adaptive testing (CAT). This approach represents a significant improvement over traditional paper-and-pencil assessments used in many states today, providing more accurate scores for all students across the full range of the achievement continuum.

A summative assessment administered during the last 12 weeks of the school year. The summative assessment will consist of two parts: a computer adaptive test and performance tasks that will be taken on a computer, but will not be computer adaptive. The summative assessment will:

- Accurately describe both student achievement and growth of student learning as part of program evaluation and school, district, and state accountability systems;
- Provide valid, reliable, and fair measures of students' progress toward, and attainment of the knowledge and skills required to be college- and career-ready; and
- Capitalize on the strengths of computer adaptive testing—efficient and precise measurement across the full range of achievement and quick turnaround of results.

Optional interim assessments administered at locally determined intervals. These assessments will provide educators with actionable information about student progress throughout the year. Like the summative assessment, the interim assessments will be computer adaptive and includes performance tasks.

Formative assessment practices and strategies are the basis for a digital library of professional development materials, resources, and tools aligned to the Common Core State Standards and Smarter Balanced claims and assessment targets. Research-based instructional tools will be available on-demand to help teachers address learning challenges and differentiate instruction. The digital library will include professional development materials related to all components of the assessment system, such as scoring rubrics for performance tasks.

A secure, online reporting system that provides assessment results to students, parents, teachers, and administrators. The reports will show student achievement and progress toward mastery of the Common Core State Standards.

As Connecticut makes the transition to Smarter Balanced assessments in the 2014-2015 school year, districts will need to prepare for successful administration of this assessment system.

Purpose and Description of the Proposal

The Connecticut State Department of Education (CSDE) is seeking proposals to support the implementation of the Common Core State Standards and administration of Common Core aligned assessments, specifically the Smarter Balanced assessment system.

Successful applications will include but not be limited to the following:

- **Purchase of New Computer Devices**

The purchase of new computer devices and how the additional computer devices will support the implementation of the Common Core State Standards and improve the administration of Common Core aligned assessments, specifically the Smarter Balanced assessment system. Proposals must meet the Smarter Balanced Technology Strategy Framework and System Requirements Specifications:

http://www.smarterbalanced.org/wordpress/wp-content/uploads/2011/12/Technology-Strategy-Framework_2-6-13.pdf

AND/OR

- **Purchase of Inter-School Bandwidth**

The purchase of inter-school bandwidth associated hardware devices and cabling to support the implementation of the Common Core State Standards and improve the administration of Common Core aligned assessments, specifically the Smarter Balanced assessment system. Proposals must meet the Smarter Balanced Technology Strategy Framework and System Requirements Specifications:

http://www.smarterbalanced.org/wordpress/wp-content/uploads/2011/12/Technology-Strategy-Framework_2-6-13.pdf

AND/OR

- **Purchase of Inter-District School or Facility Bandwidth**

The purchase of inter-district bandwidth associated hardware devices and cabling and/or vendor connectivity solutions between district schools and the central district CEN connected facility to support the implementation of the Common Core State Standards and improve the administration of Common Core aligned assessments, specifically the Smarter Balanced assessment system. Proposals must meet the Smarter Balanced Technology Strategy Framework and System Requirements Specifications:

http://www.smarterbalanced.org/wordpress/wp-content/uploads/2011/12/Technology-Strategy-Framework_2-6-13.pdf

AND

- **Technology Readiness Tool**

A printout of the applicant's completed profile from the Technology Readiness Tool: <http://www.techreadiness.org/>.

AND

- **Teaching and Learning**

How the purchase of computer devices and/or inter-district, inter-school, or facility bandwidth will advance and/or enhance teaching and learning within classrooms.

AND

- **Sustainability**

How the LEA will support efforts in future years.

ELIGIBILITY, FUNDING AND SUBMISSION

Eligible Applicants

Applications will be accepted from local educational agencies (LEAs). A LEA may not submit, or be included in, more than one proposal.

This competitive grant application requires that LEAs describe how funds will be used to meet one or both of the following areas:

- Purchase of New Computer Devices, and/or
- Purchase of Inter-School Bandwidth, and/or
- Purchase of Inter-District School or Facility Bandwidth

Proposals must explain how the purchase of computer devices and/or inter-district bandwidth will advance and/or enhance teaching and learning within classrooms.

Funding Available

The CSDE expects to issue grants dependent upon the ability to meet the application requirements and in accordance with a town wealth measure. Each town will be ranked on the same 20-80% sliding scale used for school construction pursuant to 10-285a and listed in Appendix B. Charter management organizations or charter schools shall receive the same rate as the town in which they are located. Should few enough proposals be submitted where the CSDE could redistribute the funds available then the CSDE will do so within the permitted funding and grants may be provided in full (100%), pending available funding, and/or excess funds beyond the sliding scale may be redistributed evenly among all the selected proposals.

Grant Period

The anticipated grant period is August 15, 2013-August 15, 2014. All funds must be obligated by August 30, 2014. There are no exceptions or waivers to this requirement.

Submitting Applications

Applications, IRRESPECTIVE OF POSTMARK DATE, **must be received by 4:00 p.m. on August 16, 2013.**

An original and ten (10) copies of the entire application must be submitted. All applications become the property of the CSDE and are part of the public domain.

Facsimile (faxed) copies of applications will not be accepted. Only applications with original signatures will be accepted.

Note: The CSDE will not make copies on behalf of applicants failing to meet this requirement. The application will be deemed incomplete and ineligible for review if requisite copies are not submitted. Do not include any materials that are not requested in the application such as pictures, agency brochures or literature. Non-required materials will not be reviewed or returned, nor will they be considered in the review of the application.

Proposals that do not comply with the requirements of this RFP may be considered non-responsive and excluded from review. Also, omission of any required document or form, failure to use required formats for response, or failure to respond to any requirements may lead to rejection of the proposal prior to any formal review.

