

NEW MILFORD BOARD OF EDUCATION
New Milford Public Schools
50 East Street
New Milford, Connecticut 06776

OPERATIONS SUB-COMMITTEE
SPECIAL MEETING NOTICE

DATE:	June 7, 2016
TIME:	7:30 P.M.
PLACE:	Sarah Noble Intermediate School – Library Media Center

AGENDA

New Milford Public Schools Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family, and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

1. Call to Order

2. Public Comment

An individual may address the Board concerning any item on the agenda for the meeting subject to the following provisions:

- A. A three-minute time limit may be allocated to each speaker with a maximum of twenty minutes being set aside per meeting. The Board may, by a majority vote, cancel or adjust these time limits.
- B. If a member of the public comments about the performance of an employee or a Board member, whether positive, negative, or neutral, and whether named or not, the Board shall not respond to such comments unless the topic is an explicit item on the agenda and the employee or the Board member has been provided with the requisite notice and due process required by law. Similarly, in accordance with federal law pertaining to student confidentiality, the Board shall not respond to or otherwise discuss any comments that might be made pertaining to students.

3. Discussion and Possible Action

- A. Exhibit A: Personnel – Certified, Non-Certified Appointments, Resignations and Leaves of Absence
- B. Monthly Reports
 - 1. Budget Position dated 5/31/16
 - 2. Purchase Resolution D-687
 - 3. Request for Budget Transfers
- C. Gifts & Donations
 - 1. PTO – Exhibit B
- D. Bid Awards
 - 1. Food and Nutrition Services – Milk
 - 2. Food and Nutrition Services – Frozen Dessert
 - 3. Special Education - Occupational Therapy
 - 4. Special Education - Physical Therapy
 - 5. SMS Server Room(s) Cooling
- E. Grants
 - 1. Carl D. Perkins Grant
 - 2. Adult Education – El Civics for Work and Life Transitions CCR ready Grant
- F. Recommended Adjustments to 2016-2017 Budget
- G. Recommendation for End-of-Year Projects

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TOWN CLERK

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NEW MILFORD, CT

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4. Items of Information

- A. Certified Substitute Coverage
- B. Annual Emergency Preparedness Report
- C. Annual Wellness Report
- D. John J. McCarthy Observatory Annual Report
- E. Teacher and Administrator Educator Evaluation and Support Plans 2016-2017

5. Public Comment

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- A. A three-minute time limit may be allocated to each speaker with a maximum of twenty minutes being set aside per meeting. The Board may, by a majority vote, cancel or adjust these time limits.
- B. If a member of the public comments about the performance of an employee or a Board member, whether positive, negative, or neutral, and whether named or not, the Board shall not respond to such comments unless the topic is an explicit item on the agenda and the employee or the Board member has been provided with the requisite notice and due process required by law. Similarly, in accordance with federal law pertaining to student confidentiality, the Board shall not respond to or otherwise discuss any comments that might be made pertaining to students.

6. Executive Session (Anticipated)

- A. Discussion of the employment and salary of the Director of Human Resources, Director of Food Services, Director of Technology, District Data Administrator, Systems Analyst, Accounting Manager, Facilities Manager, Assistant Facilities Manager, Administrative Assistant to the Superintendent, and Mail Courier.

7. Adjourn

Sub-Committee Members: Wendy Faulenbach, Chairperson
Robert Coppola
Brian McCauley
J.T. Schemm

Alternates: Angela C. Chastain
Bill Dahl

NEW MILFORD PUBLIC SCHOOLS

EXHIBIT A

Regular Meeting of the Board of Education
Sarah Noble Intermediate School
New Milford, Connecticut
June 14, 2016

ACTION ITEMS

A. Personnel

1. **CERTIFIED STAFF**

a. **RESIGNATIONS**

1. **Mrs. Nancy Mandeville**, Gr. 6 English Teacher, Schaghticoke Middle School

Move that the Board of Education accept the resignation of **Mrs. Nancy Mandeville** as a Gr. 6 English Teacher at Schaghticoke Middle School effective June 9, 2016.

Personal Reasons

2. **Mrs. Joy Marino**, Reading Consultant, Northville Elementary School

Move that the Board of Education accept the resignation, due to retirement, of **Mrs. Joy Marino** as a Reading Consultant at Northville Elementary School effective June 9, 2016.

Retirement

3. **Mrs. Amanda Silva**, Part-time Special Education Teacher, Faith Academy

Move that the Board of Education accept the resignation of **Mrs. Amanda Silva** as a Part-time Special Education Teacher at Faith Academy effective June 1, 2016.

Personal Reasons

b. **NON-RENEWALS**

1. **None**

2. **CERTIFIED STAFF**

a. **APPOINTMENTS**

1. **Mr. Jonathan Fermo**, Math Teacher, New Milford High School

Move that the Board of Education appoint **Mr. Jonathan Fermo** as Math Teacher at New Milford High School effective August 25, 2016.

2016-2017 Salary: \$54,637 (step 3F)

Education History:

BE: Vanderbilt University
Major: Mechanical Engineering
MA: CUNY, City College
Major: Math Education, 7-12

Work Experience:

2 yrs. Teaching Fellow NYC BOE
3 yrs. Long Term sub New York

Replacing: E. Tracy

2. **Mrs. Candice Schiesel**, Social Studies Teacher, New Milford High School
Move that the Board of Education appoint **Mrs. Candice Schiesel** as Social Studies Teacher at New Milford High School effective August 25, 2016.
2016-2017 Salary: \$54,637 (step 3F)
Education History:
BA: WCSU
Major: History
MA: UCONN
Major: Curriculum & Instruction
Work Experience:
4 yrs. Region #1

Replacing: J. Elliott

3. **NON-CERTIFIED STAFF**
 - a. **RESIGNATIONS**
 1. None

4. **NON-CERTIFIED STAFF**
 - b. **APPOINTMENTS**
 1. **Mrs. Jenifer Cramer**, Part-time Lab Assistant, New Milford High School
Move that the Board of Education appoint **Mrs. Jenifer Cramer** as Part-time Lab Assistant at New Milford High School effective August 25, 2016.

3.8 hours per day for 186 days
@\$14.00 per hour

Replacing: A. Murphy

 2. **Ms. Michele Lamorte**, Paraeducator, New Milford High School
Move that the Board of Education appoint **Ms. Michele Lamorte** as a Paraeducator at New Milford High School effective August 29, 2016.

\$13.04 per hour - Hire Rate
\$13.38 per hour – Job Rate (after completion of probationary period)

Replacing: J. Wiltshire

5. **ADULT EDUCATION STAFF**
 - a. **RESIGNATIONS**
 1. None

6. **ADULT EDUCATION STAFF**
 - b. **APPOINTMENTS**
 1. None

7. **BAND STAFF**
 - a. **RESIGNATIONS**
 1. **Mr. Konrad Dziemian**, Marching Band Pit Instructor/Arranger, New Milford High School
Move that the Board of Education approve the resignation of **Mr. Konrad Dziemian**, Marching Band Pit Instructor/Arranger at New Milford High School effective May 25, 2016.

Personal reasons

- | | |
|--|---------------------------|
| <p>2. Mr. Tim Polhemus, Marching Band Music/Visual Tech, New Milford High School
<u>Move</u> that the Board of Education approve the resignation of Mr. Tim Polhemus as Marching Band Music/Visual Tech at New Milford High School effective May 25, 2016.</p> | Personal reasons |
| <p>3. Mr. Bryson Teel, Marching Band Drumline Assistant, New Milford High School
<u>Move</u> that the Board of Education approve the resignation of Mr. Bryson Teel as Marching Band Drumline Assistant at New Milford High School effective May 27, 2016.</p> | Personal reasons |
| <p>4. Mr. Kevin Thompson, Marching Band Drumline Caption Head, New Milford High School
<u>Move</u> that the Board of Education approve the resignation of Mr. Kevin Thompson as Marching Band Drumline Caption Head at New Milford High School effective May 25, 2016.</p> | Took position elsewhere |
| <p>5. Mr. Barry Zhou, Marching Band Visual Caption Head, New Milford High School
<u>Move</u> that the Board of Education approve the resignation of Mr. Barry Zhou as Marching Band Visual Caption Head at New Milford High School effective May 27, 2016.</p> | Personal reasons |
| <p>8. BAND STAFF</p> | |
| <p>b. APPOINTMENTS</p> | |
| <p>1. Ms. Gina Carrozza, Marching Band Music/Visual Tech – Fall, New Milford High School
<u>Move</u> that the Board of Education appoint Ms. Gina Carrozza as Marching Band Music/Visual Tech – Fall at New Milford High School effective August 15, 2016.</p> | 2016-2017 stipend- \$947 |
| <p>2. Ms. Taylor Davis, Marching Band Guard Assistant - Fall, New Milford High School
<u>Move</u> that the Board of Education appoint Ms. Taylor Davis for Marching Band Guard Assistant - Fall at New Milford High School effective August 15, 2016.</p> | 2016-2017 stipend- \$1895 |
| <p>3. Ms. Allison Demers, Marching Band Guard Tech - Fall, New Milford High School
<u>Move</u> that the Board of Education appoint Ms. Allison Demers as Marching Band Guard Tech - Fall at New Milford High School effective August 15, 2016.</p> | 2016-2017 stipend- \$1419 |

- | | |
|---|---------------------------|
| <p>4. Mr. Liam Gallagher, Marching Band Music/Visual Tech - Fall, New Milford High School
<u>Move</u> that the Board of Education appoint Mr. Liam Gallagher as Marching Band Music/Visual Tech - Fall at New Milford High School effective August 15, 2016.</p> | 2016-2017 stipend- \$947 |
| <p>5. Mr. George Maloney, Marching Band Guard Director - Fall, New Milford High School
<u>Move</u> that the Board of Education appoint Mr. George Maloney as Marching Band Guard Director - Fall at New Milford High School effective August 15, 2016.</p> | 2016-2017 stipend- \$3749 |
| <p>6. Mr. Zachary Whitlock, Marching Band Visual Tech - Fall, New Milford High School
<u>Move</u> that the Board of Education appoint Mr. Zachary Whitlock as Marching Band Visual Tech - Fall at New Milford High School effective August 15, 2016.</p> | 2016-2017 stipend- \$1419 |
| <p>9. COACHING STAFF
a. RESIGNATIONS
1. None</p> | |
| <p>10. COACHING STAFF
b. APPOINTMENTS
1. Mrs. Daniella Brooks, Girls' Assistant Cross Country Coach, New Milford High School
<u>Move</u> that the Board of Education appoint Mrs. Daniella Brooks as Girls' Assistant Cross Country Coach at New Milford High School effective August 25, 2016.</p> | |
| <p>11. LEAVES OF ABSENCE
1. Mrs. Katherine Ciparelli, Elementary Teacher, Sarah Noble Intermediate School
<u>Move</u> that the Board of Education approve to extend an unpaid leave of absence for Mrs. Katherine Ciparelli through December 31, 2016.</p> | |
| <p>2. Mrs. Jennifer Singer, Elementary Teacher, Sarah Noble Intermediate School
<u>Move</u> that the Board of Education approve to extend an unpaid leave of absence for Mrs. Jennifer Singer for the 2016-2017 school year.</p> | |



**NEW Milford Public Schools
Office of Fiscal Services
50 East Street
New Milford, Connecticut 06776**

MEMORANDUM

TO: Joshua D. Smith, Superintendent - Elect
FROM: Anthony J. Giovannone, Director of Fiscal Services and Operations
Date: June 3, 2016
RE: Monthly Reports for Period Ending May 31, 2016

Please see the attached documents included as part of the packet being sent to board members on June 3, 2016 for the Operations Sub-Committee meeting on June 7, 2016:

- Item 3, B-1 Budget Position dated 5/31/16
- Item 3, B-2 Purchase Resolution D-687
- Item 3, B-3 Request for Budget Transfers

Updated versions of these documents will be walked in for consideration at the June 7, 2016 Operations Sub-Committee meeting and then again at the BOE Regular Board Meeting on June 14, 2016. This is being done in order to provide the most up to date financial information at each of those meetings as we approach fiscal year end close for 2015-2016.

I will be glad to discuss this at the Operations Sub-committee meeting on June 7, 2016 to answer any and all questions regarding this memo.

Sincerely,

A handwritten signature in black ink, appearing to read "Anthony J. Giovannone".

*Anthony J. Giovannone
Director of Fiscal Services and Operations*



BUDGET POSITION DATED 5/31/16
BOE OPERATIONS SUB-COMMITTEE
MAY OF FISCAL YEAR 2015-2016

AGENDA ITEM 3,B-1
JUNE 7, 2016 MEETING

OBJECT	ACCOUNT DESCRIPTION	ORIGINAL BUDGET	TRANSFERS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	BALANCE	% USED
51110	CERTIFIED SALARIES	28,367,176	-70,724	28,296,452	23,380,896	4,504,638	410,919	98.55%
51200	NON-CERTIFIED SALARIES	9,161,646	-32,684	9,128,962	7,836,539	724,861	567,563	93.78%
52000	BENEFITS	9,290,014	0	9,290,014	8,356,097	616,898	317,019	96.59%
53010	LEGAL SERVICES	181,000	0	181,000	162,522	0	18,478	89.79%
53050	CURRICULUM DEVELOPMENT	109,637	0	109,637	13,596	1,040	95,001	13.35%
53200	PROFESSIONAL SERVICES	1,769,439	47,420	1,816,859	1,307,146	295,005	214,708	88.18%
53201	MEDICAL SERVICES - SPORTS	28,000	0	28,000	26,500	0	1,500	94.64%
53210	SUBSTITUTES	12,641	0	12,641	11,974	0	667	94.73%
53220	IN SERVICE	107,435	20,000	127,435	100,020	356	26,768	78.77%
53230	PUPIL SERVICES	583,733	0	583,733	461,627	0	39,236	79.08%
53300	OTHER PROF/ TECH SERVICES	43,625	8,400	52,025	42,590	735	8,699	83.28%
53310	AUDIT/ACCOUNTING	35,000	0	35,000	35,000	0	0	100.00%
53500	TECHNICAL SERVICES	117,745	-2,520	115,225	106,977	8,168	80	99.93%
53530	SECURITY SERVICES	187,500	0	187,500	170,798	15,117	1,584	99.16%
53540	SPORTS OFFICIALS SERVICES	114,000	-7,724	106,276	91,464	-3,612	18,424	82.66%
54101	CONTRACTUAL TRASH PICK UP	85,988	0	85,988	74,925	8,898	2,165	97.48%
54300	REPAIRS & MAINTENANCE	0	732	732	732	0	0	100.00%
54301	BLDG MAINTENANCE	406,250	-21,525	384,725	362,326	40,906	-19,256	104.81%
54302	FIRE / SECURITY MAINTENANCE	1,450	0	1,450	1,267	0	183	87.39%
54303	GROUNDS MAINTENANCE	19,098	-9,000	10,098	4,948	1,052	4,098	59.42%
54310	GENERAL REPAIRS	64,852	-6,304	58,548	43,079	8,217	7,252	87.61%
54320	TECHNOLOGY RELATED REPAIRS	48,645	4,500	53,145	34,507	1,259	17,379	67.30%
54411	WATER	69,370	0	69,370	44,342	25,028	0	100.00%
54412	SEWER	17,265	-132	17,133	20,930	0	-3,797	122.16%
54420	LEASE/RENTAL EQUIP/VEH	345,658	-10,200	335,458	283,236	13,945	38,277	88.59%
55100	PUPIL TRANSPORTATION - OTHER	133,800	-385	133,415	126,891	2,471	4,053	96.96%
55101	PUPIL TRANS - FIELD TRIP	17,650	1,135	18,785	18,181	0	604	96.78%
55105	TRANSPORTATION - SUMMER	15,750	0	15,750	0	0	15,750	0.00%
55110	STUDENT TRANSPORTATION	4,761,754	0	4,761,754	4,314,149	434,347	13,258	99.72%
55190	STUDENT TRANSPORTATION PURCHAS	1,500	0	1,500	502	0	998	33.48%
55200	GENERAL INSURANCE	348,250	0	348,250	350,415	0	-2,165	100.62%
55300	COMMUNICATIONS	34,124	14,750	48,874	46,167	2,233	474	99.03%
55301	POSTAGE	37,231	0	37,231	22,542	14,225	464	98.75%
55302	TELEPHONE	49,234	0	49,234	48,822	5,014	-4,602	109.35%



BUDGET POSITION DATED 5/31/16
 BOE OPERATIONS SUB-COMMITTEE
 MAY OF FISCAL YEAR 2015-2016

AGENDA ITEM 3,B-1
 JUNE 7, 2016 MEETING

OBJECT	ACCOUNT DESCRIPTION	ORIGINAL BUDGET	TRANSFERS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	BALANCE	% USED
55400	ADVERTISING	3,800	0	3,800	1,552	254	1,994	47.53%
55505	PRINTING	54,370	-294	54,076	31,431	12,858	9,787	81.90%
55600	TUITION	10,000	0	10,000	0	0	10,000	0.00%
55610	TUITION TO IN STATE DIST	675,609	0	675,609	651,099	74,969	-50,459	107.47%
55630	TUITION TO PRIVATE SOURCES	1,748,001	0	1,748,001	1,531,636	328,428	-112,063	106.41%
55800	TRAVEL	41,313	561	41,874	25,718	4,413	11,545	71.96%
56100	GENERAL INSTRUCTIONAL SUPPLIES	220,163	20,420	240,583	164,430	19,600	48,478	76.49%
56110	INSTRUCTIONAL SUPPLIES	548,516	22,141	570,657	419,978	132,422	11,510	96.80%
56120	ADMIN SUPPLIES	42,453	-17,380	25,073	14,873	1,891	8,309	66.86%
56210	NATURAL GAS	211,100	0	211,100	136,058	69,575	5,467	97.41%
56220	ELECTRICITY	912,548	0	912,548	813,029	96,137	3,382	99.63%
56230	PROPANE	1,825	0	1,825	994	488	343	81.21%
56240	OIL	268,964	0	268,964	182,104	86,860	0	100.00%
56260	GASOLINE	32,786	0	32,786	21,235	7,265	4,286	86.93%
56290	FACILITIES SUPPLIES	205,945	20,575	226,520	203,969	10,100	5,895	94.50%
56291	MAINTENANCE COMPONENTS	29,335	-39	29,296	19,674	7,673	821	93.35%
56292	UNIFORMS/ CONTRACTUAL	3,320	0	3,320	2,335	0	985	70.32%
56293	GOUNDSKEEPING SUPPLIES	4,585	1,039	5,624	5,624	0	0	100.00%
56410	TEXTBOOKS	154,671	23,411	178,082	153,328	7,799	12,450	90.48%
56411	CONSUMABLE TEXTS	61,489	4,804	66,293	56,226	0	9,996	84.81%
56420	LIBRARY BOOKS	86,828	925	87,753	54,715	22,311	10,250	87.78%
56430	PERIODICALS	25,075	-893	24,182	18,246	152	5,784	76.08%
56460	WORKBOOKS	15,961	-790	15,171	15,125	0	46	99.70%
56500	SUPPLIES - TECH RELATED	3,750	0	3,750	3,609	69	72	98.07%
57300	BUILDINGS	69,350	-371	68,979	60,207	4,611	4,161	93.97%
57340	COMPUTERS/TECH HARDWARE	4,425	0	4,425	3,463	14,176	-13,214	398.62%
57345	INSTRUCTIONAL EQUIPMENT	76,074	6,108	82,182	54,643	5,044	22,494	72.63%
57400	GENERAL EQUIPMENT	139,881	-19,792	120,089	103,580	42,103	-25,594	121.31%
57500	FURNITURE AND FIXTURES	264,763	-618	264,145	220,498	29,034	14,614	94.47%
58100	DUES & FEES	80,087	4,454	84,541	73,206	943	9,697	87.71%
EXPENDITURE TOTAL		62,563,447	0	62,563,447	52,944,294	7,699,976	1,806,816	96.93%



BUDGET POSITION DATED 5/31/16
BOE OPERATIONS SUB-COMMITTEE
MAY OF FISCAL YEAR 2015-2016

AGENDA ITEM 3,B-1
JUNE 7, 2016 MEETING

OBJECT	ACCOUNT DESCRIPTION	ORIGINAL BUDGET	TRANSFERS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	BALANCE	% USED
43103	EXCESS COSTS	-1072835	0	-1072835	-909230	0	-163605	84.75%
43105	MEDICAID REIMBURSEMENT	-49575	0	-49575	-46225.96	0	-3349.04	93.24%
44105	FOI FEES	-2272	0	-2272	-2030	0	-242	89.35%
44705	BUILDING USE FEES	-52000	0	-52000	-38000	0	-14000	73.08%
44800	REGULAR ED TUITION FROM INDIVI	-82000	0	-82000	-69000	0	-13000	84.15%
44822	SPECIAL ED TUITION FROM OTHER	-19910	0	-19910	0	0	-19910	0.00%
44860	ADMISSIONS/ATHLETIC GATE RECEI	-26626	0	-26626	-21000	0	-5626	78.87%
44861	PARKING PERMIT FEES	-36224	0	-36224	-35500	0	-724	98.00%
44862	SCHOOL MUSICAL TICKET SALES	-12000	0	-12000	0	0	-12000	0.00%
49102	TRANSFER IN-OTHER	-31,197	0	-31,197	-11577	0	-19,621	37.11%
REVENUE TOTAL		-1,384,639	0	-1,384,639	-1,132,562	0	-252,077	81.79%

GRAND TOTAL	61,178,808	0	61,178,808	51,811,732	7,699,976	1,554,739	97.28%
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BUDGET POSITION DATED 6/7/16
BOE OPERATIONS SUB-COMMITTEE
FISCAL YEAR 2015-2016

UPDATED AGENDA ITEM 3,B-1
JUNE 7, 2016 MEETING

OBJECT	ACCOUNT DESCRIPTION	ORIGINAL BUDGET	TRANSFERS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	BALANCE	% USED
51110	CERTIFIED SALARIES	28,367,176	-70,724	28,296,452	27,745,963	126,525	423,965	98.50%
51200	NON-CERTIFIED SALARIES	9,161,646	-32,684	9,128,962	8,581,401	171,721	375,840	95.88%
52000	BENEFITS	9,290,014	0	9,290,014	8,949,638	147,999	192,377	97.93%
53010	LEGAL SERVICES	181,000	0	181,000	162,522	106	18,372	89.85%
53050	CURRICULUM DEVELOPMENT	109,637	0	109,637	13,596	4,588	91,454	16.58%
53200	PROFESSIONAL SERVICES	1,769,439	47,473	1,816,912	1,351,101	274,513	191,298	89.47%
53201	MEDICAL SERVICES - SPORTS	28,000	0	28,000	26,500	0	1,500	94.64%
53210	SUBSTITUTES	12,641	0	12,641	11,974	0	667	94.73%
53220	IN SERVICE	107,435	20,000	127,435	100,452	290	26,693	79.05%
53230	PUPIL SERVICES	583,733	-20,000	563,733	502,892	21,606	39,236	93.04%
53300	OTHER PROF/ TECH SERVICES	43,625	8,400	52,025	42,738	587	8,699	83.28%
53310	AUDIT/ACCOUNTING	35,000	0	35,000	35,000	0	0	100.00%
53500	TECHNICAL SERVICES	117,745	-2,520	115,225	110,042	5,103	80	99.93%
53530	SECURITY SERVICES	187,500	0	187,500	170,650	15,117	1,733	99.08%
53540	SPORTS OFFICIALS SERVICES	114,000	-7,724	106,276	98,599	-8,968	16,644	84.34%
54101	CONTRACTUAL TRASH PICK UP	85,988	0	85,988	74,925	8,898	2,165	97.48%
54300	REPAIRS & MAINTENANCE	0	732	732	732	0	0	100.00%
54301	BLDG MAINTENANCE	406,250	-21,525	384,725	362,774	41,507	-19,557	105.08%
54302	FIRE / SECURITY MAINTENANCE	1,450	0	1,450	1,267	0	183	87.39%
54303	GROUNDS MAINTENANCE	19,098	-9,000	10,098	5,365	635	4,098	59.42%
54310	GENERAL REPAIRS	64,852	-6,804	58,048	44,352	6,645	7,051	87.85%
54320	TECHNOLOGY RELATED REPAIRS	48,645	4,500	53,145	35,819	0	17,326	67.40%
54411	WATER	69,370	0	69,370	44,342	25,028	0	100.00%
54412	SEWER	17,265	-132	17,133	20,930	0	-3,797	122.16%
54420	LEASE/RENTAL EQUIP/VEH	345,658	-10,200	335,458	286,561	10,621	38,277	88.59%
55100	PUPIL TRANSPORTATION - OTHER	133,800	-385	133,415	127,929	1,556	3,930	97.05%
55101	PUPIL TRANS - FIELD TRIP	17,650	1,259	18,909	18,181	0	728	96.15%
55105	TRANSPORTATION - SUMMER	15,750	0	15,750	0	0	15,750	0.00%
55110	STUDENT TRANSPORTATION	4,761,754	0	4,761,754	4,322,554	417,444	21,755	99.54%
55190	STUDENT TRANSPORTATION PURCHAS	1,500	0	1,500	502	0	998	33.48%
55200	GENERAL INSURANCE	348,250	0	348,250	350,415	0	-2,165	100.62%
55300	COMMUNICATIONS	34,124	14,750	48,874	46,167	2,483	224	99.54%
55301	POSTAGE	37,231	0	37,231	24,818	12,077	336	99.10%
55302	TELEPHONE	49,234	0	49,234	48,822	5,014	-4,602	109.35%



OBJECT	ACCOUNT DESCRIPTION	ORIGINAL BUDGET	TRANSFERS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	BALANCE	% USED
55400	ADVERTISING	3,800	0	3,800	1,552	254	1,994	47.53%
55505	PRINTING	54,370	-294	54,076	32,929	11,471	9,676	82.11%
55600	TUITION	10,000	0	10,000	0	0	10,000	0.00%
55610	TUITION TO IN STATE DIST	675,609	0	675,609	663,429	64,560	-52,380	107.75%
55630	TUITION TO PRIVATE SOURCES	1,748,001	0	1,748,001	1,531,636	328,428	-112,063	106.41%
55800	TRAVEL	41,313	761	42,074	26,485	4,686	10,903	74.09%
56100	GENERAL INSTRUCTIONAL SUPPLIES	220,163	20,859	241,022	170,098	17,424	53,499	77.80%
56110	INSTRUCTIONAL SUPPLIES	548,516	42,017	590,533	428,049	131,253	31,231	94.71%
56120	ADMIN SUPPLIES	42,453	-17,380	25,073	15,747	1,080	8,246	67.11%
56210	NATURAL GAS	211,100	0	211,100	136,058	69,575	5,467	97.41%
56220	ELECTRICITY	912,548	0	912,548	824,762	84,404	3,382	99.63%
56230	PROPANE	1,825	0	1,825	994	488	343	81.21%
56240	OIL	268,964	0	268,964	182,104	86,860	0	100.00%
56260	GASOLINE	32,786	0	32,786	21,235	7,265	4,286	86.93%
56290	FACILITIES SUPPLIES	205,945	20,575	226,520	204,752	17,242	4,526	98.00%
56291	MAINTENANCE COMPONENTS	29,335	-39	29,296	23,033	5,488	775	97.36%
56292	UNIFORMS/ CONTRACTUAL	3,320	0	3,320	2,335	0	985	70.32%
56293	GOUNDSKEEPING SUPPLIES	4,585	1,039	5,624	5,624	0	0	100.00%
56410	TEXTBOOKS	154,671	23,411	178,082	153,328	14,184	10,570	94.06%
56411	CONSUMABLE TEXTS	61,489	4,804	66,293	56,226	72	9,996	84.92%
56420	LIBRARY BOOKS	86,828	873	87,701	58,131	19,164	10,405	88.14%
56430	PERIODICALS	25,075	-893	24,182	18,325	73	5,784	76.08%
56460	WORKBOOKS	15,961	-790	15,171	15,125	0	46	99.70%
56500	SUPPLIES - TECH RELATED	3,750	0	3,750	3,609	69	72	98.07%
57300	BUILDINGS	69,350	-571	68,779	60,207	4,611	3,961	94.24%
57340	COMPUTERS/TECH HARDWARE	4,425	-325	4,100	3,463	14,176	-13,539	430.22%
57345	INSTRUCTIONAL EQUIPMENT	76,074	6,108	82,182	57,802	1,669	22,711	72.36%
57400	GENERAL EQUIPMENT	139,881	-19,792	120,089	105,708	40,599	-26,218	121.83%
57500	FURNITURE AND FIXTURES	264,763	-618	264,145	241,880	5,536	16,729	93.67%
58100	DUES & FEES	80,087	4,839	84,926	73,836	1,488	9,602	88.69%
EXPENDITURE TOTAL		62,563,447	0	62,563,447	58,837,984	2,223,217	1,502,247	97.60%



BUDGET POSITION DATED 6/7/16
BOE OPERATIONS SUB-COMMITTEE
FISCAL YEAR 2015-2016

UPDATED AGENDA ITEM 3, B-1
JUNE 7, 2016 MEETING

OBJECT	ACCOUNT DESCRIPTION	ORIGINAL BUDGET	TRANSFERS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	BALANCE	% USED
43103	EXCESS COSTS	-1072835	0	-1072835	-963765	0	-109070	89.83%
43105	MEDICAID REIMBURSEMENT	-49575	0	-49575	-46226	0	-3349	93.24%
44105	FOI FEES	-2272	0	-2272	-2060	0	-213	90.65%
44705	BUILDING USE FEES	-52000	0	-52000	-52000	0	0	100.00%
44800	REGULAR ED TUITION FROM INDIVI	-82000	0	-82000	-82000	0	0	100.00%
44822	SPECIAL ED TUITION FROM OTHER	-19910	0	-19910	0	0	-19910	0.00%
44860	ADMISSIONS/ATHLETIC GATE RECEI	-26626	0	-26626	-21000	0	-5626	78.87%
44861	PARKING PERMIT FEES	-36224	0	-36224	-35500	0	-724	98.00%
44862	SCHOOL MUSICAL TICKET SALES	-12000	0	-12000	-12000	0	0	100.00%
49102	TRANSFER IN-OTHER	-31,197	0	-31,197	-11577	0	-19,621	37.11%
REVENUE TOTAL		-1,384,639	0	-1,384,639	-1,226,127	0	-158,513	88.55%

GRAND TOTAL	61,178,808	0	61,178,808	57,611,857	2,223,217	1,343,734	97.80%
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PURCHASE RESOLUTION D - 687
 BOE OPERATIONS SUB-COMMITTEE
 MAY OF FISCAL YEAR 2015-2016

AGENDA ITEM 3, B-2
 JUNE 7, 2016 MEETING

WHEREAS, the equipment, supplies and/or services for which the following Purchase Orders have been issued and deemed necessary by the Superintendent of Schools, and the cost, thereof, are within the budget appropriations approved by the voters of the Town, NOW, BE IT RESOLVED, that the said purchase orders and all disbursements in connection, thereof, are hereby approved.

Funding	Location	Vendor Name	Description	Amount
GEN FUND	SPED	EFFECTIVE SCHOOL SOLUTIONS	Therapeutic Program - Student Services	\$75,000.00
GEN FUND	FACILITIES	AIR TEMP MECHANICAL SERVICES	SMS Server Room(s) Cooling	\$72,800.00
GEN FUND	FACILITIES	CHRISTOPHER INTERIORS	SNIS Catwalk Project - 75% of project	\$48,580.00
GEN FUND	DISTRICT WIDE	CT BUSINESS SYSTEMS	Refresh Cycle Smartboards	\$19,290.00
GEN FUND	CO	DELL MARKETING	Power Edge R730 Server	\$13,848.12
GEN FUND	FACILITIES	MD STETSON	Custodial Supplies	\$12,182.23
GEN FUND	DISTRICT WIDE	HAT CITY PAPER COMPANY	Cleaning Supplies	\$10,168.04
GEN FUND	CO	CDW GOVERNMENT	Datamation Chromebook Cart	\$6,783.48
GEN FUND	SMS	SHI INTERNATIONAL	Dell Chromebooks and Management	\$6,038.40
GEN FUND	NMHS	RIDDELL ALL AMERICAN	Helmets and Shoulder Pads	\$5,923.30
CAPITAL	SNIS	ZONES INC	Dell OptiPlex 7040 Computers	\$34,751.19
CAPITAL	FACILITIES	UNIVERSAL BODY & EQUIP.	Repairs to 2008 Ford F350	\$8,639.00



BUDGET TRANSFER REQUESTS
BOE OPERATIONS SUB-COMMITTEE
MAY OF FISCAL YEAR 2015-2016

AGENDA ITEM 3, B-3
JUNE 7, 2016 MEETING

Requesting Approval - Across Major Object Code	DETAIL			FROM (-)			TO (+)		
	#	REASON	AMOUNT	LOCATION	ORG	OBJECT	LOCATION	ORG	OBJECT
	HPS-01	PURCHASE CLASSROOM SUPPLIES	\$1,300.00	HPS	GENERAL EDUCATION BLA1000	PROFESSIONAL SERVICES 53200	HPS	GENERAL EDUCATION BLA1000	INSTRUCTIONAL SUPPLIES 56110
	SMS-01	PURCHASE 3 CARTS FOR SCIENCE	\$989.00	SMS	SCIENCE BLD10008	GENERAL REPAIRS 54310	SMS	SCIENCE BLD10008	INSTRUTIONAL EQUIPMENT 57345
			\$159.00			PERIODICALS 56430			
	FAC-01	CRUSHED STONE FOR REAR ENTRANCE OF SMS	\$39.10	SMS	MAINTENANCE AND REPAIR BFY26243	MAINTENANCE COMPONENTS 56291	SMS	MAINTENANCE AND REPAIR BFY26243	GROUNDSKEEPING SUPPLIES 56293
			\$575.00		CUSTODIAL & HOUSEKEEPING BFY26143	GENERAL EQUIPMENT 57400			
	FAC-02	EMERGENCY ROOF REPAIRS TO HPS	\$1,333.06	HPS	MAINTENANCE AND REPAIR BFY26243	BUILDING MAINTENANCE 54301	HPS	MAINTENANCE AND REPAIR BFY26243	GENERAL REPAIRS 54310
			\$3,000.00			FACILITIES SUPPLIES 56290			

Informational	DETAIL			FROM (-)			TO (+)		
	#	REASON	AMOUNT	LOCATION	ORG	OBJECT	LOCATION	ORG	OBJECT
	HPS-02	BOOK PURCHASE	\$790.00	HPS	ENGLISH/LANGUAGE ARTS BLA10002	WORKBOOKS 56460	HPS	ENGLISH/LANGUAGE ARTS BLA10002	LIBRARY BOOKS 56420
	FAC-03	2008 FORD F350 DUMP TRUCK REPAIRS	\$371.07	DISTRICT	CAPITAL - FACILITIES BZZ26846	BUILDINGS 57300	DISTRICT	CAPITAL - FACILITIES BZZ26846	GENERAL EQUIPMENT 57400

New Milford PTO
Parent Teacher Organization
PO Box 1343
New Milford, CT 06776

May 31, 2016

Mr. Joshua Smith
Superintendent Elect
50 East Street
New Milford, CT 06776

Dear Mr. Smith:

The New Milford PTO is pleased to present the following gifts to the Board of Education for approval. Please arrange for these gifts to be placed on the agenda at the next Board of Education meeting.

Northville Elementary School

\$1100.00 First Grade High Touch High Tech in-house field trip (Science).

Hill and Plain Elementary School

\$1092.88 Second Grade field trip to Pratt Center.

Schaghticoke Middle School

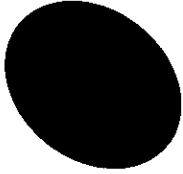
\$2000.00 Seventh Grade High Touch High Tech hands on science programs.

\$3000.00 Sixth Grade field trip to Soundwaters in Stamford, CT.

\$7192.88 TOTAL

Sincerely,
Kathleen Lewis
TW PTO President

NEW MILFORD PUBLIC SCHOOLS
Food and Nutrition Services Department
22 Hipp Road
New Milford, Connecticut 06776
(860) 354-3712 · FAX (860) 354-3712



Sandra Sullivan, RD, CD-N
Director

To: Joshua D. Smith, Superintendent Elect
CC: Anthony J. Giovannone, Director of Fiscal Services & Operations
From: Sandra Sullivan, Director of Food and Nutrition Services
Date: May 31, 2016
Re: Milk Bid

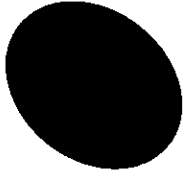
The milk bid for the 2016-2017 school year was opened on May 16, 2015 and there was only one (1) bidder:

- Wades Dairy Inc.

Heinchon Marcus Distributors did not bid but sent in a letter asking us to continue to include them in our yearly bid process going forward. They explained that they did not submit a bid for this year due to their current route structure.

It is my recommendation that the contract be awarded to the sole bidder, Wades Dairy Inc., for the 2016-2017 school year.

NEW MILFORD PUBLIC SCHOOLS
Food and Nutrition Services Department
22 Hipp Road
New Milford, Connecticut 06776
(860) 354-3712 · FAX (860) 354-3712



Sandra Sullivan, RD, CD-N
Director

To: Joshua D. Smith, Superintendent Elect
CC: Anthony J. Giovannone, Director of Fiscal Services & Operations
From: Sandra Sullivan, Director of Food and Nutrition Services
Date: May 31, 2016
Re: Frozen Dessert Bid

The frozen dessert bid for the 2016-2017 school year was opened on May 16, 2015 and there were two (2) bidders that responded:

- M&R Frosted Food Company, Inc.
- New England Ice Cream Corporation

It is my recommendation that the contract be awarded to New England Ice Cream Corporation for the 2016-2017 school year. They submitted a bid that included 19 of the 22 wanted items at better pricing versus M&R Frosted Food Company, Inc. that only bid on 3 of the 22 wanted items.

NEW MILFORD PUBLIC SCHOOLS
Office for Student Affairs
50 EAST STREET
NEW MILFORD, CONNECTICUT 06776
(860) 354-2654 FAX (860) 210-2682



Laura M. Olson
Director of Special Services and Pupil Personnel

To: Joshua Smith
From: Laura Olson
Re: Bid Awards Occupational Therapy and Physical Therapy Services for 2016-2019
Date: May 25, 2016

This is to inform you that formal bids were opened for OT and PT Services on May 3, 2016, for the Department of Pupil Personnel and Special Services.

Physical Therapy

Bids were sent out to eleven (11) vendors for Physical Therapy Services. Seven (7) bids were received and reviewed by the Director of Fiscal Services & Operations and the Director of Special Education. It is our recommendation to award the bid as follows:

<u>Ms. Debra Myhill</u> 15 Heritage Drive New Milford, CT 06776 7 hours/day for 181 days	<u>2016-2017</u> \$60. per/hr	<u>2017-2018</u> \$60. per/hr	<u>2018-2019</u> \$65. per/hr
<u>Integrated Pediatric Services</u> P.O. Box 1833 New Milford, CT 0677 .4 FTE 7 hours/day for 181 days	<u>2016-2017</u> \$60. per/hr	<u>2017-2018</u> \$60. per/hr	<u>2018-2019</u> \$60. per/hr

Occupational Therapy

Ten (10) bids were sent out for Occupational Therapy Services. Seven (7) bids were received and reviewed by the Director of Fiscal Services & Operations and the Director of Special Education. It is our recommendation to award the bid to:

<u>Integrated Pediatric Services</u> P.O. Box 1833 New Milford, CT 06776 1.6 FTE OTR 7 hours/day for 181 days 1.4 FTE COTA 7 hours/day for 181 days*	<u>2016-2017</u> \$65. per/hr \$55. per/hr*	<u>2017-2018</u> \$65. per/hr \$55. per/hr*	<u>2018-2019</u> \$65. per/hr \$55. per/hr*
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COTA: Certified Occupational Therapy Assistant

cc: Giovannone, A.
Pitcher, B.