Mail or deliver applications to:

Emily Byrne, Director of Strategic Initiatives
Connecticut State Department of Education
165 Capitol Avenue
Hartford, CT 06106

Phone: 860-713-6546
E-mail: emily.byrne@ct.gov

Freedom of Information

All of the information contained in a proposal submitted in response to this application is subject to the provisions of the Freedom of Information Act (FOIA), Section 1-200 et seq. of the Connecticut General Statutes. The FOIA declares that, except as provided by federal law or state statute, records maintained or kept on file by any public agency (as defined in the statute) are public records and every person has the right to inspect such records and receive a copy of such records.

Review of Proposals and Grant Awards

Complete proposals received by the due date will be reviewed by CSDE according to the criteria presented in this Request for Proposals (RFP).

Each application will be rated and scored in the following categories:

- Proposal Narrative
 - Need – The application must contain a detailed description of need and how the funds will be used.
 - Plan – The plan for purchasing new computer devices; and/or inter-school bandwidth; and/or inter-district school or facility bandwidth to support the implementation of the Common Core State Standards and improve the administration of Common Core aligned assessments, specifically the Smarter Balanced assessment system.
 - Quality – The plan for advancing and/or enhancing teaching and learning within classrooms.
- Budget Narrative
 - Budget – The application must include a reasonable budget that meets the requirements outlined in the RFP and must support the Program Narrative.
 - Sustainability – The application must contain a detailed description of how the local educational agency (LEA) will support the need of the LEA in future years.

The CSDE reserves the right to make grant awards under this program without discussion with the applicants. Therefore, proposals should represent the applicant's best effort from both a technical and cost stand point. The CSDE reserves the right to reject all proposals and to conduct a more extensive proposal solicitation, and to reject a lower cost proposal if it believes that a higher cost proposal more appropriately meets the stated objectives. All awards are subject to availability of state funds. Grants are not final until the award letter is executed.

CONTENTS OF APPLICATION

The grant application must include the following information:

Applicant Information

Use the Cover Page form provided to identify the local educational agency (LEA) that is applying for the grant. The cover page should be the first page of the application.

- **Proposal Narrative**
 - Need – The application must contain a detailed description of need and how the funds will be used.
 - Plan – The plan for purchasing new computer devices; and/or inter-school bandwidth; and/or inter-district school or facility bandwidth to support the implementation of the Common Core State Standards and improve the administration of Common Core aligned assessments, specifically the Smarter Balanced assessment system.
 - Quality – The plan for advancing and/or enhancing teaching and learning within classrooms.
- **Budget Narrative**
 - Budget – The application must include a reasonable budget that meets the requirements outlined in the RFP and must support the Program Narrative.
 - Sustainability – The application must contain a detailed description of how the local educational agency (LEA) will support the need of the LEA in future years.

Program Narrative (10 pages maximum)

The narrative description is limited to a maximum of 10 pages, double spaced using font size 12, one-inch margins, with each page clearly and consecutively numbered (not including attachments) and in the order and format required.

1. Program Need

Describe clearly your LEA's need for purchasing new computer devices; and/or inter-school bandwidth associated hardware devices and cabling; and/or inter-district bandwidth associated hardware devices and cabling and/or vendor connectivity solutions between district schools and the central district CEN connected facility to support the implementation of the Common Core State Standards and improve the administration of Common Core aligned assessments, specifically the Smarter Balanced assessment system. Please note that proposals must meet the Smarter Balanced Technology Strategy Framework and System Requirements Specifications: http://www.smarterbalanced.org/wordpress/wp-content/uploads/2011/12/Technology-Strategy-Framework_2-6-13.pdf

In the appendices of your proposal include:

- A printout of your LEA's completed profile from the Technology Readiness Tool, <http://www.techreadiness.org/>. Please note that the following distinctions, when filling-in your data on the Technology Readiness Tool, are worth noting:
 - Estimated Internet Bandwidth Field Values: This field should represent the value that most closely matches the volume of data that your internet connection can move over a specified time for a specific school or building. This value may not match the value of the final internet connection for a multiple school district. As a result, a multiple school district should be evaluated in accordance with available bandwidth between a school building and the facility that provides the connection, as well as the final connection speed to the internet.
 - Please be aware that a typical multiple school or location district will only have one location or school with a connection to the internet, usually over Connecticut Education Network (CEN).
 - Estimated Internal Network Bandwidth Field Values: This field should represent the value that most closely matches your internal network capacity for a specific school or building. This is typically the bandwidth within a single location or school.
 - In some districts, fields have been left "missing" on the survey. Where possible, these fields should be completed.
 - Some districts that chose to load data electronically may have uploaded duplicate files so district device counts are artificially high. This should be corrected.
 - Please make sure to double check your (computer) device data on your district profile.

2. Program Plan

Describe your LEA's plan for purchasing and installing new computer devices; and/or inter-school bandwidth associated hardware devices and cabling; and/or inter-district bandwidth associated hardware devices and cabling and/or vendor connectivity solutions between district schools and the central district CEN connected facility to support the implementation of the Common Core State Standards and improve the administration of Common Core aligned assessments, specifically the Smarter Balanced assessment system in the 2013-2014 and/or 2014-2015 school year. Please also include a detailed description of how you plan on administering Common Core aligned assessments, specifically the Smarter Balanced assessment system within a maximum of two months. In the description include:

- Clearly defined timelines of purchasing and installing.
- Clearly defined timelines of administration.