**NEW Milford Public Schools
Office of Fiscal Services
50 East Street
New Milford, Connecticut 06776**

MEMORANDUM

TO: Joshua D. Smith, Superintendent - Elect
FROM: Anthony J. Giovannone, Director of Fiscal Services and Operations
Date: June 3, 2016
RE: Bid Award # E-06-02-016 – Schaghticoke Middle School Server Room(s) Cooling

On Thursday, June 2, 2016, at 2:00 PM the bids for the SMS Server Room Cooling project were opened at the Facilities Office and there was only one (1) bidder on the project:

- Bidder #1 - Air Temp Mechanical Services Inc.
 - \$65,000.00 with an additional \$7,800.00 for Central Control Options to total \$72,800.00.

The following is the scope of work for the server room in the library, library computer lab and rooms 243, 211 and 202:

- Furnish and install (1) Mitsubishi, "City-Multi" 10 ton ductless heat pump condenser on rails provided by Air Temp flashed in by others (roofer)
- Provide storage, delivery and rigging for new condensing unit on roof
- Furnish and install (1) Mitsubishi 24,000 btu wall mounted fan coil unit for server room in Library
- Furnish and install (2) Mitsubishi 24,000 btu ceiling-recessed cassettes with grilles for existing Library computer lab.
- Furnish and install (3) Mitsubishi 18,000 btu ceiling concealed ducted fan coils with supply duct into ceiling of tele/com closets in rooms 243,211 and 202
- Furnish and install refrigeration piping, hangers and supports, condensate drain lines, low and line voltage connections
- Factory start up and Labor to complete scope

Based off of my conversations with Kevin Munrett, the Facilities Manager, I am recommending to the Board that they award this bid to Air Temp Mechanical Services Inc. for the following reasons:

1. Air Temp Mechanical Services Inc. was the only bidder.
2. Air Temp Mechanical Services Inc. has assured us that work will be completed and billed by June 30th in order to properly expense this against Fiscal Year 2015-2016.

I will be glad to discuss this at the Operations Sub-committee meeting on June 7, 2016 to answer any and all questions regarding this decision.

Sincerely,
Anthony J. Giovannone
Director of Fiscal Services and Operations

**CONNECTICUT STATE DEPARTMENT OF EDUCATION
Academic Office**



CARL D. PERKINS GRANT APPLICATION SECONDARY/POSTSECONDARY BASIC GRANT

GRANT PERIOD
July 1, 2016 to June 30, 2017

GRANT COVER PAGE
To Be Completed and Submitted with the Grant Application

<p><u>Applicant</u> New Milford High School 388 Danbury Rd New Milford CT 06776 860-350-6647 x2213 shugrueg@newmilfordps.org</p>	<p><u>Program Funding Dates</u> From July 1, 2016 to June 30, 2017</p> <p><u>Preliminary Funding Amount: \$ 32,766</u> Check Program Areas Funding Under this Grant Proposal:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Agricultural Education <input checked="" type="checkbox"/> Business and Finance Technology <input type="checkbox"/> Cooperative Work Education <input type="checkbox"/> Family and Consumer Sciences <input checked="" type="checkbox"/> Marketing Education <input checked="" type="checkbox"/> Medical Careers <input checked="" type="checkbox"/> Technology Education
<p><u>Contact Person</u> Karen Kellett 388 Danbury Rd New Milford, CT 06776 Kellettk@newmilfordps.org 860-350-6647 x2213</p>	<p><u>Check if Consortium Application</u></p> <p>Participating Districts: <i>(list districts)</i></p>
<p>FOR DISTRICTS: Indicate if your district has a College Career Pathways (CCP) program with a CT community college:</p> <p><input type="checkbox"/> Yes, which community college? _____</p> <p><input checked="" type="checkbox"/> No, our district does not participate in CCP.</p>	

I Joshua Smith, Superintendent (Pending BOE approval), the undersigned authorized district/college chief administrative official, submit this proposal on behalf of the applicant agency, attest to the appropriateness and accuracy of the information contained herein, and certify that this proposal, if funded, will comply with all relevant requirements of the state and federal laws and regulations.

In addition, funds obtained through this source will be used solely to support the purpose, goals and objectives as stated herein.

**Signature of
Authorized Chief
Administrative Official**

Name (typed): Joshua Smith _____ Date _____

College/Agency: New Milford Board of Education _____

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Career and Technical Education (CTE)

Carl D. Perkins ED 114 and Budget Narrative Secondary and Postsecondary Education 2016-17

Carl D. Perkins Career and Technical Education
Improvement Act of 2006
Public Law 109-270



Due: June 30, 2016

**Academic Office
Hartford, Connecticut**

**Carl D. Perkins Grant
Secondary and Postsecondary
ED 114 and Budget Narrative**

Each district/community college must complete the ED 114 utilizing the 2015-16 Perkins grant allocation, which will serve as the preliminary grant allocation until the 2016-17 allocations become final. The state will make adjustments to the 2016-17 budgets to reflect the final allocations.

Local plans will be evaluated based upon core indicator performance levels. Plans must target funds to:

- address specific strategies for improvement based on the overall, systemic goals for improvement and growth of the CTE Program; and
- assure that the program is such size, scope and quality to improve the quality of career and technical education.

If the local recipient fails to meet at least 90 percent of an agreed upon performance level for any of the indicators of performance, it will have to develop and implement a specific improvement plan for each area which indicates steps to be taken.

The State may, after an opportunity for a hearing, withhold all or part of a local recipient's funding if the local meets any one of the three criteria below:

- fails to implement the required improvement plan;
- makes no improvement within one year of implementing the improvement plan; and
- fails to meet at least 90 percent of a performance for the same performance indicator three years in a row.

The ED 114 should be entered and certified on the State Prepayment Grant System.

Each district/community college, including each member of a consortium must submit the ED 114 and budget narrative, ***irrespective of means of transmittal or postmark date, by 4:30 p.m. on Thursday, June 30, 2016.*** Proposals submitted become the property of the CSDE and a part of the public domain. **One original with original signatures, and one copy of all sections of the grant including the ED 114 and budget narrative, must be mailed or delivered to Lori Matyjas to the address below.**

<u>Mailing Address</u>	<u>Delivery Address</u>
Lori Matyjas, Program Manager Connecticut State Department of Education Academic Office P.O. Box 2219 Hartford, CT 06145	Lori Matyjas, Program Manager Connecticut State Department of Education Academic Office 165 Capitol Avenue, Room 215 Hartford, CT 06106

BUDGET NARRATIVE INSTRUCTIONS

In preparing the budget narrative, provide a complete description of the expenditure for each of the codes being used. Refer to the Perkins Budget Buddy when completing the budget narrative.

- Program improvement line items in the budget narrative must stipulate the CTE program area and the course(s) being funded.
- Each line item in the budget narrative must give a detailed description of the item(s) that will be purchased, including quantity and unit cost. The personnel costs should be shown by the number of positions, time involved and hourly rate.
- Only institutions that have submitted indirect cost proposals for 2015-16 may apply for indirect costs.
- Compute all expenditures to the **nearest dollar** by line item. **Do not include cents.**

Administrative costs include all non-instructional stipends, salaries and benefits, and all clerical support. Staff travel is considered an administrative cost if the travel is solely related to grant administration. The total combined cost for all duties and expenses that are administrative, including indirect costs, may not exceed 5%.

KEY CHANGES TO THE CARL D. PERKINS GRANT APPLICATION FOR 2016-17

As defined by the Carl D. Perkins Act, funds must be expended only for career and technical education programs, services and activities. All aspects of use of Perkins funds must be supported by data and the district/college must have the capacity to measure improvement resulting from the use of Perkins funds. For the 2016-17 Perkins Grant, the Connecticut Department of Education is requiring the following:

- A portion of Perkins funds must be used to improve performance levels in any core indicator area that a CTE program has failed to meet minimum levels for the prior academic year. For example, if the district has low performance in technical skill attainment in marketing education programs, they must use the funds to improve marketing education and funds could be allocated to align the marketing curriculum to the 2015 CTE Performance Standards and Competencies;
- Secondary schools with College Career Pathways (CCP) programs must allocate a minimum of 5% to carry out the CCP Program, preferably towards professional development for high school faculty with the affiliated community college faculty;
- Programs must have a **CTE two-course** sequence, with the exception of a course that leads to a certification, in order to fund any expenditures in a career cluster, pathway or program area. Academic courses do not count as part of the two-course sequence. Single course "programs" cannot receive funding, with exception noted above. However, expenses for developing the second course may be funded for curriculum development and faculty collaboration over the course of 2016-17 but cannot include funding equipment, supplies or other related expenditures. The second course must be in place for students in the 2017-18 school year;
- CTE Advisory Boards must be active, meet at least twice a year and include business and industry partners. Evidence of advisory board activity should be provided in the 2016-17 Continuous Improvement Plan (i.e., list of members, meeting agendas, actions taken on meetings, committee involvement in program improvements and funding);
- Priority should be given to programs that lead to an industry-recognized credential, certificate or associate degree for high-skill, high-need, high-wage careers;
- Stand-alone expenditures unrelated to the CIP and measurable improvement will not be funded; and
- No out-of-state travel for postsecondary programs, including CCP, will be funded.

PROJECT TITLE: SECONDARY BASIC GRANT			
CORE-CT CLASSIFICATION: FUND: 12060		SPID: 20742	PROGRAM: 84010
BUDGET REFERENCE: 2017		CHARTFIELD1: 170002	
		CHARTFIELD2:	
GRANT PERIOD: 7/1/2016 - 6/30/2017		AUTHORIZED AMOUNT: \$	
AUTHORIZED AMOUNT by SOURCE:			
LOCAL BALANCE: \$		CARRY-OVER DUE:\$	CURRENT DUE: \$
CODES	DESCRIPTIONS	BUDGET	
111A	NON-INSTRUCTIONAL	500.00	
111B	INSTRUCTIONAL	9,000.00	
200	PERSONAL SERVICES-EMPLOYEE BENEFITS	N/A	
322	IN SERVICE	1,600.00	
330	EMPLOYEE TRAINING AND DEVELOPMENT SERVICES	2,090.00	
510	STUDENT TRANSPORTATION SERVICES	4,900.00	
580	TRAVEL	435.00	
600	SUPPLIES	8,771.00	
700	PROPERTY	5,470.00	
917	INDIRECT COSTS	N/A	
	TOTAL	32,766.00	
	CAREER CLUSTER	AREA OF CONCENTRATION	\$
XANR	AGRICULTURE AND NATURAL RESOURCES	AGRICULTURE MECHANICS ANIMAL SCIENCE AQUACULTURE NATURAL RESOURCES AND ENVIRONMENTAL PLANT SCIENCE	
XAVC	ARTS, AUDIO VIDEO TECH, AND COMM. SERVICES	DIGITAL VIDEO PRODUCTION	
XBAS	BUSINESS AND ADMIN. SERVICES	BUSINESS MANAGEMENT	1,250.00
XCON	CONSTRUCTION	COMPUTER AIDED DRAFTING WOOD TECHNOLOGY	9,576.00
XETS	EDUCATION AND TRAINING SERVICES	EARLY CHILDHOOD EDUCATION (OR UNDER HUMAN SERVICES)	
XFS	FINANCE	ACCOUNTING PERSONAL FINANCE	
XHS	HEALTH SERVICES	MEDICAL CAREERS	2,475.00
XHSS	HUMAN SERVICES	EARLY CHILDHOOD EDUCATION (OR UNDER EDUCATION AND TRAINING)	
XHT	HOSPITALITY & TOURISM	CULINARY AND FOOD PRODUCTION NUTRITION, FOOD PRODUCTION & SERVICES	
XITS	INFORMATION TECHNOLOGY	COMPUTER INFORMATION SYSTEMS	
XMAN	MANUFACTURING	ENGINEERING TECHNOLOGY	
XTDL	TRANSPORTATION, DIST. AND LOGISTICS SVCS.	AUTOMOTIVE TECHNOLOGY	
XWRS	WHOLESALE/RETAIL SALES AND SERVICES	COOPERATIVE WORK EDUCATION MARKETING EDUCATION TEXTILES AND DESIGN	4,490.00

ORIGINAL REQUEST DATE

STATE DEPARTMENT OF EDUCATION
PROGRAM MANAGER AUTHORIZATION

DATE OF APPROVAL

ED 114 FISCAL YEAR 2017

BUDGET FORM

FUNDING STATUS:

GRANTEE NAME:		VENDOR CODE:
GRANT TITLE: CARL D. PERKINS CAREER AND TECHNICAL EDUCATIONAL IMPROVEMENT ACT OF 2006		
PROJECT TITLE: POSTSECONDARY BASIC GRANT		
CORE-CT CLASSIFICATION:	FUND: 12060	SPID: 20742 PROGRAM: 84011
BUDGET REFERENCE: 2017	CHARTFIELD1: 170002	CHARTFIELD2:
GRANT PERIOD: 7/01/2016 - 6/30/2017	AUTHORIZED AMOUNT: \$	
AUTHORIZED AMOUNT by SOURCE:		
LOCAL BALANCE: \$	CARRY-OVER DUE:\$	CURRENT DUE: \$
CODES	DESCRIPTIONS	BUDGET
111A	NON-INSTRUCTIONAL	
111B	INSTRUCTIONAL	
200	PERSONAL SERVICES EMPLOYEE BENEFITS	
322	IN SERVICE	
323	PUPIL SERVICES	
330	EMPLOYEE TRAINING AND DEVELOPMENT SERVICES	
510	STUDENT TRANSPORTATION SERVICES	
580	TRAVEL	
600	SUPPLIES	
700	PROPERTY	
	TOTAL	
XANR	AGRICULTURE AND NATURAL RESOURCES	
XAVC	ARTS, AUDIO VIDEO TECH, AND COMM. SERVICES	
XBAS	BUSINESS AND ADMIN. SERVICES	
XCON	CONSTRUCTION	
XETS	EDUCATION AND TRAINING SERVICES	
XFS	FINANCIAL SERVICES	
XHS	HEALTH SERVICES	
XHSS	HUMAN SERVICES	
XHT	HOSPITALITY & TOURISM	
XITS	INFO. TECH. TELECOM. SERVICES	
XLP	LEGAL AND PROTECTIVE SERVICES	
XMAN	MANUFACTURING	
XPAG	PUBLIC ADMINISTRATION/GOVERNMENT SERVICES	
XSRT	SCIENTIFIC RESEARCH, ENGR. AND TECH SVCS.	
XTDL	TRANSPORTATION, DIST. AND LOGISTICS SVCS.	
XWRS	WHOLESALE/RETAIL SALES AND SERVICES	

ORIGINAL REQUEST DATE

STATE DEPARTMENT OF EDUCATION
PROGRAM MANAGER AUTHORIZATION

DATE OF
APPROVAL

ED 114 Budget Form Object Code Descriptions and Budget Narrative

Code	Object				Amount of Code Line
111A	Non-Instructional				500.00
<p>Amounts paid to administrative employees of the grantee not involved in providing direct services to pupils/clients. Include all gross salary payments for these individuals while they are on the grantee payroll including overtime salaries or salaries paid to employees of a temporary nature.</p> <p>No more than 5% of the total grant may be used for administrative purposes including indirect costs (917). Line item 111A is considered an administrative cost, and administrative expenses in other budget code lines such as 200, 322, and 580 must be calculated into the 5% administrative cap.</p>					
	Name of Position	Description of Duties	Hourly Rate x Total Hours	What is the Measurable Improvement to be gained from this?	Total
	Clerical Work	Assists in writing of the grant Keeps track of all requisitions/payments for the grant Organizes CTE testing ED400	500.00 flat rate payable at the end of the school year.	N/A	500.00

Code	Object				Amount of Code Line
111B	Instructional				9,000.00
<p>Salaries for employees providing direct instruction/counseling to pupils/clients. This category is used for both counselors and teachers. Include all salaries for these individuals <u>while they are on the grantee payroll</u> including overtime salaries or salaries of temporary employees. Substitute teachers or teachers hired on a temporary basis to perform work in positions of either a temporary or permanent nature are also reported here. Individuals whose services are acquired through a contract are <u>not included</u> in the category. A person for whom the grantee is paying employee benefits and who is on the grantee payroll is included in this budget code; a person who is paid a fee (such as a private consultant) with no grantee obligation for benefits is not.</p>					
	Name of Position and Career Cluster/ CTE Program Area	Description of Duties	Compensation Formula	What is the Measurable Improvement to be gained from this?	Total
	Internship Coordinators for Med Tech and various other clusters depending on need	Organize and construct internship Independent Study Contracts Schedule meetings with mentors and interns	1 @ 6000.00 2 @ 2000.00	Increased number of students signing up for internships.	8000.00

		Assess interns and assign grades based on evaluation plan Conduct internship presentations			
	Substitute Teachers	Fill in for teachers who are on alternate assignment to CTE aligned professional development	1000.00		1,000.00

Code	Object				Amount of Code Line
200	Personal Services - Employee Benefits				N/A
Amounts paid by the grantee on behalf of the employees whose salaries are reported in objects 111A and 111B. These amounts are not included in the gross salary but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, these payments are nevertheless part of the cost of personnel services. Included are the employer's cost of group insurance, social security contribution, retirement contribution, tuition reimbursement, unemployment compensation and workmen's compensation insurance. Benefits may not exceed 25% of the total salary/stipend paid.					
	Name of Position	Career Cluster/ CTE Program Area	Type of Benefits	Compensation Formula	Total

Code	Object				Amount of Code Line
322	In-service (Instructional Program Improvement Services)				1,600.00
Payments for services performed by persons qualified to assist teachers and supervisors to enhance the quality of the teaching process. This category includes curriculum consultants, in-service training specialists, etc., who are not on the grantee payroll. List each contractor separately.					
	Individual/Organization Providing Service	Who will be Receiving Training? Include # of Staff	Title of Event Location Date	What is the Measurable Improvement to be gained from this?	Per Person x Cost=Total
	Education Connection	5 Business Teachers 1 – Wood Tech. 1 – Med. Tech. 1 – Personal Finance 1 – Comp. Info. Systems 1 - Marketing	TBD: 1 in Fall Semester 1 in Spring semester	Increased test scores on 2016-2017 CTE tests	(\$800.00 total per day flat rate) \$800.00 x 2 = \$1600.00

Code	Object				Amount of Code Line
330	Employee Training and Development Services Services supporting the professional and technical development of school district personnel, including instructional, administrative, and service employees. Included are course registration fees (that are not tuition reimbursement), charges from external vendors to conduct training courses (at either school district facilities or off-site), and other expenditures associated with training or professional development by third-party vendors. Expenses related to Out-of-State Travel for <u>Postsecondary</u> programs is not an eligible expense for 2016-17.				2,090.00
	Individual/Organization Providing Service	Who will be Receiving Training? Include # of Staff	Title of Event Location Date	What is the Measurable Improvement to be gained from this?	Per Person x Cost=Total
	CSDE	3 CTE teachers	CREC CTE Conference October 2016	Curriculum realignment in Spring of 2017	3 @ 80.00 = 240.00
	CECA	2 Introduction to Business/Personal Finance teachers	CECA/CASL Conference October, 2016	New strategies used to engage students in Intro to Business and personal Finance classes	2 @ 185.00 = 370.00
	CBEA	3 Business teachers	CT Business Educators Association Conference October, 2016	Increased engagement in unmotivated students through technology and project based lessons.	3 @ 80.00 = 240.00
	CSDE	2 Personal Finance teachers	CREC Personal Finance Conference April, 2017	Increased teacher proficiency on performance standards as seen in classroom observations.	3 @ 80.00 = 240.00
	CT CPA	Accounting teacher (1) and Personal Finance teachers (2)	Guest Speaker (2)	Increased teacher proficiency on performance standards as seen in classroom observations.	2 @ 500.00 = 1,000.00

Code	Object				Amount of Code Line
510	Student Transportation Services Expenditures for transporting pupils to and from school and other activities. Included are such items as bus rentals for field trips and payments to drivers for transporting handicapped children. Expenses related to Out-of-State Travel for <u>Postsecondary</u> programs are not eligible to be funded for 2016-17.				4,900.00
	Faculty supervisor(s) of student travel	Courses utilizing student transportation Estimated # of students	Title of Event Date Location	What is the Measurable improvement to be gained from this activity?	Transportation Company Cost/per unit =Total
	Denise Duggan	Med Tech/Health 16 students	HOSA Fall Leadership Conference, October 2016 All Star Transportation	The Fall Leadership Conference consists of training and activities to help grow the leadership skills of local chapter officers or motivated members.	1 @ 400.00 = 400.00
	Denise Duggan	Med Tech/Health 16 students	Bethel Firehouse, Spring, 2017 All Star Transportation	Students practice the state skills needed to pass the EMT test. Area Doctors, Paramedics EMT personnel all work with students. Students get a chance to work a "live" EMT situation and use all they learned to help the victims.	1 @ 350.00 = 350.00
	Business Teachers	Business 30 students	FBLA Fall Leadership Conference, October 2016 All Star Transportation	There will be a key-note speaker and each state officer will hold a workshop for his/her respective officers. These workshops will provide opportunities for local officers to develop their leadership skills while gaining an insight into the national and state levels of FBLA.	1 @ 450.00 = 450.00

	Marketing teacher	Marketing students 30 students	DECA Fall Leadership Conference, October 2016 All Star Transportation	Students participate in workshops with the State Officers who will explain their areas of responsibility and how they tie into maximizing the DECA experience. There are also four Leadership Interactive Activities that will incorporate themes that will help participants with leadership skills.	1 @ 550.00 = 550.00
	Marketing teacher	Sports Marketing Students 30 students	Stadium Tour of Met Life Stadium Date TBD J & R Tours	Increased proficiency in performance standard D. 17-20	1 @ 1,000.00 = 1,000.00
	Business Law Teacher	Business Law 40 students	Bantam Courthouse, fall 2016 and spring 2017 All Star Transportation	Provides students with the opportunity to speak with judges, marshals, attorneys and other courthouse personnel.	2 @ 400.00 = 800.00
	School Counselors	All students App. 90 students	NVCC Career/College Fair April, 2017 All Star Transportation	Representatives from institutions and businesses are available to discuss future options for students.	2 @ 400.00 = 800.00
	School Counselors	All students App. 30 students	Construction Career Days, May 2017 All Star Transportation	Students are exposed to a variety of career and training opportunities in fields such as carpentry, masonry, heavy equipment operation, HVAC, fire protection, and electrical.	1 @ 550.00 = 550.00

Code	Object				Amount of Code Line
580	Travel				435.00
Expenditures for transportation, hotel and other expenses associated with staff travel.					
<ul style="list-style-type: none"> • Travel must be for instructional purposes, otherwise it is an administrative cost subject to the 5% cap. • Travel for CTSO advisors to National CTSO Conferences cannot utilize Perkins funds. • Perkins cannot pay for parking, rental cars, boat slips or docking fees. • Meals are not fundable expenses. 					
Expenses related to Out-of-State Travel for Postsecondary programs are not eligible to be funded for 2016-17.					
	School district/ college position (CTE teacher, CCP coordinator, etc.)	Courses to be improved by attendance	Title of Event Date Location	What is the Measurable Improvement to be gained from this?	Cost per unit- (list hotel, transportation, shuttles, etc.) x pp =Total
	CTE Teachers (3)	Personal Finance	CSDE CTE Conference, October 2016 Cromwell, CT	Stated above in Code 330 section	Mileage: 65 x 3 = 195.00
	CTE Teachers (2)	Introduction to Business/Personal Finance	CECA/CASL Conference, October 2016 Plantsville, CT	Stated above in Code 330 section	Mileage: 50 x 2 = 100.00
	CTE Teachers (3)	Introduction to Business/Personal Finance/Marketing	CBEA Conference, October 2016 Southbury, CT	Stated above in Code 330 section	Mileage: 28 x 3 = 85.00
	CTE Teachers (2)	Personal Finance	CREC Conference, April 2017 Southbury, CT	Stated above in Code 330 section	Mileage: 28 x 2 = 55.00

Code	Object				Amount of Code Line
600	Supplies				8,771.00
Expenditures for non-consumable items purchased for instructional use.					
List each item separately					
	Career Pathway/ CTE Program Area	Name of Course supplies are requested for	List each supply item, description of supply and vendor	What is the Measurable Improvement to be gained from this?	Quantity x Cost per Unit = Total
	Medical Careers	Health	HP Laserjet printer TAA CDW-G	N/A	1 @ 230.00 = 230.00
	Medical Careers	Health	HP Laserjet toner cartridge CDW-G	N/A	1 @ 115.00 = 115.00

	Medical Careers	Health/CNA	Invacare Manual Hospital Bed Set Express Hospital Beds	Increased proficiency in students being able to use various types of patient transport, as well as students being able to demonstrate the process for positioning clients to ensure comfort. (O. 59-61)	1 @ 600.00 S & H 90.00 = 690.00
	Medical Careers	Health/CNA	Invacare Innerspring Mattress Express Hospital Beds	Increased proficiency in students being able to use various types of patient transport, as well as students being able to demonstrate the process for positioning clients to ensure comfort. (O. 59-61)	1 @ 150.00 S & H 15.00 = 165.00
	Medical Careers	Health/CNA	Hospital Bed Mattress fitted sheets Specialty Medical Supply	Increased proficiency in students being able to use various types of patient transport, as well as students being able to demonstrate the process for positioning clients to ensure comfort. (O. 59-61)	5 @ 20 = 100.00
	Medical Careers	Health	Laerdal Link Training Pads (AED) Laerdal	Increased proficiency in students being able to show basic skills in CPR/AED principles.	3 @ 35.00 S & H 10.00 = 125.00
	Medical Careers	Sports Medicine	Fitbit Zip Fitbit	Increased proficiency in students being able to gather and report objective data and utilizing active listening/speaking, and writing skills. (L. 52)	1 @ 60.00 = 60.00
	Medical Careers	Health	New Milford Name Badges Recognition Specialties	Badges are a requirement for students to enter the Nursing Homes while they are acting as Nurse Assistants.	16 @ 8.00 S & H 17 = 145.00

	Medical Careers	Health	Red Cross Basic Life Support Healthcare Providers Deluxe Instructor's Kit American Red Cross	Increased proficiency in demonstrating skills in vital signs, and basic first aid. (N. 57.)	1 @ 80.00 S & H 15.00 = 95.00
	Marketing Education	Marketing	Sports Entertainment Virtual Business Online Knowledge Matters, Inc.	Increased concentrators for the 2016-2017 CTE Marketing test. Goal is to increase concentrators by at least 10.	1 @ 1,195.00 = 1,195.00
	Marketing Education	Marketing	Virtual Business Lab License Retailing Online Knowledge Matters, Inc.	Increased concentrators for the 2016-2017 CTE Marketing test. Goal is to increase concentrators by at least 10.	1 @ 1,195.00 = 1,195.00
	Marketing Education	Marketing	Sports Career Consulting Education Resource Center Sports Career Consulting	Increased concentrators for the 2016-2017 CTE Marketing test. Goal is to increase concentrators by at least 10.	1 @ 550.00 = 550.00
	Wood Technology	Woodworking	Festool Dust Extractor Woodcraft.com	Increase proficiency in students being able to identify proper use and function of finisher sander. (B.9)	2 @ 725.00 S & H 10.00 = 1,460.00
	Wood Technology	Woodworking	Festool Domino Joiner Woodcraft.com	Increase proficiency in students being able to identify proper use and function of joiner. (B.9)	1 @ 970.00 S & H 10.00 = 980.00
	Wood Technology	Woodworking	Deros 6" DC Compact RO Sander Woodcraft.com	Increase proficiency in students being able to identify proper use and function of finisher sander. (B.9)	2 @ 600.00 S & H 20.00 = 1,220.00
	Wood Technology	Woodworking	Festool 1010 EG, VS Plunge Router with T-LOC Woodcraft.com	Increase proficiency in students being able to identify proper use and function of router. (B. 9)	1 @ 440.00 S & H 6.00 = 446.00

Code	Object				Amount of Code Line
700	Property In accordance with the Connecticut State Comptroller's definition of equipment, included in this category are all items of equipment with a value of over <u>\$1,000</u> and the useful life of more than one year. All electronic babies, computers and peripherals (regardless of unit cost) should be listed in this category. No vehicles or drive-able equipment may be purchased with Perkins funds. An Equipment Request Form must be completed for requested property <u>by Cluster</u> . Instructions for completing the form, and a copy of the form is found in Appendix C .				5,470.00
	Career Pathway/ CTE Program Area	Name of course equipment is requested for	List each item, description and vendor	What is the Measurable Improvement to be gained from this?	Quantity x Cost per Unit = Total
	Wood Technology	Woodworking	G9860ZX – 12" Z Series Jointer with Spiral Cutterhead Grizzly Industrial	Increased proficiency in identifying and assembling joints, as well as preparing stock for use. (G. 27., 28.)	1 @ 5,195.00 S & H 275.00 = 5470.00

Appendix A: Size, Scope and Quality – Secondary

The Carl D. Perkins Career and Technical Education Act of 2006 (Perkins) provides funding for Career and Technical Education (CTE) in secondary schools. Perkins Grant funding is intended to improve or develop new CTE programs at the secondary level that are relevant and challenging. Perkins supports career and technical education that prepares students for post-secondary education resulting in an industry certification, an associate or baccalaureate degree, and leads to employment in high-skill, high-wage, high-demand careers. Carl D. Perkins Grants are not entitlements. To be eligible for funding of their CTE programs, Connecticut high schools must meet both federal and state requirements under the law.

Connecticut has defined the **size, scope and quality** of Connecticut Secondary CTE programs that must be met each year in order to be eligible for Perkins funding:

Size

- Each comprehensive high school within a district or consortium must offer at least three of the seven recognized state CTE programs, and one area must be an assessed area:

Agriculture Education
Cooperative Work Education
Business and Finance Technology Education
Family and Consumer Sciences

Marketing Education
Medical Careers
Technology Education

- A minimum of two (2) courses must be offered within each program area (with the exception of a course that leads to a certification) in order to be considered a Pathway.
- Each district, including charter and magnet schools, must qualify for a minimum allocation of \$15,000 or join in a consortium with another eligible district(s) to meet the minimum allocation requirement.

Scope

- Each district high school/college must implement its existing career pathway as found in the Connecticut Career Cluster Chart and add at least one additional career pathway/program of study.
- All secondary districts must offer at least one Career and Technical Student Organization (CTSO) and show progress in establishing new CTOS in other CTE program areas.
- A consortium shall operate only **joint projects** that serve all the secondary districts or colleges participating in the consortium. Funds allocated to a consortium shall be used only for purposes and **programs that are mutually beneficial to all members** of the consortium and can be used only for programs authorized under this title. Such funds may **not** be reallocated to individual members of the consortium for the purpose of funding programs and/or activities that benefit only those individual members of the consortium. All members of the consortium must meet the eligibility requirements.
- Each secondary district must offer the minimum number of courses and assessments in at least one area.

Quality

- Eligible programs must be taught by certified CTE teachers or interdisciplinary/team curriculum projects involving both CTE and academic staff.
- All grantees are required to continue working with the partnership/advisory committee to serve in an advisory capacity. One or more committees may be established to provide support to all seven program areas.

Appendix B: Size, Scope and Quality – Post-Secondary

Carl D. Perkins funds are awarded to Connecticut Community Colleges through formula funds for Perkins Basic and reserve funds for College Career Pathways (CCP). Funds are intended to improve or develop new career and technical education courses at the postsecondary level that are relevant, challenging and lead to employment in high-skill, high-wage, high-demand careers. These are comprehensive CTE Programs of Study rather than stand-alone college initiatives or individual courses. CTE/CCP programs at each college must meet both federal and state requirements.

The College Career Pathways program promotes greater student achievement, postsecondary preparation and high accountability. An articulation agreement established between the high school and community college must combine a minimum of two years of secondary education, with a minimum of two years of postsecondary

education, in a non-duplicative, sequential course of study or an apprenticeship program of at least two years following secondary instruction.

Size

- A minimum of two (2) pathways must be offered within each program area;
- A minimum of two (2) courses per each pathway offered must be articulated*;
- A maximum of five (5) pathways may be offered at each college;
- Articulation agreements (MOU, MOA) must require college level courses in each pathway*; and
- Each college must qualify for a minimum allocation of \$50,000 or join in a consortium with another eligible college to meet the minimum allocation requirement**.

Scope

- Articulation agreements (MOU, MOA) must require college level courses in each pathway;
- Pathways must relate to high-skill, high-wage, high-demand careers; and
- Programs must consist of career and technical education courses only.

Quality

- All CCP courses must align to NEASC's Policy on Dual Enrollment Programs*; and
- All institutions are required to continue working with the partnership/advisory board which serves in an advisory capacity.

Additional Requirements

- CCP programs will be overseen by the Chief Academic Officer at each college;
- CCP faculty approval is through the college's Department Chairperson. High schools may appeal to the Chief Academic Officer for reconsideration of a teacher; and
- The integrity of the CCP program is determined by the college.

* Applies to CCP only

**Applies to Postsecondary Basic Grant only

**Appendix C: Equipment Request Form
Grant Period 2016-17**

1. Prepare a separate Equipment Request Form for each cluster.
2. Single component items under \$1,000 (with the exception of computers) should not be coded as equipment unless all the component items comprise a larger piece of equipment and have a useful life of one year or more. Items that do not meet the definition of equipment are to be coded as instructional supplies.

Grantee: New Milford High School	Address: 388 Danbury Road New Milford CT 06776	Date Submitted: 6/2/16
Name of Person Completing Forms: Eric Williams	Title: Assistant Principal	Telephone: 860-350-6647 ext. 2213

Check the Career Cluster for which Equipment is being requested. Check ONE Program Area only.

- | | | |
|--|---|---|
| <input type="checkbox"/> Ag and Nat. Resources | <input type="checkbox"/> Engineering/Technical Services | <input type="checkbox"/> Information Tech. Services |
| <input type="checkbox"/> Arts, Audio Video, Comm. | <input type="checkbox"/> Financial Services | <input type="checkbox"/> Manufacturing |
| <input type="checkbox"/> Business and Admin. Services | <input type="checkbox"/> Health Services | <input type="checkbox"/> Trans. Dist. and Log. Services |
| <input checked="" type="checkbox"/> Construction | <input type="checkbox"/> Hospitality and Tourism | <input type="checkbox"/> Wholesale, Retail Sales |
| <input type="checkbox"/> Education and Training Services | <input type="checkbox"/> Human Services | |

REQUEST FOR EQUIPMENT: Enter only one type of equipment on a line.

Item No.	Description	QTY	Unit Cost	Freight/Install/ Training Charge	Total Cost	Location of Equipment
1	G9860ZX – 12" Z Series Jointer with Spiral Cutterhead	1	5,195.00	275.00	5,470.00	Woodshop

TOTAL EQUIPMENT REQUEST: \$5,470

TOTAL EQUIPMENT APPROVED: \$ _____

Approved by SDE Consultant

Date

Original Requested Amount

Amended Requested Amount

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Career and Technical Education (CTE)

**Carl D. Perkins Continuous Improvement Plan
Completion Forms
Secondary and Postsecondary Education
2016 -17**



**Carl D. Perkins Career and Technical Education
Improvement Act of 2006
Public Law 109-270**

Due: June 30, 2016

RFP 116

**Academic Office
Connecticut State Department of Education
165 Capitol Avenue
Hartford, Connecticut**



CONNECTICUT DEPARTMENT OF EDUCATION

Dianna R. Wentzell

Commissioner of Education

The State of Connecticut Department of Education is committed to a policy of equal opportunity/affirmative action for all qualified persons. The Department of Education does not discriminate in any employment practice, education program, or educational activity on the basis of **race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, gender, gender identity or expression, disability (including, but not limited to, intellectual disability, past or present history of mental disorder, physical disability or learning disability), genetic information, or any other basis prohibited by Connecticut State and/or federal nondiscrimination laws. The Department of Education does not unlawfully discriminate in employment and licensing against qualified persons with a prior criminal conviction.** Inquiries regarding the Department of Education's nondiscrimination policies should be directed to:

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

CARL D. PERKINS BASIC GRANT APPLICATION

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Carl D. Perkins Grant Secondary/Postsecondary Continuous Improvement Plan

I: GENERAL INFORMATION

Per Section 123 of the Carl D. Perkins Career and Technical Improvement Act of 2006, the state is responsible to monitor and hold accountable all grant recipients for performance on all core indicators. Section 123 requires implementation of program improvement plans which address failure of eligible agencies to meet the state adjusted performance levels of any of the core indicators of performance. To continue funding for FY 2016-17, each district/community college is required to complete a Continuous Improvement Plan (CIP) for the improvement of career and technical education programs and the core indicators where performance levels for 2015-16 were **not** met. If the local recipient fails to meet at least 90 percent of an agreed upon performance level for any of the indicators of performance, it will have to develop and implement an improvement plan. The State may, after an opportunity for a hearing, withhold all or part of a local recipient's funding if the local meets any one of the three criteria below:

- fails to implement the required improvement plan;
- makes no improvement within one year of implementing the improvement plan; and
- fails to meet at least 90 percent of a performance for the same performance indicator three years in a row.

CONTINUOUS IMPROVEMENT PLAN SUMMARY

The Continuous Improvement Plan (CIP) Summary should provide details for a comprehensive plan that describes how the high school or college will use Perkins funds to improve career and technical education (CTE) programs. The funds must be targeted to specific, measurable goals and objectives for the systemic improvement of student achievement and improvement of CTE programs.

Summary should articulate how the funds will be used to:

- promote accountability and program improvement at all levels;
- create stronger integration of academic and career technical teaching and learning;
- increase alignment of secondary and postsecondary education;
- strengthen links to postsecondary education, business and industry;
- improve computer and technology skills across all CTE program areas;
- review CT CTE Assessments and create strategies to improve student achievement;
- promote preparation for non-traditional fields;
- make available information about postsecondary CTE programs of study;
- provide awareness of careers associated with all CTE program areas;
- use the CTE Advisory Board to guide and improve the relevance of all CTE programs; and
- ensure that all CTE programs provide students with the skills needed to succeed in high-skill, high-wage, or high-demand occupations.

Each district/community college must submit the CIP and proposals, ***irrespective of means of transmittal or postmark date, by 4:30 p.m. on Thursday, June 30, 2016.*** Proposals submitted become the property of the CSDE and a part of the public domain. **One original and one copy** of all sections of the grant with **original signatures**, including the ED 114 and budget narrative, must be mailed or delivered to **Lori Matyjas** at the address below.

<u>Mailing Address</u> Lori Matyjas, Program Manager Connecticut State Department of Education Academic Office P.O. Box 2219, Hartford, CT 06145	<u>Delivery Address</u> Lori Matyjas, Program Manager Connecticut State Department of Education Academic Office 165 Capitol Avenue, Room 215, Hartford, CT 06106
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Carl D. Perkins Grant Secondary/Postsecondary Continuous Improvement Plan

II: COVER SHEET

Grantee (District or College): New Milford	
Contact: Eric Williams/Greg Shugrue	
Address: 388 Danbury Road. New Milford, CT 06776	
E-mail: kelletk@newmilfordps.org	Phone: 860-350-6647 ext. 2213

Continuous Improvement Team (*identify district/community college team leader)

Administrators	*Eric Williams	
Teachers (Include Career Cluster or CTE program area)	Andrew Bimonte - Finance Jeff Teravainen - Wood Technology Denise Duggan – Medical Careers Debbie Knipple - Marketing	
School Counselors	Erin Moriarty Danette Lambiase	
Other (community, business/industry members)		
	CAREER CLUSTER	AREA OF CONCENTRATION
XANR	AGRICULTURE AND NATURAL RESOURCES	AGRICULTURE MECHANICS ANIMAL SCIENCE AQUACULTURE NATURAL RESOURCES AND ENVIRONMENTAL PLANT SCIENCE
XAVC	ARTS, AUDIO VIDEO TECH, AND COMM. SERVICES	DIGITAL VIDEO PRODUCTION
XBAS	BUSINESS AND ADMIN. SERVICES	BUSINESS MANAGEMENT
XCON	CONSTRUCTION	COMPUTER AIDED DRAFTING WOOD TECHNOLOGY
XETS	EDUCATION AND TRAINING SERVICES	EARLY CHILDHOOD EDUCATION (OR UNDER HUMAN SERVICES)
XFS	FINANCE	ACCOUNTING PERSONAL FINANCE
XHS	HEALTH SERVICES	MEDICAL CAREERS
XHSS	HUMAN SERVICES	EARLY CHILDHOOD EDUCATION (OR UNDER EDUCATION AND TRAINING)
XHT	HOSPITALITY & TOURISM	CULINARY AND FOOD PRODUCTION NUTRITION, FOOD PRODUCTION & SERVICES
XITS	INFORMATION TECHNOLOGY	COMPUTER INFORMATION SYSTEMS
XMAN	MANUFACTURING	ENGINEERING TECHNOLOGY
XTDL	TRANSPORTATION, DIST. AND LOGISTICS SVCS.	AUTOMOTIVE TECHNOLOGY
XWRS	WHOLESALE/RETAIL SALES AND SERVICES	COOPERATIVE WORK EDUCATION MARKETING EDUCATION TEXTILES AND DESIGN

Carl D. Perkins Grant Secondary/Postsecondary Continuous Improvement Plan

III: PERKINS GRANT CIP SUMMARY

Please provide a summary in the grid on page 8 of your school district's/college's plan for career & technical education improvement 2016-17, including the use of Perkins grant funds. Plans must target funds to:

- address specific strategies for improvement
- address low core indicator performance levels
- assure that the program is such size, scope and quality to improve the quality of career and technical education.