3. Program Quality

Describe your LEA's plan for advancing and/or enhancing teaching and learning within classrooms as a result of purchasing new computer devices; and/or inter-school bandwidth associated hardware devices and cabling; and/or inter-district bandwidth associated hardware devices and cabling and/or vendor connectivity solutions between district schools and the central district CEN connected facility to support the implementation of the Common Core State Standards and improve the administration of Common Core aligned assessments, specifically the Smarter Balanced assessment system. In the description include:

- Innovative ideas to advance and/or enhance teaching and learning that are already being implemented or that will be implemented within classrooms as a result of the proposal being funded.
- How the computer devices and/or inter-district bandwidth will be used beyond the administration of Common Core aligned assessments, specifically the Smarter Balanced assessment system.

Budget Narrative

The narrative description is limited to a maximum of 5 pages with each page clearly and consecutively numbered (not including attachments) and in the order and format required. The budget narrative may be single-spaced.

4. Budget

Provide a detailed budget narrative which will include a description and justification for each budget line item for state grant funds. The budget narrative should describe the basis for determining the amounts shown on the budget page in detail. The budget should be aligned with the activities described in the proposal narrative, effective and efficient use of funds justified and the full range of resources that will be used.

The budget narrative should also include a detailed explanation of how the LEA took measures to prepare for such purchases outlined in your proposal narrative, in advance of this upcoming school year, but were financially unable to do so due to budget constraints.

Grantees will be required to submit expense reports to the CSDE. In addition, selected LEAs are required to participate in any state activities in order to identify promising practices and models for replication.

Complete the ED114 Budget Form provided.

Only proposals that request funds for the purchase of computer devices, inter-school, and/or inter-district or facility, bandwidth will be funded.

5. Sustainability

Describe the sustainability plan that will allow the program, as described, to operate for a minimum of two years after one year of state funding has ended.

Statement of Assurances

Use the form provided.

Affirmative Action Plan

If a current Affirmative Action Plan is on file with the CSDE Office of Affirmative Action, complete the Certification that a current Affirmative Action plan is on file and submit as part of the proposal. Applicants who do not have an Affirmative Action plan on file with the CSDE must obtain and submit a completed packet with their grant application. An Affirmative Action packet can be obtained through the:

Connecticut State Department of Education
Affirmative Action Office
25 Industrial Park Road
Middletown, Connecticut
06457-1543; 860-807-2101

APPLICATION PACKET MATERIALS

Cover Page

**Connecticut State Department of Education
Technology Investments to Implement Common Core State Standards and Administer
Common Core aligned Assessments, Specifically Smarter Balanced Assessments
2013-2014**

Applicant

This application is submitted on behalf of the following Local Educational Agency (LEA):

LEA: **Greenwich Public Schools**

Contact Information

LEA: Greenwich Public Schools

Irene Parisi

Assistant Superintendent for Curriculum, Instruction and Professional Learning

290 Greenwich Avenue, Greenwich CT

203-625-7463

Irene_Parisi@greenwich.k12.ct.us

Certification

I hereby certify that the information contained in this application is true and accurate to the best of my knowledge and belief.

Signature of Superintendent of Schools:

Name and Title (Typed):

William S. McKersie, Ph.D, Superintendent

Date of Board Acceptance:

To be presented to the Board

Project Proposal Narrative

Project Need

Greenwich Public Schools (GPS) is a suburban district located in Fairfield County. It encompasses the residential areas of Riverside, Old Greenwich, Cos Cob, and parts of western Greenwich. GPS has 11 elementary schools, three middle schools and one high school with approximately 8,700 students in PK – 12. The district is currently facing a significant Racial Imbalance and Facility Utilization challenge with solutions due to the State Department of Education this fall. The district is responsible for providing instruction and services to an increasingly diverse population in terms of academic need, economics, race and ethnicity: 13% of GPS students qualify for free and reduced lunch; 13.2% of GPS students are non-English Language Dominant (2012); 5.4% of GPS students are English Language Learners (2012); 10.6% of students qualify for Special Education; 30% of the GPS student population in 2012 is minority. There are a significant number of families that do not have access to the Internet and devices. GPS has worked in partnership with the Greenwich Alliance to bridge the digital divide by providing free Internet to 20 families. Per the requirements in preparation for online assessments, GPS conducted multiple Technology Readiness surveys and internal inventories of devices and hardware. The June survey and inventory indicate that while the level of SBAC compliant devices is currently acceptable, virtually no devices in the district meet the SBAC-recommended specifications. Key findings include, if not in a pure 1:1 digital learning environment 40 additional mobile carts will be required to support SBAC administration across grades 3-8, 11 (supports all schools) in 2015. This is the minimum number in order to administer the exam within a 3-4 week window with an approximate 10:1 student to devices ratio. A ratio of 10:1 students to devices would not be conducive for continuous access to the resources necessary to best prepare all students for success. (A comparable time frame to the current CMT/CAPT window); 546 obsolete computers will need to be replaced based on SBAC minimum technology requirements. Given this

data, GPS has built a significant 1:1 Digital Learning Environment Plan in order to build the learning environment that can not only transform the teaching and learning, but supports the GPS Vision of the Graduate. Greenwich Public Schools believes that we have an obligation to the children in providing access to the technology and digital tools required for their success day to day and ultimately in college or career. In spite of our plan, Greenwich Public Schools and Board of Education experienced a significant budget cut for the 2013 -2014 fiscal year. The tough decisions in eliminating four administrative positions and reorganizing central office provided minimal funds to support the original development and implementation of a Digital Learning Environment. This three-year plan is designed to support the integration of technology in all content areas in order to meet the expectations of the **Common Core State Standards**, readiness for online assessments and the new skillset required for college and career. Though the administration with the Board of Education outlined a three-year plan, the Representative Town Committee and Board of Estimates and Taxation only approved a one-year plan with conditions. Recent reports urge educators to take notice of the “New Literacies” of the Common Core and how we have an obligation to provide students ongoing practice with new media in school. GPS wants to give students continuous practice reading screen-based texts as they are entering a college or career world in which much of what they are reading will be on a screen. GPS wants to give students practice in digital writing as online writers will need to consider digital elements that will enhance the message, such as Hyperlinks, Graphic design and Layout. We need to give students practice in collaborative writing in global student-to-student projects, so that they can shape and write texts with others. Give students practice working with informational text through blogs, wikis and other digital portals accessing online text that focus on a certain topic. Research states, a new set of comprehension strategies are required for comprehending online content – evaluation, analysis for bias, credibility and synthesis. Teachers will be expected to prepare learning for 24 Common Core standards involving the use and analysis of technology,

including the Internet. Teachers will be expected to prepare learning for 44 Common Core standards involving the use of digital resources – gathering information from multiple sources. This grant will provide the funds necessary to accelerate and support the GPS proposed three-year plan for Transforming Teaching and Learning by building a 1:1 Digital Learning Environment.