IV: QUESTIONS for PLANNING and SAMPLE CIP IMPROVEMENT PLAN

Effective planning for program improvement and allocation of funds includes a critical review of all CTE programs and should be performed with input from all career and technical education staff from the district, consortium or college and other key partners. Funds should be targeted to specific program improvements and are not meant to supplement all CTE program areas every year or the same programs every year.

1. Program Improvement- Does our district have a systematic process that brings together the entire CTE department and other key partners to identify and target funds to improve quality CTE programs? If not, how will we change the process this year?

Note: Funding shall not be for a random wish list of isolated, unmeasurable expenditures or activities that are unrelated to program improvement goals.
2. Core Indicators- How will we utilize funds to improve core indicator performance levels for 2016-17?
3. Advisory Boards- How can we better engage our CTE advisory board to assist in establishment, improvement and evaluation of our CTE programs?
4. Programs of Study (POS)/ Career Pathways- What POS do we have that link CTE at the secondary and postsecondary level? What additional POS/career pathways will we add to offer students more exposure to careers and college?
5. Work-Based Learning Experiences- What opportunities do we provide to help students gain strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences?
6. Assessments- How will we utilize funds to develop and implement evaluations of the CTE programs including an assessment of how the needs of special populations are being met? Are we targeting funds for teachers to evaluate CTE assessment results to utilize for CTE program improvement?
7. Labor Needs- What activities does our district provide to prepare students who are enrolled in CTE programs, for high skill, high wage, or high demand occupations? How can funds be targeted to address those needs?
8. Professional Development- Can our professional development and staff/student travel be targeted to measurable program and student improvement?

V: SAMPLE CONTINUOUS IMPROVEMENT PLAN SUMMARY

2016-17 Program Improvement Goals	Targeted CTE Area(s) or Pathways for this goal	Improvement Goal Steps	How will funding support Improvement Goal Steps?	Measurable Improvement Outcomes
Develop new career pathway	Technology Education	<p>Develop two new courses as part of a new Transportation Pathway</p> <p>We will establish a new Automotive Advisory Committee that meets quarterly to advise on development of new auto program, provide input on curriculum and provide internship opportunities for students</p>	<p>Curriculum Development for Automotive 1 and Automotive 2</p> <p>Spring GM Training for TE teacher</p>	<p>Four meetings are held with new Automotive Advisory Board.</p> <p>The two new curricula are developed and approved by BOE for Automotive pathway</p> <p>Courses are listed in 2017-18 Program of Studies and offered for 2017-18 school year</p> <p>In spring 2017, students are scheduled into new classes for fall 2017 and spring 2018</p> <p>Automotive teacher completes GM training</p>
Core Indicator Performance: Increase Technical Skill Attainment in low performing CTE assessments	Family and Consumer Sciences and Business Education	<p>Review Culinary and Accounting 2016 CTE Assessment Results</p> <p>Develop Culinary and Accounting resources-sample assessment questions to study and review</p> <p>Update to state-of-the-art culinary equipment</p>	<p>Curriculum Revision to incorporate strategies for low performing Performance Standards & Competencies in Culinary & Food Production and Accounting</p> <p>Stipends to develop accounting resources</p> <p>Culinary equipment to meet industry needs</p>	<p>Curriculum revision completed and incorporated into lessons for 2016-17.</p> <p>Accounting Resources completed and utilized in lessons.</p> <p>Culinary equipment purchased, installed and utilized in culinary labs.</p>

2016-17 Program Improvement Goals	Targeted CTE Area(s) or Pathways for this goal	Improvement Goal Steps	How will funding support Improvement Goal Steps?	Measurable Improvement Outcomes
Strengthen Programs of Study (POS)/ Career Pathways for CCP by increasing offerings	Hospitality and Tourism	<p>Increase course sequences in two pathways because we only have one articulated course in each of our Early Childhood Education and Hospitality CCP Programs with two high schools</p> <p>Take part in Professional Development between high school and college faculty</p>	<p>Curriculum development/alignment with Early Childhood Education and Hospitality CCP high school and college faculty- Stipends Substitute pay Travel to meetings</p> <p>Textbooks Supplies and state-of-the-art equipment for both pathways</p>	<p>Meetings held with Early Childhood and Culinary secondary and postsecondary faculty. Curriculum developed. Course articulations completed. Joint meetings held for use of Perkins funds. Texts, supplies and equipment approved and purchased. Students registered for both courses for 2017-18</p>
Increase involvement with our CTE Advisory Committee	All CTE Program Areas	<p>Reestablish advisory board to include members from industry to represent all CTE areas at our school.</p> <p>Plan at least 2 meetings/year with goals and outcomes</p> <p>Invite advisory board members to present at high school Career Day</p>	No funds needed	<p>Advisory meetings scheduled for 2016-17. Invitations for new and existing members sent. Agendas set and advisory member roles established. Two advisory meetings held, minutes and action taken on meetings.</p>

VI: CONTINUOUS IMPROVEMENT PLAN SUMMARY TEMPLATE

2016/17 Program Improvement Goals	Targeted CTE Area(s) or Pathways for this goal	Improvement Goal Steps	How will funding support Improvement Goal Steps?	Measurable Improvement Outcomes
<p>Realignment of curriculum for all CTE courses offered at NMHS.</p>	<p>Personal Finance Marketing Med Tech Wood Tech Computer Information Systems</p>	<p>Identify areas of curriculum that need realignment w/ CTE performance standards. <i>(yearlong commitment to be completed in monthly department meetings).</i></p> <p>Rewrite/Revise curriculum to have stronger alignment to CTE performance standards.</p>	<p>Professional development scheduled to assist teachers in integrating more CCSS aligned skills into their curriculum, which aligns to skills assessed in CTE exams.</p> <p>PD scheduled to improve the use of assessments in CTE classes, and develop ways to gather, and analyze data in order to improve instruction.</p>	<p>Revised/Rewritten curriculum completed for the 2017-2018 school year.</p> <p>New data gathering techniques used to improve students CTE scores in all CTE programs.</p>
<p>Introduce Sports Marketing to the curriculum in order to increase the number of students learning Marketing II principles as well as increasing number of eligible concentrators in Marketing.</p>	<p>Marketing</p>	<p>Introduction of Sports Marketing to the curriculum at NMHS.</p> <p>Align curriculum to Marketing CTE standards w/ a Sports Marketing focus</p>	<p>Supplies are needed in order to run this course effectively.</p> <p>Students will be learning and applying Marketing II concepts with a focus on Sports Marketing.</p> <p>The materials that focus on Sports Marketing using Marketing II principles are needed.</p>	<p>Increased number of concentrators taking the CTE for Marketing.</p> <p>Goal is to increase concentrators in this area by 10.</p>
<p>Increase involvement with CTE Advisory Board.</p>	<p>All CTE program areas</p>	<p>Meet a minimum of 3 times in 2016-2017 and meet all goals stated.</p> <p>Increase number of community members on board.</p>	<p>No funds needed</p>	<p>Meeting agendas and minutes taken and set to all committee members.</p> <p>Two new community members added to the advisory board.</p> <p>Three meetings held.</p>

		Identify and implement ways in which to build more community involvement in our CTE programs.		
<p>Increase number of concentrators</p> <p>Increase number of non-traditional concentrators</p>	Personal Finance	<p>Identify alignment issues between current curriculum, and CTE performance standards.</p> <p>Use data gathering techniques such as surveys to determine reasons for why students continue/or do not continue on to Personal Finance II</p> <p>Use data gathering techniques to determine non-traditional participants in Personal Finance I, and how non-traditional participants move onto Personal Finance II. Use of survey for possible reasons.</p>	With Personal Finance I being a graduation requirement at NMHS, the number of concentrators in Personal Finance should increase. With more classes, more teachers teaching the course are needed, and professional development is required in order to effectively prepare students to be possible concentrators.	<p>Overall increase in number of concentrators for Personal Finance.</p> <p>Increase in non-traditional concentrators for Personal Finance.</p>

Continuous Improvement Plan Templates

VII: CTE ADVISORY BOARD

Name of Advisory Committee Member	Organization/Agency Member Represents *Indicate if parent or student	Career and Technical Area Represented by This Member
Andrew Bimonte	NMHS	Finance
Jeff Teravainen	NMHS	Wood Technology
Denise Duggan	NMHS/HOSA	Medical Careers
Debbie Knipple	NMHS/DECA	Marketing
Eric Williams	NMHS	
Karen Kellett	NMHS	

Dates 2015-16 Advisory Committee Meetings were Held and Focus/Topics	Meeting Dates scheduled for 2016-17 <u>and</u> Focus/Topics
October 20, 2015 – Program overview; discussion of programs focus for the 2015-2016 school year.	October 2016 – analyzing data on non-traditional participants and creating SMART Goals to increase participation from non-traditional participants. Increase overall concentrators in wood technology and Computer Information Systems.
January 26, 2016 – Type of data needed to be collected in order to analyze program needs	February 2017 – Identifying new initiatives for the 2017-2018 Perkins Budget and determining what funding will be needed.
May 3, 2016 – review of Perkins budget for 2016-2017 school year. Discuss program wide goals	April 2017 – Review/Analysis of 2017-2018 Perkins Budget

In what ways does your advisory board assist in establishment, operation and evaluation of your CTE programs?

This past year there were two new staff members at NMHS who were running the Perkins Grant. The former staff who oversaw the grant took different positions either in or out of the district. This past year saw less of program evaluation, and more of a focus of program information to gain an understanding of what needs to be done to improve the program. Future advisory board agendas will include more work towards evaluating the district's CTE program, and identifying specific ways to make annual improvements.

If more than one CTE advisory board is active, then please fill out additional copies of this page.

Continuous Improvement Plan Templates

VIII: COURSE INFORMATION CHART

- Please list all Career & Technical Education courses offered in your district by secondary school – complete a separate form for each school.
- List each Cluster and/or Area of Concentration, with all associated courses for that area listed.
- Enrollment should be a total of all students in each course and is a total of enrollment in all sections of that course.

Courses should not be combined if they are separate titles, i.e., CAD1 and CAD2 should not be listed simply as "CAD".

Name of Secondary School: New Milford High School		
Career Cluster/Area of Concentration Alignment For all CTE courses (if applicable) specify the Area of Concentration to which the course is aligned that includes the instructions of the competencies of the 2015 CT Performance Standards and Competencies	Title of CTE Course	2015-16 Enrollment What was the total enrollment for this course? (Count by <u>course</u> , i.e. total combined enrollment of all sections.)
Finance	Accounting	38
Health Sciences	Allied Health	48
Architecture and Construction	Architectural Drafting I	37
Architecture and Construction	Architectural Drafting II	10
Architecture and Construction	Basic AutoCAD	47
Business, Management and Administration	Business Law	92
Information Technology	Business Computer Applications	60
Human Services	Child Development	27
STEM	Civil Engineering and Architecture	11
Information Technology	Computer Programming	62
Information Technology	Computer Programming AP	19
Information Technology	Computer Science IS AP	1
STEM	Digital Electronics	18
Health Services	Emergency Medical Technician	3
Human Services	Early Childhood	56
STEM	Engineering Design and Development	16
Architecture and Construction	General Woodworking	50
Health Sciences	Health I (grad requirement)	343
Business, Management and Administration	Introduction to Business	226
STEM	Introduction to Engineering Design	58

Architecture and Construction	Introductory Woodworking	109
Health Services	Medical Technology	16
Marketing Sales and Service	Marketing Retail I	112
Marketing Sales and Service	Marketing Retail II	20
Finance	Personal Finance (grad requirement)	456
Finance	Personal Finance II	7
STEM	Principles of Engineering	53
Architecture and Construction	Projects Unlimited	9
Health Sciences	Sports Medicine	14
Arts, Audio/Video, Technology and Communications	Video Production	12
Information Technology	Website Design I	29

**Continuous Improvement Plan Templates
IX: TEACHERS AND CERTIFICATION
INFORMATION CHART**

- Please list all CTE teachers for all CTE courses offered in your school district by school. Include each CTE teacher's certification number(s) and e-mail address. Create a separate chart for each school.

Name of Secondary School:			
Name of CTE Teacher	CT Certification (Endorsement number(s))	CTE Courses Taught	Teacher e-mail
Andrew Bimonte	Business Ed 7-12 (010)	Personal Finance, Personal Finance II, Intro to Business	bimontea@newmilfordps.org
Shana Bergonzelli	Business Ed 7-12 (010)	Intro to Business, Intro to Computer Programming, AP Computer Programming, AP Computer Science	bergonzellis@newmilfordps.org
Daryl Daniels	Business Education 7-12 (010)	Business Computer Applications, Keyboarding, Personal Finance, Website Design I	danielsd@newmilfordps.org
Debbie Knipple	Marketing (089) Elem. Ed. (305)	Marketing Retail I, Marketing Retail II	knippeld@newmilfordps.org
Kristie O'Neill	Marketing (089) Business Ed (010) Elem. Ed (305)	Marketing Retail I, Keyboarding, Business Law	oneilk@newmilfordps.org
Janice Perrone	Business Ed 7-12 (010)	Accounting I, Personal Finance I, Keyboarding	perronej@newmilfordps.org
David Mirto	Business Ed 7-12 (010) Marketing Ed 7-12 (086)	Intro to Business, Personal Finance, Accounting 1, Keyboarding	Mirtod@newmilfordps.org
Jeffrey Teravainen	Technology Ed Pre-K-12 (047)	General Woodworking, Introductory Woodworking, Projects Unlimited	teravanieni@newmilfordps.org
Michael Brennan	Technology Ed Pre-K-12 (047)	Introductory Woodworking, Basic AutoCAD, Advanced AutoCAD	brennanm@newmilfordps.org
Joe Neff	Technology Ed Pre-K-12 (047) School Counselor (068)	Architectural Drafting I, Architectural Drafting 2	neffi@newmilfordps.org

	HS Credit Diploma Program (106)		
Christine Benson	Health Pre-K-12 (043)	Health I, Allied Health	bensonc@newmilfordps.org
Denise Duggan	PE Pre-K-12 (044) Health Pre-K-12 (043) Health Occupations Comp. HS (103) High School Credit Diploma (106) Admin & Supervision (092)	Health I, Emergency Medical Technician, Medical Technology	duggand@newmilfordps.org
Erica Keane	PE Pre-K-12 (044) Health Pre-K-12 (043)	Health I, Early Childhood, Child Development	keanee@newmilfordps.org
Mark Grant	PE Pre-K-12 (044) Health Pre-K-12 (043)	Health I	grantm@newmilfordps.org
Alessandro Amenta	English 7-12 (015)	Video Production	Amentaa@newmilfordps.org
Bradford Jones	General Science 7-12 (034) Earth Science 7-12 (033) Physics 7-12 (032)	Introduction to Engineering Design, Engineering Design and Development	jonesb@newmilfordps.org
Erin Lucia	Mathematics 7-12 (029) Physics 7-12 (032)	Civil Engineering and Architecture, Principles of Engineering	luciae@newmilfordps.org
Wayne Thrall	PE Pre-K-12 (044) Health Pre-K-12 (043) Supervision (092)	Sports Medicine	thrallw@newmilfordps.org

**Continuous Improvement Plan Templates
X: CONCENTRATION & CONCENTRATORS**

Overview:

1. All secondary schools receiving Perkins funds must align CTE courses with the Connecticut State Performance Standards and Competencies, if applicable, positioning all CTE courses to provide instruction in a portion, if not all, of the competencies in a specific Area of Concentration.
2. A concentrator is any student who has received instruction in all of the competencies of one of the Connecticut-recognized Areas of Concentration as identified in the 2015 Connecticut State Performance Standards and Competencies.
3. To continue to be eligible for Perkins funds, a secondary school must have:
 - a. At least one area of concentration resulting in tested students (concentrators);
 - b. A minimum of ten (10) concentrators (unless justification for less is provided in this template); and
 - c. A plan, if not already addressed in the CIP Summary Template, for the continuous improvement of:
 - concentrator scores (skill attainment) in the Connecticut Statewide CTE Assessment; and
 - the number of concentrators to be tested in 2017

Please complete the following concentration/concentrator template by secondary school.

Name of Secondary School:		
2016 Areas of Concentration	Number of Concentrators in this area of concentration (students tested) 2016	If not already addressed in the CIP Summary Template, submit a brief description of your Continuous Improvement Plan, relative to Concentration/ Concentrators for one or more of the following goals:
Medical Careers and Education	20	<ul style="list-style-type: none"> • Improve concentrator scores; • Increase percentage of concentrators who meet or exceed the federally negotiated cut score of 65 percent; • Increase tested concentrators for 2017; or • Add additional area(s) of concentration in 2017.
Wood Technology	9	Increase the amount and variety of tools in woodshop for students to use which will lead to overall growth in performance indicator B for Wood Technology (Group avg. of 54.2 on

		2016 CTE exam) Wood technology will also work towards revising curriculum to align more CCSS skills.
Marketing Education	20	Sports Marketing is being introduced as an alternative to Marketing II. This gives students a choice of classes to take after Marketing I, which will lead to increased number of concentrators, especially for non-traditional participants.
Personal Finance	7	Gathering/analysis of student enrollment data to determine non-traditional participation in Personal Finance I and Personal Finance II. Conduct surveys as data gathering strategy.
Computer Information Systems	18	Review curriculum for gaps in alignment w/ performance standards. Advisory board agenda – identify strategies to increase concentrators.

Continuous Improvement Plan Templates
XI: CAREER & TECHNICAL STUDENT ORGANIZATIONS (CTSOs)
(DECA, FBLA, FCCLA, FFA, HOSA, Skills USA, TSA)

Overview:

In order to receive Perkins funding, a secondary school must have a functioning chapter of at least one of the seven national CTOS's listed above. It is required that a school have national organization documentation that national and/or state dues were paid during the 2015-16 school year. A CTOS is not considered valid unless a minimum of ten (10) members are paid members of the associated national organization.

If a school is starting a new chapter of a CTOS for the 2016-17 school year, a separate commitment letter on school letterhead must be submitted with this CIP. The letter must state the name of the CTOS and advisor(s), the date by which the minimum of ten (10) national student dues will be paid and a schedule of activities for the 2016-17 school year.

Perkins funds cannot be approved for any school that does not have at least one CTOS consisting of paid national members.