Project Plan

To participate in today's knowledge-based, technical economy, students must be explicitly taught to know how to learn, manage new technologies, and interact skillfully in diverse social and economic environments. GPS is currently building a **Roadmap of Readiness for Common Core State Standards and Online Assessments**. As previously stated, the nation is urging educators to take notice of the "New Literacies" of the Common Core and how we have an obligation to provide students ongoing practice with new media in school. This grant will give GPS students continuous practice reading screen-based texts and practice in digital writing to enhance their message with Hyperlinks, Graphic design and Layout. This grant will provide GPS with the tools to give students practice in collaborative writing in global student-to-student projects, so that they can shape and write texts with others. This grant will provide students practice in working with informational text through blogs, wikis and other digital portals accessing online text that focus on a certain topic. Finally, this grant will provide teachers with the tools to lift the level of learning in their classroom, shifting from the moderator to facilitator. It is imperative that we recognize and support the new set of comprehension strategies that are required for comprehending online content – evaluation, analysis for bias, credibility and synthesis. Teachers across the state and nation will be expected to prepare learning for 24 Common Core standards involving the use and analysis of technology, including the Internet. This grant will provide the opportunity for Greenwich to provide the technology tools for teachers to prepare teaching 44 Common Core standards that involve the use of digital resources –

gathering information from multiple sources. The current state of GPS is that of a school district that is ready to own the expectations of the **Common Core State Standards (CCSS)** and the assessment with which they will be assessed. GPS has dedicated the 2013 – 2014 school year to providing administrators and teachers with time to read the standards, understand the learning targets and own the expectations of our students. Teachers are ready to shift from teaching to facilitating in order for students to own the learning. GPS recognized that in order for the shifts outlined in the CCSS to be realized, teachers and students would need the tools for students to engage in multiple complex print and digital texts, to engage in debate and use textual evidence to propel the conversations and to produce a presentation on a given topic. GPS is dedicated to the continued transition, implementation and synthesis of the Common Core. In July 2013, Curriculum Cadres met to renew the Science, Social Studies and English Language Arts Curriculum with assured technology tasks. Optional, voluntary opportunities will be provided throughout 2013 -2014 for all educators and support staff in GPS to participate in workshops involving the Common Core and preparation for online assessments. It is critical that GPS, through this grant, to provide teachers, administrators and students with the tools to access the curriculum that raise the rigor and use of digital tools. As GPS continues to build its roadmap to readiness, we have realized that the number of devices needed to support an online assessment administration in grades 3-8 and 11 depends on the number of students who must be tested simultaneously in order to complete the test within a given administration window. The current state of GPS and students to computer ratio indicates that GPS will need to harvest all mobile computer labs in order to schedule two sessions per day within an 8-12 day window. The impact on instruction and engagement in performance tasks requiring digital tools is significant. Students in grades K-2 will not have access to devices or labs during the morning English Language Arts instructional blocks. We must understand that simply having enough devices to administer the assessment may not prepare students for high achievement on the assessment. Students will need to

have ongoing access to digital resources in order to master the skills and knowledge that they will be assessed on—namely, the Common Core Standards. Additionally, in order to prepare the students well, teachers must first have access to and master the digital resources and strategies necessary to meet the Common Core Standards.

The following outlines the GPS **School-Classroom Implementation**. The GPS will have a three-year phase in of digital learning in selected schools and classrooms. For year one (2013-14) , two elementary schools have been selected for full implementation of digital learning. Planning, device selection, instructional resource development and professional learning with an external partner to be determined will occur from fall 2013 through 2016, with devices introduced to students in winter 2014. Providing the budget is approved, GPS will then deploy devices to all grade six students in each of the three middle schools. In preparation for the 1:1 middle school classrooms, the teachers will participate in the professional learning and work across school networks to engage in job embedded professional learning working with our digital heroes. All schools will be implementing the Common Core Standards based curricular units of study in ELA and Math with the synthesis of standards in Science, Social Studies, Art, Music, Physical Education and Technical Areas. Pending receipt of funds, in year three (2015-2016) GPS plans to engage in a full implementation of 1:1 learning across the district with the devices being introduced to remaining grades in September – December of 2015. GPS has recognized the importance of **Professional Learning to Support Change in Practice**. Successful implementation of Common Core State Standards and Technology Integration requires a commitment from the district and strong instructional leadership in every school. GPS recognizes that collaboration is at the heart of the culture of change. Using the Lesson Study model, teams of teachers as researchers will analyze exemplar lessons for moments where students will struggle and how the integration of technology at various teaching points can lift the learning. The teacher researchers will then observe the lesson and collect data on student behaviors, responses and actions; to truly analyze

the learning. The team will then debrief and discern less and most effective instructional strategies, ultimately identifying the promising practices for the school and district. The Assistant Superintendent with coordinators and the external partner for professional learning will develop a Professional Learning Curriculum that will guide the adult learning. Units of study will include Internet Safety, Digital Footprint and Reputation, Information Literacy, Creative Credit & Copyright, Visual Literacy, Development of assured technology performance tasks, and modeling productivity skills. Lessons within each unit will illustrate how to embed this learning in the student learning and work. Modeling the digital learning environment, GPS will take a blended approach and provide online self- paced courses for teachers through Atomic Learning; a resource we currently subscribe to. If awarded, this grant will provide GPS with the support to engage with a partner to develop a professional learning plan that will change teacher practice, enhance the implementation of Common Core based units and lift the level of learning in the classroom. This grant will continue to support the GPS Digital Learning Environment (DLE) **Management Plan** that has been prepared. The administration recommended in November that an external partner be identified promptly (via a competitive RFP) to collaborate with district administrators and staff in the management of the initiative. Since then, GPS has engaged in a contract with Nona Ullman from Improve as the Project Manager. Improve has been responsible for developing and instituting detailed plans for district-wide and school/classroom implementation, digital management system identification, professional learning, instructional resource identification, device selection, and program evaluation. Tasks completed to date include device selection for the two phase I schools, selection of external partner for professional learning to support change in practice and the selection of a Curricular and Instructional Management System. This grant will support the continued implementation of the DLE plan and provide opportunities to accelerate the plan in order to meet the expectations and requirements to implement the Common Core State Standards and online assessments. The DLE and

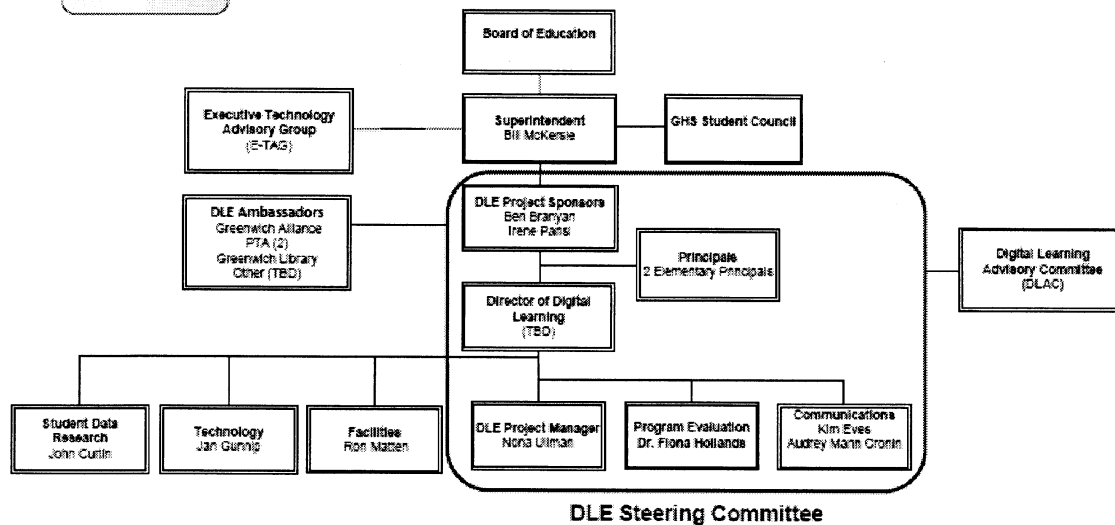
the plan outlined within this grant will be **evaluated** by using multiple measures and District administration and the external partner would develop and institute a comprehensive program evaluation process. The evaluation would track progress at both levels of the implementation (district and school/classroom). The evaluation would examine process indicators as well as multiple indicators of student outcome effects including SBAC and formative assessments. GPS will utilize a Tech Literacy Assessment through Learning.com to determine how well Students grasp critical technology concepts and skills through the following: Spreadsheets; Word processing; Database; Multimedia and presentations; Telecommunication and Internet; Systems and fundamentals; Social and ethical issues. The Learning.com assessments are psychometrically validated and provide valid technology proficiency data to support accountability goals. Additional data points will be used to inform instruction to support improved student technology learning and help teachers plan how to integrate technology into core curriculum. Metrics to be determined will include the fifth grade Capstone project, matched schools for an experimental and control group (schools with technology and schools without the technology), technology acquisition of teachers and increase in student discourse through administrative walkthroughs. Baseline assessments of staff will be administered to determine technology proficiency level of teachers and administrators. Results will be used to differentiate the Professional Learning for teachers and administrators with the external partner. GPS will administer a baseline assessment of staff prior to September 30th. Pre and post assessments using Learning.com will be administered to students. In an effort to **sustain** the projects and learning environments outlined in this proposal, the Digital Learning Environment Steering (DLE) Committee comprised of the Project Manager, Managing Director of Operations, Assistant Superintendent, Director of Digital Learning and Technology and the principals of the Phase I schools will meet regularly to assess the implementation of the plan in their schools and out to the other schools. Their recommendations will be presented to the Superintendent in order to maintain, sustain or upgrade. If

provided with the resources proposed, the DLE Steering Committee will meet to review the Project Plan to reevaluate where improvements have now been made and adjust the timeline of implementation of technologies or professional learning. This team will evaluate the allocation or use of the funds. The Managing Director of Operations with the Assistant Superintendent and Director of Digital Learning and Technology will prepare a budget for 2014 – 2015 to allocate local funds to support schools with continued professional learning on current and emerging technologies and curriculum renewal. To sustain these outlined 1:1 environments, specific funds will need to be allocated by the superintendent in the budget for technology support, repair or replacement of hardware and professional learning. The Assistant Superintendent will plan beginning teacher orientation sessions for new teachers, so that they are aware of the 21st Century learning environments that exist in the buildings with acquired devices and digital tools. New administrators will be provided with an outline of the technologies and tools available to teachers and learner. The administrator will be encouraged to visit and work in the digital learning environment within and across their networked schools in order to inspire and facilitate the vision of integrated technology throughout the Greenwich Public School District (NETS-A). GPS, with the acquisition of a Curricular and Learning Management System will have an electronic and “living” curriculum that will be able to support constant evaluation, revision and renewal in a timely manner to reflect on the technologies in the schools, as well as those that are recently developed. This curriculum will reflect high standards of a rigor and the use of integrated technologies. The curriculum will also reflect updated performance tasks or assessments that are in sync with the time period and the emerging technologies, such online learning academies (Edmodo, Moodle) and use of Google applications to promote digital and financial literacy. To engage parents, presentations of student learning and application of the technologies will be made available through Parent Teacher Association meetings and Board of Education meetings. The future state of the GPS Media Centers will be one of a service-oriented