The current Perkins legislation restricts the use of funds for CTOS's. Connecticut stipulates that funds under the category of CTOS may only be used for:

- The purchase of organizational CTE instructional or leadership materials; or
- The cost of student bus transportation for a CTOS leadership training event that is open to all students from the school, where paid membership is not a requirement for participation; or
- The payment of a stipend to each CTOS chapter advisor (not to exceed \$1,500.00 per organization);

Name of Secondary School: Name of CTOS	Number of 2015-16 paid state/national student memberships	Number of 2015-16 paid CTOS members who attended the annual CTOS state conference.	Name(s) of Chapter Advisors
HOSA	8	0	Denise Duggan
DECA	68	54	Debbie Knipple
FBLA	33	24	Janice Perrone

Continuous Improvement Plan Templates

XII: SECONDARY CORE INDICATORS AND IMPROVEMENT PLAN

Core Indicators: State targets for 2014-15 for secondary schools are listed below. Utilizing the data provided by the state (located on the [Carl D. Perkins Information page](#)) enter your actual performance levels for 2013-14 and 2014-15.

District: New Milford	Date: 6/2/16
Career Pathway/Area of Concentration:	Cluster: Wood Technology

Core Indicator Data	State Target 2014-15	Actual Perf. 2013-14	Actual Perf. 2014-15	Will funds need to be targeted for performance data improvement? If so, how? (Each district/community college is required to target funding to improve the core indicators where performance levels for 2014-15 or 2015-16 were not met.)
Academic Attainment:				
Reading	N/A			
Math	N/A			
Technical Skill Attainment	44.00%	57.71%	50.0%	Professional development spending is increased this upcoming year in trying to target skill attainment and integrate purposeful instruction of the CCSS skills aligned to performance standards. Increase amount/variety of specific tools purchased for student use in woodworking classes in order to score higher on the 2016-2017 CTE exam (focus will be on indicator B and G of Wood Technology Performance Standards)
Graduation/Completion	94.00%	100%	98.84%	No, percentages above state targets, and efforts conducted in the past will be continued.
Placement (Military, Employment, Advanced Placement)	52.5%	100%	100%	No

Nontraditional Participation	40.2%	34.4%	36.2%	No specific funds allocated for this indicator but current data gathered not valid for analyzing performance gaps or participation patterns. Analysis of data on non-traditional participation and completion will be a focus for the CTE advisory board, and SMART goals will be created to improve in this area.
Nontraditional Completion	33.00%	22.7%	12.8%	No specific funds allocated for this indicator but current data gathered not valid for analyzing performance gaps or participation patterns. Analysis of data on non-traditional participation and completion will be a focus for the CTE advisory board, and SMART goals will be created to improve in this area.

Continuous Improvement Plan Templates

XII: SECONDARY CORE INDICATORS AND IMPROVEMENT PLAN

Core Indicators: State targets for 2014-15 for secondary schools are listed below. Utilizing the data provided by the state (located on the [Carl D. Perkins Information page](#)) enter your actual performance levels for 2013-14 and 2014-15.

District: New Milford	Date: 6/2/16
Career Pathway/Area of Concentration:	Cluster: Marketing

Core Indicator Data	State Target 2014-15	Actual Perf. 2013-14	Actual Perf. 2014-15	Will funds need to be targeted for performance data improvement? If so, how? (Each district/community college is required to target funding to improve the core indicators whose performance levels for 2014-15 or 2015-16 were not met.)
Academic Attainment:				
Reading	N/A			
Math	N/A			
Technical Skill Attainment	44.00%	57.71%	50.0%	Funds will be used to buy instructional supplies, including simulations for student use in this new course.
Graduation/Completion	94.00%	100%	98.84%	No, percentages above state targets, and efforts conducted in the past will be continued.
Placement (Military, Employment, Advanced Placement)	52.5%	100%	100%	No
Nontraditional Participation	40.2%	34.4%	36.2%	Funds are being used to run this class for the first time, and increased number of concentrators is a focus. Marketing is a career cluster in which males are considered non-traditional. With a focus on sports, the goal is to increase male participation.
Nontraditional Completion	33.00%	22.7%	12.8%	Funds are being used to run this class for the first time, and increased number of concentrators is a focus. Marketing is a career cluster in which males are considered non-traditional. With a focus on sports, the goal is to increase male participation.

Continuous Improvement Plan Templates

XII: SECONDARY CORE INDICATORS AND IMPROVEMENT PLAN

Core Indicators: State targets for 2014-15 for secondary schools are listed below. Utilizing the data provided by the state (located on the [Carl D. Perkins Information page](#)) enter your actual performance levels for 2013-14 and 2014-15.

District: New Milford	Date: 6/2/16
Career Pathway/Area of Concentration:	Cluster: Personal Finance

Core Indicator Data	State Target 2014-15	Actual Perf. 2013-14	Actual Perf. 2014-15	Will funds need to be targeted for performance data improvement? If so, how? (Each district/community college is required to target funding to improve the core indicators where performance levels for 2014-15 or 2015-16 were not met.)
Academic Attainment:				
Reading	N/A			
Math	N/A			
Technical Skill Attainment	44.00%	57.71%	50.0%	Funds primarily used towards professional development for teachers. There are more teachers teaching Personal Finance I due to the course being a course requirement at NMHS. Teachers will need professional development in order to have the skill/knowledge necessary to prepare students for Personal Finance II when they will be taking the CTE exam.
Graduation/Completion	94.00%	100%	98.84%	No, percentages above state targets, and efforts conducted in the past will be continued.
Placement (Military, Employment, Advanced Placement)	52.5%	100%	100%	No
Nontraditional Participation	40.2%	34.4%	36.2%	Funds primarily used towards professional development for teachers to more effectively prepare students for the CTE exam. Personal Finance I

				is now a course requirement at NMHS, and the goal is to increase the amount of Personal Finance II courses, which will lead to increased concentrators for Personal Finance. More females are now taking Personal Finance I thus putting them on the path to take Personal Finance II, and be non-traditional participants.
Nontraditional Completion	33.00%	22.7%	12.8%	Funds primarily used towards professional development for teachers to more effectively prepare students for the CTE exam. Personal Finance I is now a course requirement at NMHS, and the goal is to increase the amount of Personal Finance II courses, which will lead to increased concentrators for Personal Finance. More females are now taking Personal Finance I thus putting them on the path to take Personal Finance II, and be non-traditional participants.

CTE Career Clusters and Pathways

F - Programs where females are considered non-traditional

M - Programs where males are considered non-traditional

	National Career Clusters	Connecticut Career Pathways	CTE Program Areas	Assessed CTE Areas (High School Only)
F	Agriculture, Food and Natural Resources	• Animal Science	Agriculture Science Education	Animal Science
		• Environment & Natural Resources		Natural Resources and Environmental
		• Plant Science		Plant Science
		• Power, Structural and Technical Systems		Agriculture Mechanics
		• Aquaculture		Aquaculture
F	Architecture and Construction	• Design/Pre-construction	Technology Education	Computer Aided Drafting and Design Wood Technology
M	Arts, Audio/Video Technology and Communications	• Audio Visual Tech & Film	Technology Education	Video Production Systems
M	Business, Management and Administration	• Accounting • Business Management	Business and Finance Technology Education	Business Management
M	Education and Training	• Teaching/Training	Family and Consumer Sciences	Early Childhood Education and Services
F	Finance	• Investing and Personal Finance • Entrepreneurship	Business and Finance Technology Education	Accounting Personal Finance
M	Health Sciences	• Therapeutic Services • Health Information • Supportive Services • Diagnostic Services • Biotech Research & Dev.	Medical Careers Education	Medical Careers Education
M	Hospitality and Tourism	• Restaurants/Food Marketing and Management	Family and Consumer Sciences	Nutrition, Food Production and Services Culinary and Food Production
M	Human Services	• Early Childhood Dev & Services • Family and Community Services	Family and Consumer Sciences	Early Childhood Education and Services
F	Information Technology	• Computer Info Systems and Communication • Computer Program/Software Development	Business and Finance Technology Education	Computer Information Systems
F	Manufacturing	• Manufacturing Production Process Development	Technology Education	Engineering Technology
M	Marketing, Sales and Service	• Distribution & Logistics • Marketing Info, Management and Research • International Marketing • Retail Merchandising	Marketing Education Family and Consumer Sciences	Marketing Education Textiles and Design Cooperative Work Education
F	Science, Technology, Engineering and Mathematics (STEM)	• Engineering and Technology	Technology Education	Engineering Technology
F	Transportation, Distribution and Logistics	• Transportation, Dist. And Logistics	Technology Education	Automotive Technology

**III. APPENDICES
APPENDIX A
APPLICATION COVER
FOR 2016 –17 ADULT EDUCATION PROGRAM IMPROVEMENT PROJECTS
Bureau of Health/Nutrition, Family Services and Adult Education**

Title Of Grant: El Civics for Work and Life
Transitions CCR ready

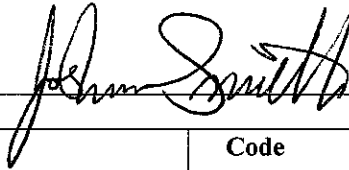
Applicant Organization: New Milford Adult Education
388 Danbury Road
New Milford, CT 06776

Initiated By: Christine Martin, Facilitator 860 350-6647 ext 1170
martinc@newmilfordps.org

Project Director: Christine Martin, Facilitator 860 350-6647 ext 1170
martinc@newmilfordps.org

Submitted By: Joshua Smith 860-355-8406
Superintendent of Schools
50 East Street
New Milford, Ct. 06776

**Signature of Superintendent of Schools
or Chief Executive Officer of Agency:**



Priority Area	Code	Funds Requested	Matching Funds
Transition: Preparing for 21 st Century Careers-- <i>Elementary ESL and ABE/GED</i>	AE-13-1E		
Transition: Preparing for 21 st Century Careers - <i>Secondary</i>	AE-13-1S		
Family Literacy – <i>Elementary ESL and ABE/GED</i>	AE-13-2E		
Family Literacy- <i>Secondary</i>	AE-13-2S		
Nontraditional Adult Education Instruction and Services	AE-13-3		
Expansion of the National External Diploma Program	AE-13-4		
Transition: Post-Secondary Education and Training	AE-13-5	\$40,000	\$13,556
Transition: Integrated Basic Education and Skills Training (I-BEST)	AE-13-6		
English Language Acquisition/ Civics Education	AE-13-7	\$35,000	\$8,794
CT Adult Virtual High School	AE-13-8		
Total Funds Requested		75,000	
Date Submitted:		Date of Board/Agency Approval:	

APPENDIX B
PRIORITY AREA ABSTRACT
Each priority area must have its own abstract

Priority Area Name: English Language Acquisition/ Civics Education	Project Title: El Civics for Work and Life
Applicant Organization: New Milford Adult Education	Project Director: Christine Martin
Beginning Date: 7/1/2016	End Date: 6/30/17
Requested Federal Funds: \$35,000	Program(ABE, ESL, GED, CDP, NEDP, Citizenship): ESL
Planned Number of Students: 42	Cost Per Student: \$833

STATEMENT OF NEED/TARGET POPULATION:

Our current program profile identifies at least 268 residents who do not speak English. Many of this population start out as seasonal workers who wish to set down roots, earn a living and raise their family in New Milford. The need for English language skills, workforce readiness skills, culture and community survival skills as well as understanding of how our school system works are of primary importance to them

The target population will include beginner through advanced students, aged 17 and above, who wish to improve their English speaking, listening and writing skills and learn about their community, their new country and possibly obtaining citizenship. Additionally ESL students will include those who are basic skills deficient and want to enter or upgrade their position in the workforce and who want to obtain high school credentials and proceed to post secondary schooling.

PROJECT DESIGN:

For 2016-2017, New Milford Adult Education will continue to provide English Language programming to students wishing to learn English, obtain citizenship, improve basic skills to function in the workforce and to learn about their community. The program will include but is not limited to the following:

- Offer at least 60 hours of ESL classroom instruction in multiple levels
- Offer 16 weeks of U.S. Government class
- Provide experiential learning opportunities through exploration of community assets
- Offer technology in the form of smartboard lessons, virtual field trips, computer programs Easy ESOL, www.elcivicsonline.org and the integration of computer use instruction in all classes.
- Transition students who are looking to further their education and move on to ABE/GED
- Incorporate workforce readiness skills and career goals and pathways into all levels
- Provide parents with the tools to understand the USA school system and how to communicate with their child's teacher
- Utilize the workshop style of instruction to provide intensive short bursts of instruction in student identified workforce and CCR areas

Timelines

- EL/Civics will be incorporated into classroom instruction scheduled from September through January (first semester) and January through May (second semester). Field trips and speakers will be incorporated into the curriculum.

PROJECT OBJECTIVES:

1. ESL students will establish a process for identifying, setting and achieving goals that will increase employability and make them more productive community and family members.
 - Guidance counselor will meet with students, conduct interest inventories and provide information around a variety of topics i.e. TOEFL test, citizenship, HSD and post secondary opportunities.
 - Students will complete worksheets and portfolio handouts that will start the portfolio collection process. Periodically over the course of the semester students and teachers will review goals and revise as needed. Students will have access to a guidance counselor as needed.
2. ESL students will receive instruction in the areas of US Government, Civics and Citizenship as evidenced by written and verbal assessment in each area.
 - All levels will be exposed to Civics, US History, Government and Citizenship within the curriculum.
 - Speakers from the community will be brought in to educate students about their town and the services available to them.
3. Students will receive instruction in speaking, reading, writing and numeracy skills in English in a real world context to improve employability, transition to higher education and improve the quality of life.
 - Students will actively practice reading, writing, speaking and listening in English through meaningful lifeskill based lesson plans
 - Students will demonstrate mastery of these lessons through 50% of intermediate advanced students 25% of beginner students obtaining a 5 point gain in CASAS testing.
4. Students will acquire knowledge about their community and actively participate in local events.
 - Students will visit a variety of community settings and services (Police Department, Fire Department etc)
 - Students from all levels will be invited to participate in student council.
 - Speakers will be provided to all ESL levels from various community and civic organizations. (Local state representative, health care topics New Milford Hospital, Social Services, local post secondary)
5. Students will acquire the skills necessary to function in today's workforce
 - Workplace soft skills will be integrated into all levels
 - Workshops in a variety of career pathways will be offered as directed by student questionnaires
 - Workshops in job readiness skills will be offered as directed by student questionnaires
 - Integrated education opportunities for certifications and workplace training skills will be offered.

Evaluation

CASAS testing will be done for all students on admission to the program, with pre-testing at the start of class and post-testing prior to end of class. Class profiles will be created based on pre-test and post test scores. Matched pairs will be evaluated for gains/losses at the end of the semester and reported in CARS. Needs assessments will be utilized to determine students wants and needs. Staff will report their observations of the results. Students will create portfolios; self assess and meet with teacher for individual portfolio review. Students will have the opportunity to provide input and feedback in monthly student council meetings and will have the opportunity to complete program evaluation forms at the end of each semester

Outcomes

New Milford will participate at state level meetings and consistently share best practices. Periodically scheduled staff meetings will allow inter-disciplinary instruction across all levels.

Future Funding

New Milford Adult Education continues to collaborate with other community agencies, businesses, etc. The Advisory Board meets twice per year to review programs and initiatives. The Board of Education supports continued programming and services to the adults in New Milford.

APPENDIX C – PART 2
PROJECT REQUIREMENTS – PRIORITY AREA STATUS REPORT
YEAR – 5 (July 1, 2016 – June 30, 2017)

Included here are the requirements for the Integrated English Literacy and Civics Education priority area contained in the PIP Request for Proposal issued in 2012-13 and modified for the 2016-17 PIP Continuation Application. Describe the status for each of the requirements and address the new additional requirements. Provide the action steps you plan to implement during the FY 2017 funding period.

Requirement	Action/Activities FY 2017
Improvement of literacy skills including speaking, reading, writing and numeracy in order to provide learners with the skills to apply English and mathematics accurately and appropriately in a variety of home, community, workplace and academic settings.	Ongoing—Literacy skills are woven throughout curriculum. Students will continue to have a variety of community experiences to practice these skills CCR standards are being incorporated into appropriate levels and workforce readiness workshops will be offered
Contextualized instruction in civics education that includes rights and responsibilities of citizenship, naturalization procedures, civic participation and U.S. history and government.	Ongoing—Civics education woven into daily lessons in all levels and intensively taught in U.S. Government class
Opportunities for experiential learning in which participants are actively engaged in community pursuits are included in the program design.	Ongoing—thematic lessons that incorporate community events and resources provide students with opportunities to reinforce classroom learning with real life activities
Utilization of research-based instructional models that have proven effective in teaching individuals to read, write and speak English effectively.	Ongoing—CCR standards utilized where appropriate
Collaboration with community agencies that offer services to limited English proficient populations.	Ongoing –Social services, Library, Fire Dept, Red Cross etc.
Embedding of technology literacy into the core curriculum.	Workplace computer skills reinforced by classroom activities-- Access to computer labs, use of smart technology
Program design and goals that focus on preparing adults for employment in in-demand industries and occupations that lead to economic self-sufficiency	Ongoing—more career pathway programming to be added this year
Curriculum focus on skills that will provide information and support in the skills necessary for the workplace	Ongoing—Programming geared to student identified goals and career pathways. Classroom jobs to promote workplace habits and rules
Coordination with the local workforce system	NMAE plans attendance at board meetings NMAE is WIA approved for C.N. A. training
Activities provided in combination with integrated education/training (IET) activities	Red Cross instructor working with ESL instructor will provide CPR certification through the workshop model. Pre C.N.A. curriculum under development this summer for Fall pilot
Funds specifically allocated for teacher professional development	Additional curriculum time as well as extra staff meeting will be planned throughout the year

If applicable, describe the changes in the general design of the project and justify why they were necessary and appropriate.

EL/CIVICS BUDGET ED-114 FISCAL YEAR 2016-17

BUDGET FORM

GRANTEE NAME: New Milford Adult Ed		VENDOR ID: 096	
GRANTEE TITLE:			
PROJECT TITLE: Civics for Life and Work			
ACCOUNTING CLASSIFICATION: FUND: 0000		SPID:	YEAR: PROGRAM: CF1: CF2:
GRANT PERIOD: 07/01/2016 - 06/30/2017		AUTHORIZED AMOUNT: \$	
AUTHORIZED AMOUNT BY SOURCE:		CURRENT DUE: \$	% ADMIN COSTS: 3.66%
CODES	DESCRIPTIONS		TOTAL
111A	NON-INSTRUCTIONAL		\$1,704
111B	INSTRUCTIONAL		\$24,854
200	PERSONAL SERVICES-EMPLOYEE BENEFITS		
322	IN SERVICE		
324	FIELD TRIPS		
330	EMPLOYEE TRAINING AND DEVELOPMENT SERVICES		
500	OTHER PURCHASED SERVICES		\$585
600	SUPPLIES		\$7,857
700	PROPERTY		
917	INDIRECT COSTS		
	TOTAL		\$35,000
XTLM	TOTAL LOCAL MATCHING		\$8,794
	Matching Funds/Total		Greater than 25%

ORIGINAL REQUEST
DATE

STATE DEPARTMENT OF EDUCATION
PROGRAM MANAGER AUTHORIZATION

DATE OF APPROVAL

APPENDIX B
PRIORITY AREA ABSTRACT
 Each priority area must have its own abstract

Priority Area Name: Transition to Post Secondary	Project Title: Transitions CCR ready
Applicant Organization: New Milford Adult Education	Project Director: Christine Martin
Beginning Date: 7/1/2016	End Date: 6/30/17
Requested Federal Funds: \$40,000	Program(ABE, ESL, GED, CDP, NEDP, Citizenship): CDP, GED
Planned Number of Students: 44	Cost Per Student: \$909

Statement of Need

The Adult population without a high school diploma continues to face significant barriers to self-sufficiency and employment. New Milford's latest program profile indicates 1,428 adults, aged 18 and over, have not obtained a high school diploma.

Target Population

The target population will encompass students aged 17 and older who do not have a high school diploma. In addition, we will identify students who are deficient in basic skills on the entry appraisal test and those who need soft skills training for pre-employment.