model to support the change of practice and 21st Century Learning. The school media centers will be transformed into Digital Learning Center (DLC) so that it can function as a multi-use space that offers compelling learning experiences to students in guided, independent, and peer-collaborative modalities. The DLC will maintain the following core activities: Function as a multi-use independent and collaborative learning meeting space; Provide regular workshops that promote technology skills and creative development; Coordinate innovative connections across time and space with adult and student thought leaders who have made significant contributions to the prior art in various fields of study; and Serve as a project incubator to support evidence-based learning. This model recognizes the importance of the International Standards for Technology in Education (ISTE) National Educational Technology Standards for Students (NETS-S) . The new Digital Learning Centers will develop students in each of the NETS-S areas: Creativity and Innovation; Communication and Collaboration; Research and Information Fluency; Critical Thinking, Problem Solving, and Decision Making; Digital Citizenship; Technology Operations and Concepts. Finally, GPS has committed to providing the appropriate leadership for this significant project. GPS has created the position of Director of Digital Learning and Technology and has hired a person that manages the scope of work, as well as envisioning an exciting future for Greenwich students and their schools. The June data collection of the **Technology Readiness Survey** indicated that less than 4% of the devices in the district meet the recommended criteria for online testing. A further analysis of the inventory indicates that over 80% of this inventory must be replaced to satisfy this year's recommendations, because of the mature age of the machines. Additionally, as the district moves to implement a one-to-one environment, it will be critical to make substantial investments in the network infrastructure to accommodate the resulting dramatic increase in network traffic.

Greenwich Public Schools Digital Learning Environment (DLE) Project Team

DRAFT



Note: The First Selectman, the Budget Estimation and Taxation (BET), and the RTM Education Subcommittee will receive regular updates on the DLE Project.

July 11, 2013, Version 1

Data as of August 08, 2013 at 10:00 AM CT -
Reports are updated hourly

SBAC

Device to Test-Taker Indicators

Greenwich School District (57) - 0% of Schools are in the Top Quartile of Device to Test-Taker Readiness, based on Recommended Requirements

Percent Coverage

TBD

0%-25%

26%-50%

51%-75%

76%-100%

Organization	# Devices Meeting Recommended Requirements	Enrollment Count of Tested Grades	Total # Test Starts Needed per School	Testing Window (Days)	# Sessions per Day	% of Students that can be Tested
Central Middle School (575111)	0	599	2396	6	2	0%
Cos Cob School (570211)	0	195	780	6	2	0%
Eastern Middle School (575211)	0	781	3124	6	2	0%
Glennville (570411)	0	846	3384	6	2	0%
Greenwich High School (576111)	100	0	0	6	2	(missing)
Hamilton Avenue School (570511)	0	180	720	6	2	0%
International School At Dundee (571311)	0	189	756	6	2	0%
Julian Curtiss School (570311)	0	172	688	6	2	0%
New Lebanon School (570611)	0	123	492	6	2	0%
North Manlius School (570711)	0	234	936	6	2	0%
North Street School (570811)	0	198	792	6	2	0%
Old Greenwich School (570911)	0	293	1172	6	2	0%
Parkway School (571111)	0	131	524	6	2	0%
Riverside School (571011)	0	257	1028	6	2	0%
Western Middle School (575311)	0	505	2020	6	2	0%

Data as of August 08, 2013 at 10:00 AM CT -
Reports are updated hourly

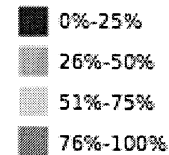
SBAC

Device Indicators

Greenwich School District (57) - 4% of Devices Meet the Recommended Requirements

Meeting Requirements

TBD



Organization	Total Devices	# Devices Meeting All Recommended Requirements	% Devices Meeting All Recommended Requirements
Central Middle School (575111)	270	0	0%
Cos Cob School (570211)	100	0	0%
Eastern Middle School (575211)	270	0	0%
Glenville (570411)	300	0	0%
Greenwich High School (576111)	650	100	15%
Hamilton Avenue School (570511)	100	0	0%
International School At Dundee (571311)	100	0	0%
Julian Curtiss School (570311)	100	0	0%
New Lebanon School (570611)	100	0	0%
North Mianus School (570711)	100	0	0%
North Street School (570811)	100	0	0%
Old Greenwich School (570911)	100	0	0%
Parkway School (571111)	100	0	0%
Riverside School (571011)	100	0	0%
Western Middle School (575311)	320	0	0%

Data as of August 08, 2013 at 10:00 AM CT -
Reports are updated hourly

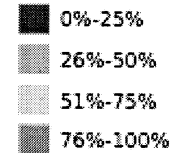
SBAC

Network Indicators

Greenwich School District (57) - 93% of Schools are
in the Top Quartile of Network Readiness, based on
Recommended Requirements