Project Design

For 2016-2017, New Milford Adult Education will continue to provide transition service to post-secondary education/employment to students completing their high school diploma or GED. The program will include but not limited to the following:

- Offer at least 58 /28 hrs of instruction in a variety of career pathway CDP classes each semester.
- Offer at least 40 hours of GED instruction each semester.
- Transition CDP and ABE/GED classes – Instruction in the necessary skills and strategies to become self-sufficient and independent learners in post-secondary education or employment and guidance to select the most appropriate path to future success
- Career awareness – Instruction and guidance in exploring careers through text, internet search, community speakers in a variety of pathways and certification classes
- College and Career Readiness – Curriculum will continue to be developed and adjusted to reflect the CCR standards in a variety of career pathways. The workshop model will be explored to create workforce PD simulations that will prepare students for what lies ahead of them
- Collaboration with outside training programs – Students will have the opportunity to attend at least one college fair. Speaker from a variety of post-secondary programs will meet and give presentations to our students. Continued collaboration with CT Culinary opens up the Hospitality pathway
- Guidance counselor to provide – Formal and informal evaluation resulting from needs assessment, interest inventories, course grades, and portfolio projects.

Timelines

The transition to post-secondary education/employment will be incorporated into classroom instruction in .25 workshop models and .5 and 1.0 credit courses, scheduled from August through January (first semester) and January through June (second semester). Speakers will be incorporated into the curriculum. The guidance counselor will use various tools such as O*Net, Naviance, and Odysseyware to expand options and enable students to develop a student success plan.

Project Objectives/Activities

1. Students will acquire the necessary basic skills in English and Math with 25% increase as indicated by the CASAS 50 test results.
 - Students testing below 235 or who demonstrate difficulty with math and/or reading on the CASAS 50 will be remediated in the appropriate subject area. In addition, teachers will differentiate instruction to the student ability levels within the classroom.
 - Career readiness will provide students with the soft skills essential in succeeding in the current labor market.
 - Transition GED will prepare students for the GED and exploring careers, work and post-secondary options
2. Students will develop a student success plan for a realistic post-high school career pathway, with a 100% completion for high school graduates.
 - All new students will complete an orientation to adult education that will include goal identification and career pathway instruction.
 - Students will be exposed to a variety of career and workforce interest inventories to enable them to clarify their future goals, utilizing O*Net and Naviance.
 - Students will experience a variety of post-secondary programs and pathway options through visits, presentations, college fairs, computer research and classroom programming.
 - The guidance counselor will meet with students individually to develop a student success plan with specific steps to achieve their future goals.
3. Students will benefit from a collaboration model with Ct Culinary and NVCC as measured by identification of potential careers and entrance requirements to a minimum of three realistic expectations.
 - Students will visit various career areas in addition to listening to presentations within their classrooms.
 - The guidance counselor will present workshops on study skills, time management, the applications process, writing a college essay and navigating the financial aid process.
 - Students will be given alternative methods for achieving credit through independent study packets and computer based distance learning.

Evaluation

Students are evaluated on admission to the program, with GED students pre-testing on CASAS and post-testing prior to graduation. CDP students are tested in class and graded by their classroom teacher with a passing grade of 65%. Students are given a written progress report mid-semester and a final report card. Instructor and the counselor will continually assess their portfolios.

Outcomes

New Milford will participate at state level meetings and consistently share best practices. Periodically scheduled staff meetings will allow inter-disciplinary instruction across academic/career areas.

Future Funding

New Milford Adult Education continues to collaborate with other community agencies, businesses, etc. The Advisory Board meets twice per year to review programs and initiatives. The Board of Education supports continued programming and services to the adults in New Milford.

APPENDIX C – PART 2

PROJECT REQUIREMENTS – PRIORITY AREA STATUS REPORT

YEAR – 5 (July 1, 2016 – June 30, 2017)

Included here are the requirements for the **Transition to Postsecondary Education and Training Programs** priority area contained in the PIP Request for Proposal issued in 2012-13. Describe the status for each of the requirements. Provide the action steps you plan to implement during the FY 2017 funding period.

Requirement	Action/Activities FY 2017
Written agreements (MOU) between the adult education provider and its post-secondary partner or partners.	Ongoing-- MOU with Ct Culinary of Northwestern Ct expanded Exploring new in other certification areas
Evidence of an institutional commitment and capacity on the part of all partners to enhance and expand their programs of study in keeping with the requirements of this priority area.	Ongoing- New partnership with Village Center for the Arts will allow for pathway in the arts and Early Child Ed. to be further explored Creation of workforce related workshops allow for alternative ways to gain information in a setting similar to one students might have in the workforce.
Establishment of a collaborative planning team comprised of local adult education program staff and students, post-secondary education personnel, and appropriate other agency personnel (One-stops, WIB, etc.).	Ongoing- Advisory board will continue to review and discuss CCR standards as addressed by program curriculum. Questionnaires and surveys of the students and community will be utilized and reviewed.
Creation of a program mission/vision with corresponding curriculum framework that includes the necessary assessment criteria for entrance into post-secondary education programs.	PD this year will revolve around CCR standards and WIOA guidelines. Curriculum will continue to be reviewed and refined where needed. Current mission statement will be reviewed and adjusted by staff, administration and advisory board to reflect standards.
Utilization of some or all components of the <u>Integrating Career Awareness (ICA)</u> curriculum. Classes of sufficient intensity and duration to ensure substantial learning gains and achievement of relevant performance measures.	Ongoing in CDP and GED classes
Development of a student referral process for students that have 16 or more credits, students with a score of 2500 on the Practice GED Test, NEDP students who are in the portfolio review stage, advanced ESL students and/or other specifically defined program criteria.	NEDP N/A for our program Ongoing- All students meet routinely with guidance and office staff to identify goals, assess career options and review post secondary plans
Partnerships between adult education and post-secondary education and training programs must provide at a minimum: consistent representation at all SDE sponsored Transition Roundtable meetings; academic and career related counseling combined with other student support services; academic assessments in line with the receiving institution to ensure student readiness for enrollment; and facilitation of the admissions and financial aid process for transition students.	NM AE will continue to work with local post-secondary programs to facilitate student exposure to options. Guidance works closely with post-secondary guidance to facilitate admission process Staff present at all roundtable meetings.

If applicable, describe the changes in the general design of the project and justify why they were necessary and appropriate.

COMPREHENSIVE ED-114 FISCAL YEAR 2016

BUDGET FORM

GRANTEE NAME: New Milford Adult Education		VENDOR ID: 096	
GRANTEE TITLE: Transition to post secondary			
PROJECT TITLE: Transitions CCR ready			
ACCOUNTING CLASSIFICATION: FUND: 0000 SPID: YEAR: PROGRAM: CF1: CF2:			
GRANT PERIOD: 07/01/2015- 06/30/2016		AUTHORIZED AMOUNT: \$	
AUTHORIZED AMOUNT BY SOURCE:		CURRENT DUE: \$	% ADMIN COSTS: 2.50%
CODES	DESCRIPTIONS		TOTAL
111A	NON-INSTRUCTIONAL		\$2,009
111B	INSTRUCTIONAL		\$30,259
200	PERSONAL SERVICES-EMPLOYEE BENEFITS		\$0
321	TUTORS		\$0
322	IN SERVICE		\$0
323	PUPIL SERVICES		\$0
324	FIELD TRIPS		\$0
325	PARENT ACTIVITIES		\$0
330	EMPLOYEE TRAINING AND DEVELOPMENT SERVICES		\$0
400	PURCHASED PROPERTY SERVICES		\$0
500	OTHER PURCHASED SERVICES		\$0
600	SUPPLIES		\$7,732
700	PROPERTY		\$0
917	INDIRECT COSTS		\$0
TOTAL1			\$40,000
XWFE	Transition:Preparing for 21st Century Careers - ESL, ABE/GED		\$0
XWFS	Transition:Preparing for 21st Century Careers - CDP, NEDP		\$0
XFLE	Family Literacy Services - ESL, ABE/GED		\$0
XFLS	Family Literacy Services - CDP, NEDP		\$0
XNAE	Nontraditional Adult Education Instruction and Services		\$0
XNED	Expansion of the National External Diploma Program (NEDP)		\$0
XTIB	Transition: Integrated Basic Education & Skills Training		\$0
XTPS	Transition to Post Secondary Education and Training		\$0
XVHS	Connecticut (CT) Adult Virtual High School		\$0
TOTAL2			\$0
XZLM	Matching Funds		\$13,556
Matching Funds/Total1			Greater than 25%

ORIGINAL REQUEST
DATE

STATE DEPARTMENT OF EDUCATION
PROGRAM MANAGER AUTHORIZATION

DATE OF APPROVAL

REVISD REQUEST DATE

324 Field Trips

Total: \$0

Vendor (enter at least 5 characters)	Purpose/Service Description (enter at least 6 characters)	Cost Per Item	Quantity/ Duration	Unit of Quantity/ Duration	Total Annual Expenditure

325 Parental Activites

Total: \$0

Vendor (enter at least 5 characters)	Purpose/Service Description (enter at least 6 characters)	Cost Per Item	Quantity/ Duration	Unit of Quantity/ Duration	Total Annual Expenditure

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330 Other Professional Technical Services

Total: \$0

Vendor (enter at least 6 characters)	Purpose/Service Description (enter at least 6 characters)	Cost Per Item	Quantity/ Duration	Unit of Quantity/ Duration	Total Annual Expenditure

400 Purchased Property Services

Total: \$0

Vendor (enter at least 6 characters)	Description	Purpose / Service	Cost Per Item	Quantity	Total Annual Expenditure

112B Clerical

Total: \$0

Position/Title	Description (Optional)	Total # of Clerical	Hourly or Salaried	Hourly Rate/ Annual Salary	Scheduled # of Hours per Week	Scheduled # of Weeks per Year		Total Annual Expenditure

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119 Other

Total: \$1,960

Position Title	Description (Optional)	Total # of Other Employees	Hourly or Salaried	Hourly Rate/ Annual Salary	Scheduled # of Hours per Week	Scheduled # of Weeks per Year		Total Annual Expenditure
security		1	Hourly	\$14.52	4.5	30		\$1,960

200 Employee Benefits

Total \$0

Line Item	Description (enter at least 6 characters)	Number of Eligible Employees	Type of Benefit/ Comp	Benefit Percentage FICA + Medicare - 7.65% Medicare - 1.45%	% Attributed to Mandate	Amount Benefit/Wages/ Compensation	Total Annual Benefits

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321 Tutors

Total: \$0

APPENDIX E

B-11: Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion – Lower Tier Covered Transactions

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

Instructions for Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.

2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

3. The prospective lower tier participant shall provide immediate written notice to the person to whom this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.

4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary takeover~ transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of roles implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.

5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which

this transaction originated.

6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.

7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Non-procurement List.

8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by *this* clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

1. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

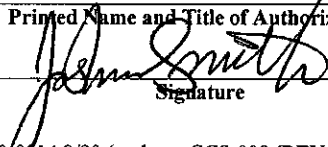
- (1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
- (2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Joshua Smith

Name of Applicant

Superintendent of Schools

Printed Name and Title of Authorized Representative



Signature

PR/AWARD Number and/or Project Name

Date

APPENDIX F

CONNECTICUT STATE DEPARTMENT OF EDUCATION STANDARD STATEMENT OF ASSURANCES GRANT PROGRAMS

PROJECT TITLE: El Civics for Work and Life
Transitions CCR ready

THE APPLICANT: New Milford Adult Education HEREBY ASSURES THAT:

(Insert Agency/School 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 Connecticut 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 Contract Language:**

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 per cent 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.

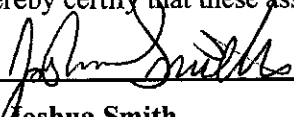
8) The contractor shall include the provisions of section (7) above in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the state and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders 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 CSDE 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 thereunder are hereby incorporated by reference.

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

Signature



Name (typed)

Joshua Smith

Title (typed)

Superintendent of Schools

Date

May 25, 2017

AFFIRMATIVE ACTION PLAN

If a current *Affirmative Action Plan* is on file with the Connecticut State Department of Education, please complete the statement below and submit as part of the Request for Proposals.

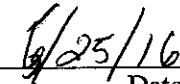
If a current *Affirmative Action Plan* is not on file, please complete the attached Affirmative Action Package and Submit as part of the Request for Proposals.

CERTIFICATION THAT A CURRENT AFFIRMATIVE ACTION PLAN IS ON FILE

I, the undersigned authorized official hereby certify that the current affirmative action plan of the applying organization/agency is on file with the Connecticut CSDE. The affirmative action plan is, by reference, part of this application.



Signature of Authorized Official



Date

Joshua Smith
Superintendent of Schools

Name and Title

New Milford Adult Education Profile Report for 2016

Program Information

Program/District: New Milford	Director: Joshua Smith
Cooperating Districts: REG DIST #12	
Total Grant Funds: State / Local: \$133,400 Federal: \$59,349	Number of Program Sites: 1

Community Needs:

Number (Percent) of Adult Population, 18 or older, without a high school diploma:	1,428 (6.8%)
Number (Percent) of Adult Population, 18 or older, who do not speak English well:	268 (1.3%)

Program Enrollment and Student Demographics

Program Area	Total Instructional Hours Offered	New Students	Returning Students	Total Students	Total Enrollments
Adult Basic Education (ABE) / General Educational Development (GED) Preparation	68	4	0	4	7
Adult High School Credit Diploma Program	1,143	22	20	42	297
Citizenship	24	0	6	6	13
English as a Second Language (ESL)	276	29	6	35	59
Total:	1,511	55	32	87	376

Note: 'Total Enrollments' represents all the enrollments, regardless of program area, for students classified in the reported program area.

Age	Females	Males	Total
16 - 18	10	11	21
19 - 21	7	5	12
22 - 24	2	2	4
25 - 44	15	16	31
45 - 59	12	6	18
60+	1	0	1
Total:	47	40	87

Ethnicity	Females	Males	Total
Hispanic/Latino	24	17	41
Not Hispanic/Latino	23	23	46
Total:	47	40	87

Race	Females	Males	Total
Asian	3	1	4
Black / African American	1	2	3
White	19	20	39
Total:	23	23	46

Student Characteristics at Entry

Entry Status	Number
Employed	47
Unemployed - Seeking Employment	24
Unemployed - Not Seeking Employment	16
On Public Assistance	0
Homeless	0
Immigrant	16
With a Disability	0
Even Start	0
Parent of Child(ren)	
5 years of age or younger	6
6 to 10 years of age	1
11 to 18 years of age	8

Goals/Reasons for Enrollment	Number
Enter Employment	7
Retain Employment	5
Earn a Diploma	32
Enter Postsecondary	8
Improve Basic Skills	44
Progress Towards Diploma	11
Enhance Family Literacy	10
Earn Citizenship	9
Vote	3
Use Community Services	5
Enter Military	1
Court Ordered	0
Required for Public Assistance	0

Student Performance by Program Area

Adult Basic Education (ABE)/General Educational Development (GED) Preparation

Performance of Students Retained for at least 12 hours and with a Pre-Test

Educational Functioning Level at Entry	Number of Students	Mean Hours Attended	% of Available Instruction Used	% with at least One Matched Pair	% Making Gains	% Completing Level	% with at least One Achievement
Beginning Literacy	1	24	63.16%	100.00%	100.00%	0.00%	0.00%
Low Intermediate	1	38	55.88%	100.00%	100.00%	100.00%	0.00%
Total:	2	62	58.49%	100.00%	100.00%	50.00%	0.00%

English as a Second Language and Citizenship

Performance of Students Retained for at least 12 hours and with a Pre-Test

Educational Functioning Level at Entry	Number of Students	Mean Hours Attended	% of Available Instruction Used	% with at least One Matched Pair	% Making Gains	% Completing Level	% with at least One Achievement
Low Beginning	1	12	30.07%	100.00%	100.00%	0.00%	100.00%
High Beginning	11	47	65.98%	72.73%	54.55%	45.45%	72.73%
Low Intermediate	4	51	59.06%	75.00%	25.00%	25.00%	75.00%
High Intermediate	3	51	55.07%	66.67%	33.33%	33.33%	33.33%
Advanced	4	48	45.50%	50.00%	0.00%	0.00%	0.00%
Total:	23	209	57.68%	69.57%	39.13%	30.43%	56.52%

Adult High School Credit Diploma Program

Performance of Students Retained for at least 12 hours

Educational Functioning Level at Entry	Number of Students	Mean Hours Attended	% of Available Instruction Used	% Earning at Least 4 Credits	% Completing Level
Students with < 11 credits	14	283	74.76%	50.00%	0.00%
Students with 11 or more credits	28	197	82.97%	28.57%	17.86%
Total:	42	480	79.33%	35.71%	11.90%

National External Diploma Program

Performance of Students Retained for at least 12 hours

Educational Functioning Level at Entry	Number of Students	Mean Hours Attended	% Completing at least 4 Competency Areas	% Completing Level
	0	0	0.00%	0.00%
Total:	0	0	0.00%	0.00%

Supplemental Information

Percent Functioning Below Intermediate Level at Program Year

	Listening	Reading
English as a Second Language	100%	80%

Percent Functioning Below Adult Secondary Level at Entry

	Reading	Math
Adult High School Credit Diploma Program	50%	85%
General Educational Development	25%	100%

Retention Summary

Program Area	Attendance	Students	Students with Pre Test
ABE/GED (Combines ABE and GED)	1+ Hours	7 (100%)	2 (29%)
	12+ Hours	4 (57%)	2 (50%)
ESL (Combines ESL and Citizenship)	1+ Hours	51 (100%)	27 (53%)
	12+ Hours	41 (80%)	25 (60%)
Credit Diploma Program	1+ Hours	43 (100%)	0 (0%)
	12+ Hours	42 (97%)	0 (0%)

Performance by Skill Area

	Students with Pre and Post Test Scores	% Making Gains
Reading	17	53%
Math	2	100%

Total CDP Credits Awarded (CDP Programs Only)

CDP Documentation	Classroom	Independent Study	Documentation Credit	Total
English	27.00			27.00
Math	25.50			25.50
Science	35.00			35.00
Social Studies - Civics	5.50			5.50
Social Studies - US History	4.00			4.00
Social Studies - Other	6.00			6.00
Voc Ed / Art	2.75			2.75
Electives	24.75	9.50	1.00	35.25
Total:	130.50	9.50	1.00	141.00

Staff Information

Program Area	Number of Staff
Citizenship	1
ABE	0
ESL	3
GED	2
CDP	7
EDP	0
Counselors	2

GED Test Summary

	Taking Entire Test	Passed	Passed with Honors	No Show	Failed	Incomplete
	0	0	0	0	0	0
Total:	0	0	0	0	0	0

Total Diplomas Awarded

Hours Attended	Credit Diploma	National External Diploma	CT GED	Provider Reported GED
Under 12	0	0	0	0
12 or more	5	0	0	0
Total:	5	0	0	0

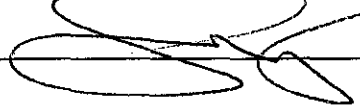
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6/1/2016

APPENDIX H

EDIT CHECK

PART I - General Application Requirements		
1.	Appendix A: Application Cover – page is thoroughly and accurately completed and includes signature of Superintendent or Chief Executive Officer of Agency	✓
2.	Appendix B: Priority Area Abstract – page is thoroughly and accurately completed and includes project objectives and project design (one for each area)	✓
3.	Appendix B: Project Design – includes timelines and, if applicable, notes and explains changes in general design of project (one for each area)	✓
4.	Appendix C: Part 1 and Part 2 are included (for each area) and are thoroughly and accurately completed	✓
5.	Appendix E: Certification Form B-11 is included and signed by superintendent or agency CEO	✓
6.	Appendix F: Statement of Assurances is included and signed	✓
7.	Appendix G: Affirmative Action Packet or Form is included and signed	✓
8.	Current FY 2016 Program Profile is attached	✓
9.	Budget Form ED-114 –the line item amounts entered correspond to the Budget Narrative Explanation AND line item amounts are accurately totaled. (EXCEL sheet)	✓
PART II - Budget Requirements		
10.	Budget Narrative – each line item is calculated accurately and costs are clearly delineated as outlined in the revised September 2006 <i>Budget Guide</i>	✓
11.	Administrative costs (line items 111A, 112B, 322, 580, and 612) are no more than 5% of total grant funds requested	✓
12.	Request for Waiver is included if administrative costs are above 5%. What % is being requested? Request must be grant specific. If not applicable write N/A	N/A
13.	Matching Funds Budget Narrative – narrative form is included (EXCEL sheet)	✓
14.	Matching Funds Budget Narrative – line item amounts are calculated accurately AND total match equals at least but no more than 25% of the total grant funds requested	✓