Percent Coverage

TBD



Organization	Est Internet Bandwidth	Est Internet Bandwidth Utilization (%)	Est Internet Network Bandwidth	Est Network Bandwidth Utilization (%)	Enrollment Count of Tested Grades	Total # Test Starts Needed per School	Testing Window (Days)	Max # Possible Test Starts in Window	% of Students that can be Tested in the window
Central Middle School (575111)	1 Gbps - Gigabit Ethernet	30	1 Gbps - Gigabit Ethernet	20	599	2396	8	280000	>100%
Coe Cob School (570211)	1 Gbps - Gigabit Ethernet	30	1 Gbps - Gigabit Ethernet	20	195	760	8	280000	>100%
Eastern Middle School (575211)	1 Gbps - Gigabit Ethernet	30	1 Gbps - Gigabit Ethernet	20	781	3124	8	280000	>100%
Glennville (570411)	1 Gbps - Gigabit Ethernet	30	1 Gbps - Gigabit Ethernet	20	846	3384	8	280000	>100%
Greenwich High School (576111)	1 Gbps - Gigabit Ethernet	30	1 Gbps - Gigabit Ethernet	20	0	0	8	280000	(missing)
Hamilton Avenue School (570511)	1 Gbps - Gigabit Ethernet	30	1 Gbps - Gigabit Ethernet	20	180	720	8	280000	>100%
International School At Dundee (571311)	1 Gbps - Gigabit Ethernet	30	1 Gbps - Gigabit Ethernet	20	189	756	8	280000	>100%
Julian Curtiss School (570311)	1 Gbps - Gigabit Ethernet	30	1 Gbps - Gigabit Ethernet	20	172	688	8	280000	>100%
New Lebanon School (570611)	1 Gbps - Gigabit Ethernet	30	1 Gbps - Gigabit Ethernet	20	123	492	8	280000	>100%
North Mianus School (570711)	1 Gbps - Gigabit Ethernet	30	1 Gbps - Gigabit Ethernet	20	234	936	8	280000	>100%
North Street School (570811)	1 Gbps - Gigabit Ethernet	30	1 Gbps - Gigabit Ethernet	20	198	792	8	280000	>100%

Budget

In November of 2012, the Greenwich Public Schools (GPS) in response to a Board of Education request and the current state of GPS and its readiness for CCSS and online assessments, developed a budget and plan for building a Digital Learning Environment over the next three years. Upon a thorough assessment of GPS and its readiness, we learned that we had significant issues with infrastructure, which was on the brink of collapse. GPS also learned that though there was significant percentage of saturation of technologies in the schools, they were not meeting the technology requirements for SBAC. GPS prepared a budget based and presented it to the Greenwich Board of Education. At the same time, Greenwich Board of Estimates and Taxation (BET) was preparing the budget expectations for the 2013-14 fiscal year. In order to meet these expectations, the Board of Education asked the GPS administration to reduce the proposed budget by at least \$1,000,000.. In an effort to protect the classrooms and schools, the reductions were made at Central Office. These reductions included the loss of the Art and Music Coordinator, the PE and Family Consumer Science (FACS) Coordinator, the Mathematics Coordinator and Social Studies Coordinator. Reductions were also made in facilities, administrative support staff, and in Library Media Services. The coordinator position was reduced for Library Media Services was reduced to .6. The GPS felt strongly that we needed to retain the Digital Learning Environment project in order to meet the needs of the students and their success with CCSS and online assessments. A three year budget was prepared and presented to the BET for their approval and subsequently for approval by the Representative Town Meeting (RTM). Fortunately, year I of the DLE project was approved with a specific set of conditions. Year II and III have yet to be approved by both the Board of Education, BET and RTM. It is critical that GPS can prove the impact on practice and student learning in order to obtain community support and funding for continuing the implementation of the Digital Learning Environment. This grant will provide funds needed to accelerate the plan, so that sixth graders in

each of the three middle schools will receive a mobile device. This includes over 700 students and faculty members. If awarded this grant, GPS will participate in CSDE sponsored activities to share promising practices and models for replication. GPS will submit expense reports on a regular basis to ensure implementation of the plan outlined in this grant.

Budget Narrative

Grantee Name: Greenwich Public Schools

Complete a budget narrative for each category for which you are applying.

Code	Object	State Grant Funds Amount
330	Other Professional/Technical Services Payments for professional or technical services that are not directly related to instructional activities. This category includes payments for data processing, management consultants, legal services, etc. Do not include the cost of an independent auditor in this category.	\$
	Contract with November Learning to provide professional learning to support the change in practice	
690	Other Supplies Allowable expenditures for any other supply, which is not instructional or administrative in nature. This category would include maintenance supplies, heating supplies and transportation supplies.	\$
700	Property/Equipment In accordance with the Connecticut State Comptroller's definition of equipment, including all items of equipment (machinery, tools, furniture, vehicles, apparatus, etc.) with a value of over <u>\$1,000</u> and a useful life of more than one year.	
530	Bandwidth	\$90,246
	Addition of two (2) access points per cart: \$1,000 per access point	
	TOTAL	\$90,246

ED114 Budget Form
FISCAL YEAR 2013-2014

GRANTEE NAME: Greenwich Public Schools		TOWN CODE: 057
GRANT TITLE: Technology Investments to Implement Common Core State Standards and Administer Common Core aligned Assessments, Specifically Smarter Balanced Assessments		
ACCOUNTING CLASSIFICATION: FUND: SPID: YEAR: 2014		
PROGRAM: CHARTFIELD1: CHARTFIELD2:		
GRANT PERIOD: August 15, 2013-August 15, 2014		AUTHORIZED AMOUNT:
CODE	DESCRIPTION	BUDGET AMOUNT
330	OTHER PROFESSIONAL/TECHNICAL SERVICES	
	Contract with November Learning to provide professional learning to support the change in practice	
690	OTHER SUPPLIES	
700	PROPERTY/EQUIPMENT	
530	BANDWIDTH	90,246
	Addition of two (2) access points per cart: \$1,000 per access point	
	TOTAL	
	PROGRAM TOTAL (GRANT FUNDS)	90,246

ORIGINAL REQUEST DATE
 REVISED REQUEST DATE

 STATE DEPARTMENT OF EDUCATION
 PROGRAM MANAGER AUTHORIZATION

 DATE OF
 APPROVAL

APPENDIX

APPENDIX A: STATEMENT OF ASSURANCES

CONNECTICUT STATE DEPARTMENT OF EDUCATION
STANDARD STATEMENT OF ASSURANCES GRANT
PROGRAMS

PROJECT TITLE:

Transforming Teaching and Learning through a Digital Learning Environment

THE APPLICANT: William S. McKersie, Ph.D **HEREBY ASSURES THAT:**

Greenwich 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)
 - 1) References in this section to "contract" shall mean this grant agreement and references to "contractor" shall mean the Grantee.

For the purposes of this section, "Commission" means the Commission on Human Rights and Opportunities.

For the purposes of this section "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 section 32-9n; and "good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations. "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.

2) (a) 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, mental retardation 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. 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, mental retardation, 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; (b) 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; (c)

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 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; (d) the contractor agrees to comply with each provision of this section and sections 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to sections 46a-56, 46a-68e and 46a-68f; (e) 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 section 46a-56.

3) 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.

4) The contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.

5) The contractor shall include the provisions of section (2) above 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 section 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.

6) The contractor agrees to comply with the regulations referred to in this section as the term of this contract and any amendments thereto as they exist on the date of the contract and as they may be adopted or amended from time to time during the term of this contract and any amendments thereto.

7) (a) 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 of the state of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (b) 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; (c) the contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to section 46a-56; (d) 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 section 46a-56.

8) The contractor shall include the provisions of section (7) above 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 section 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.

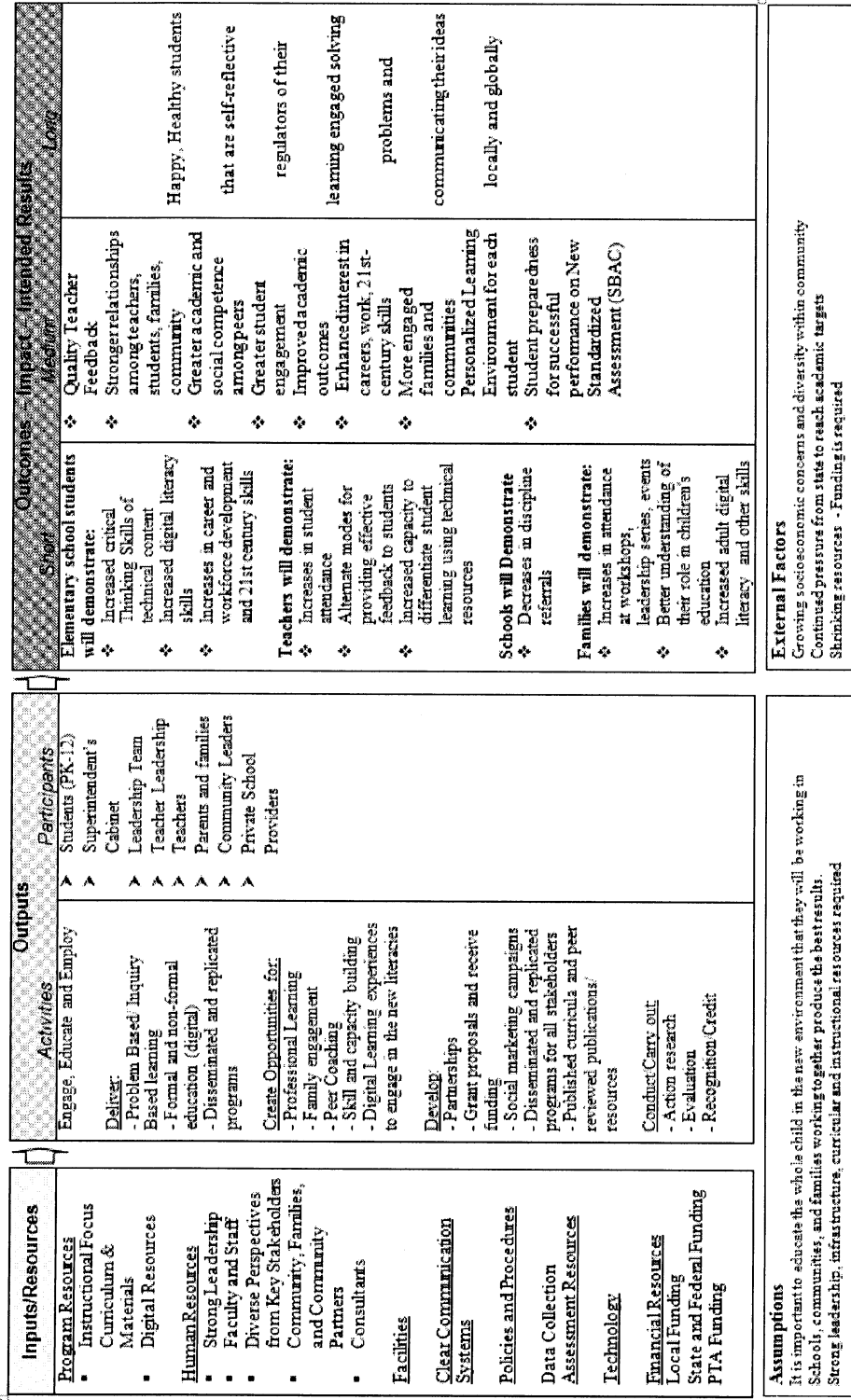
Superintendent Signature: _____

Name: *(typed)* _____ *William S. McKersie, Ph.D,*

Title: *(typed)* _____ *Superintendent of Schools*

Date: _____ *August 16, 2*

Logic Model for Greenwich Public School's Digital Learning Environment



August 2013