Name of person who did edit check: Susan Tudisco

Signature: 



DRAFT OF POSSIBLE ADJUSTMENTS
TO THE 2016-2017 BUDGET
FOR DISCUSSION

OPERATIONS AGENDA ITEM 3, F
JUNE 7, 2016 MEETING

CHANGES VOTED ON AS PART OF TOWN COUNCIL MEETING ON 5/31/16

ORG	OBJ	MAJOR OBJECT CODE	DESCRIPTION	AMOUNT
BAZ25043*	52810*	BENEFITS*	REDUCTION TO HEALTH INSURANCE*	-\$115,975.00
BAZ25043	52900	BENEFITS	REDUCTION TO WORKERS COMP	-\$53,730.00
BAZ25943	55200	OTHER SERVICES	REDUCTION TO L.A.P.	-\$16,665.00
				-\$70,395.00
TBD	TBD	TBD	BOE 0.5% OVERALL CUT	\$310,919.75

*WAS PART OF THE TOWN COUNCIL VOTE ON 5/31/16 NOW DETERMINED TO BE PART OF TOWN AND NOT A BOE REDUCTION TO 16/17

SUGGESTED FOR DISCUSSION

ORG	OBJ	MAJOR OBJECT CODE	DESCRIPTION	AMOUNT
BAZ25999	51115	SALARIES	SALARY CONTROL ACCOUNT	-\$140,919.75
BTZ27143	55110	OTHER SERVICES	TRANSPORTATION	-\$72,000.00
BSZ10011	53200	PROFESSIONAL SERVICES	SPECIAL EDUCATION CONTRACTED SERVICES	-\$28,000.00
BGZ25843	53500	PROFESSIONAL SERVICES	TECHNOLOGY PURCHASED SERVICES	-\$25,000.00
BDZ10026	57400	CAPITAL	TECHNOLOGY - EQUIPMENT, OTHER	-\$20,000.00
BDZ10026	57345	CAPITAL	TECHNOLOGY - EQUIPMENT	-\$10,000.00
BLZ10000	56100	SUPPLIES	GENERAL SUPPLIES	-\$15,000.00
				-\$310,919.75
BSZ27111	43103	REVENUE	EXCESS COST REDUCTION	\$100,000.00
BPZ21343	53230	PROFESSIONAL SERVICES	THERAPEUTIC PROGRAM STARTUP BEGUN IN 15/16	-\$100,000.00

Memorandum from the Office of the Director of Human Resources

TO: Joshua Smith, Superintendent Elect
CC: Anthony Giovannone, Director of Fiscal Services and Operations
FROM: Ellamae Baldell
RE: Update on Fill Rate for Teacher Substitutes
DATE: June 3, 2016

Fill Rates

	May 2015	May 2016
Teacher	73%	75%
Teacher – Sped	62%	62%

	April 2015	April 2016
Teacher	77%	79%
Teacher – Sped	63%	59%

	March 2015	March 2016
Teacher	80%	77%
Teacher – Sped	72%	65%

	February 2015	February 2016
Teacher	82%	89%
Teacher – Sped	55%	72%

	January 2015	January 2016
Teacher	77%	81%
Teacher – Sped	62%	63%



NEW MILFORD PUBLIC SCHOOLS
Fiscal Services and Operations
50 East Street
New Milford, Connecticut 06776
(860) 354-8726 FAX (860) 355-4966

ANNUAL EMERGENCY PREPAREDNESS REPORT 2015-16

BOE Policy 3516.3 stipulates that the Superintendent of Schools shall “provide an annual report to the Board of Education summarizing the district’s activities regarding school security and safety”. It is the purpose of this document to review the past year.

The work done during the last year developing individual emergency plans for each school not only satisfied the State of Connecticut requirement but assisted in identifying district-wide the staff who would play a leadership role in any emergency at any of our schools. During the fall, each location’s individualized emergency plan was revised. Training is planned for the start of each year, and ongoing training with the committees will be provided. Below is a list of other security related activities that took place during the year:

Activities within the Schools

1. Fire Drills & Lockdowns at each school
2. Visitor registration system now implemented at each school
3. Currently 4 security monitors are deployed at our K-8 schools for a total of 8 district-wide
4. Water Quality testing

Collaboration with the Town of New Milford

1. Collaboration with Police Force
2. Visits from Canine Patrol

New Milford Board of Education Central Office Activities

1. May 10, 2016 Board Workshop - Security Overview
2. Phone system upgrade(s)
3. Updated and relocated internet infrastructure and physical location with appropriate storage and backup.

The foregoing is a summary and does not include all activities but rather is offered to provide a view of the breadth and scope of activities covered.

Respectfully submitted,
Anthony J. Giovannone
Director of Fiscal Services & Operations

NEW MILFORD PUBLIC SCHOOLS
Office of the Acting Assistant Superintendent
50 East Street
New Milford, Connecticut 06776
(860) 354-3235 FAX (860) 210-2643



Dr. Genie Slone
Assistant Superintendent of Schools

TO: Mr. Josh Smith, Superintendent-Elect
FROM: Dr. Genie Slone, Acting Assistant Superintendent and
Mrs. Laura Olson, Director of Special Services and Pupil Personnel
DATE: June 3, 2016
SUBJECT: **Annual Wellness Report**

The Wellness Committee met four times this year as a full group. Our membership included representatives from New Milford Hospital, the Health Department, the Safety Committee, Food Services, school administration, parents, the NM Youth Agency, and staff from all five schools.

Accomplishments for 2015-2016

- Health/wellness presentations were scheduled for each meeting. Topics included discussing the current Wellness Policy and Regulation, substance abuse, school breakfast program, mental health/wellness, clinical staff and guidance in the district.
- The March Health Awareness Campaign was once again held at each of the schools and in the community.
- The fifth grade Walking Project was held at Sarah Noble Intermediate School.
- Reviewed district's Developmental Guidance curriculum. A presentation was made by the school social workers and guidance counselors.
- Presented, reviewed and discussed the School Breakfast Program.
- Reviewed and discussed emerging resources available for substance abuse and support groups.
- Reviewed and discussed the Therapeutic Intervention Model which will be launched this fall at NMHS.

Goals for 2016-2017

- Review, update, and approve the district's Wellness Policy and Guidelines and the Food Management Plan in correspondence with the Food Services Audit from Spring 2016.
- Update regarding programs supporting students' social and emotional well-being.

May 11, 2016

Mr. David Lawson
New Milford Board of Education
50 East Street
New Milford, CT 06776

Dear Mr. Lawson,

It is with sincere pleasure that I deliver the John J. McCarthy Observatory Corporation's 2015-2016 Annual Operations Report, per the Memorandum of Understanding between our organizations dated April 26, 2005.

This is a very productive year for this volunteer organization, as we continue to build our skills, enrich the technology for education, and broaden our support of many students and schools in the region. We are now in our 11th year of partnership with the Board of Education as a certified 501(C)(3) non-profit corporation, and continue to work diligently to fulfill our responsibilities in this excellent relationship.

A major new thrust this past year for our team has been to greatly expand our support for disabled visitors. We have always prided ourselves in supporting every visitor, but in this year we have expanded to accommodate deaf visitors, sight impaired visitors, and special education student visitors with tailored support and resources. The response has been more than positive, and our whole team has been creative and engaged in making this new initiative become part of the fabric of our endeavors.

This year the student raised garden bed plantings will be a blend of sunflowers and butterfly attracting plants, as we work towards being a Certified Butterfly Garden. We will also be expanding plantings and continuing our journey to have it a totally "green initiative". We are also engaged in an energy reduction campaign, with a goal of being "off the grid" by year end.

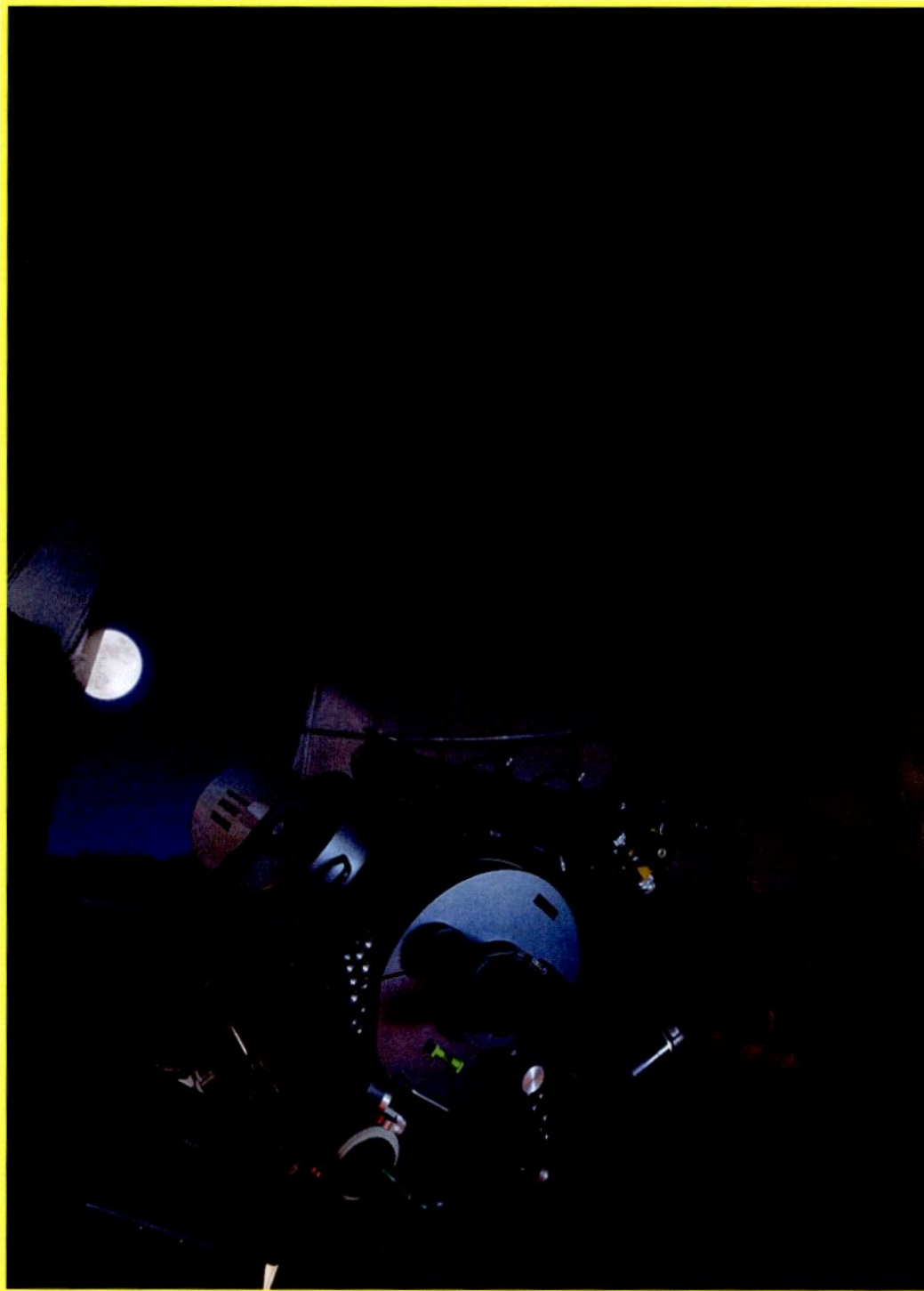
We continue our support of the STEM program, the high school astronomy class, 6th grade classes, and educators at Sarah Noble. In addition, we have had 29 New Milford High school students begin being engaged with the observatory, as young astronomers and volunteers. This is a wonderful new facet of our mission. A current May highlight was an amazing Mercury Transit of the sun observing event, with at least 400 students and faculty visiting and watching this rare celestial event. We were most pleased with the interest and results.

This year has been most rewarding for our talented and growing volunteer staff, and we thank you for renewing our Memorandum of Understanding for another year.

Sincerely,

Robert E. Lambert
Treasurer
John J. McCarthy Observatory Corporation

16 years of science support of the region



Our 16th year of exciting students to science

John J. McCarthy Observatory Corporation 2016 Annual Operations Report

Introduction

The John J. McCarthy Observatory Corporation (JJMOC) has during this year successfully fulfilled its obligations as specified by the “Memorandum of Understanding” (MOU) between JJMOC and the New Milford Board of Education (NMBOE). This agreement, dated April 26, 2005, set forth a structure and operational plan to ensure that the John J. McCarthy Observatory at the New Milford High School (NMHS) and the John J. McCarthy Planetarium at the Sarah Noble Intermediate School (SNIS) are maintained in an operational state and utilized to further science literacy and critical thinking skills through education and public outreach. Following is a review of volunteer accomplishments for this past school year:

Educational Support and Outreach

Based on the model developed by the School Advisory Board as set forth in the MOU, our in-school offerings for curriculum support have continued this year. With the transition of 6th grade students to the middle school, ATG sessions were more limited this year, but we hope to resume more in the coming year. A highlight again for this school year was our “Stump the Astronomers Day” for 6th graders, who challenged three of us with many very well thought-out astronomy questions. The quality of the questions continues to impress us, and seem to get more insightful each year! The students definitely come prepared for this event! We topped that day off with a live interactive HD video conference session with Kyle Cloutier at the Jet Propulsion Laboratory. Kyle, who attended Schaghticoke school and NMHS, explained her role in science planning for solar system science exploration of Mars and Saturn. The students were allowed to ask questions of Kyle, and did very well indeed. It was a most unforgettable session, very well planned and executed by the school staff and science teacher Carol Allison. Over 100 students attended both events.

We have had visits from school groups from Kent School, Mizzentop School in Pawling, NY and two busloads of special needs middle school students from Brewster, NY. We have also done our annual events for 6th graders at Whisconier School in Brookfield. Again we had very challenging weather throughout the winter and spring that curtailed student observatory visits significantly, but have been able to host almost every visiting group so far this spring. We are pleased to report that we were able to keep the observatory ready through all the soggy weather, so once again we never had to cancel a visit due to our lack of readiness.

With great support from 17 teachers we are continuing into another year of the sunflower planting project called “1,000 Suns for New Milford”. On May 6th and 9th all the second graders in the school system were taught about sunflowers and planted a “Mammoth” sunflower seed in soil, and took them home to plant. Some of the varieties are capable of reaching 16 feet in height! This project has been very popular with students, teachers and parents, and we hope to see it grow in the future.

Our successful Second Saturday Stars program continued this year. The turnout even for cloudy, cold and rainy nights continues to be excellent, and clear nights we often have well over 100 visitors, from many towns in the region. It is growing in awareness every year, and is a special event for the community. We have delivered about 110 unique astronomy

presentations by volunteers at SSS without ever repeating a topic, and have nearly a 12 month backlog of exciting new topics in progress. We are amazed to see the distances people drive to attend these events, and the number of repeat visitors! We do now include an annual springtime “State of the Planet” presentation, using the latest scientific data on the changes in the environmental conditions that are contributing to a decline in the health of the earth.

We continue publishing a monthly Astronomy Calendar that is distributed to well over 100 teachers and staff of school systems. This has proven to be a very well accepted document, and readership continues to grow. In addition, a larger version of this document called the “Galactic Observer” is emailed to over 950 families in the region monthly, and is posted on our website. The core of these publications consists of updates on today’s discoveries in space exploration (of which there are many), history lessons on astronomy and space programs, and upcoming celestial events for readers to enjoy. The feedback we get from subscribers throughout the region remains very positive.

We had two successful Adult Education classes this year.. We have now done 31 consecutive adult education classes over nearly 16 years. The adult education staff has been extremely helpful to us in administering adult education, which we much appreciate. We are developing a true state-of-the-art HD video system encompassing every source in the facility on a new HD digital projector, using a Media Wall interface that can put any four of our sources on our large screen simultaneously. It will be fully operational in the weeks to come, and will dramatically improve our ability to teach and excite students, SSS attendees and adult ed students. Almost \$30,000 of leading edge technology has been donated to the observatory to integrate the latest technology for education.

Of course, the mainstay of our educational outreach continues to be the many scout groups, school groups, church groups and family groups who spend evenings viewing and learning the heavens. We teach the young visitors how to run the telescopes, have them pick out objects to observe, and let them feel like they are “in charge” of the event. Hands-on operation is an extraordinary experience for kids of all ages, and we get much feedback on how impactful it is.

We are experimenting with inviting interested students from 6th through 12th grade to come and use the equipment on short notice dictated by weather conditions, and so far it is has been a strong success.

Mentoring

We have continued our role of student mentoring this year for youth volunteers and interns at the observatory. A number of students are learning the technology available to them, and we are hoping to have new mentoring opportunities in the coming year. Twenty-nine NMHS students have signed on to have some kind of involvement with the observatory –with possible roles ranging from learning to operate and use the equipment to learning the disciplines of celestial imaging to doing asteroid research to being full volunteers helping operate and maintain the facility. Students from Taft School and Whisconier Middle School in Brookfield are also learning the technology. This opens a new chapter in the evolution of the observatory, and is most exciting for our volunteers and the students showing enthusiasm.

We believe we are well prepared as a group and as a center, to support new projects and interns in the future. Attached to this document are brief profiles of New Milford students

who have been deeply involved in the observatory and gone on to many fine accomplishments beyond graduation. It has been most gratifying to have had such fine students engaged in space exploration in the back yard of New Milford High School.

Volunteer science projects

Our volunteer team has been engaging in new astronomy-related activities to hone skills and provide more tools to support our mission with students. Here are overviews of the main imaging projects we are engaged in with student involvement:

- **Deep space imaging**

The volunteers and students have continued to capture fine imagery of a variety of deep space objects, and we are now able to print giant (44" wide) posters of Observatory images. The imagery we can create today far exceeds what was possible in the past, and they generate much excitement when visitors see the results. We made 100 McCarthy Observatory 2016 astronomy calendars with celestial images done by the team, and they sold very well. A number of images are on display in the high school for students to enjoy, and new images are continually being created. It is a most challenging process, but perseverance has paid off in our ability to create wonderful images of many kinds of celestial objects.

- **Asteroid and comet observations**

New Milford and other area students participated successfully in making observations of newly discovered asteroids and submitted them to the Minor Planet Center of the International Astronomical Union to assist the professional community in establishing more accurate projections of the future path of these objects.

Facility improvements

Improving the technology, usability, and appearance of the observatory facility has been an ongoing priority, and we continue to make steady progress.

This year has been focused on upgrading the technology tools and documentation of their proper usage for all of the processes needed to do successful astronomy science and high quality celestial imaging. Several new software tools have been installed and mastered for capturing better imagery and manipulating the images properly.

We also have been developing a "NASA Wall" in the observatory, displaying artifacts from the space program, from shuttle artifacts to donated signed posters from famous explorations including Apollo and Mercury missions, with original signatures from Gus Grissom and Scott Carpenter. The highlight is a flown shuttle wheel, brake and tire assembly from the early 90's, mounted on a rotating frame to provide full visibility. We have also built an attractive display for the precise brass model of the New Horizons vehicle crafted by in of our volunteers. The NASA wall will get all-new "museum display" lighting as part of our lighting replacement project.

We also have models of comet 67P, the New Horizons vehicle, and the Mercury 7 capsule, printed for us by the STEM teachers. We will keep growing this exhibit in the next year, with more artifacts and models, improved lighting, and excellent signs. The STEM instructors have been most supportive in printing models provided by NASA and the European Space Agency to expand the set of artifacts. Much appreciated by our team!



Galileo's Garden Progress

An ongoing project that began in 2010 is construction of an "outdoor classroom" in an area known as "Galileo's Garden". This 3,000 square foot area is an extension of our outdoor teaching space, for supporting student daytime activities as classes and other visiting groups come to the facility. The Garden was dedicated on June 9th, 2012, and has been continuously enhanced since.

Last year we started the process of developing a true certified butterfly garden. Many of the plantings done in 2015 are maturing, and many more will be planted this year. The current Master Gardener team is building plans for this summer, and are on a path to qualify as a certified butterfly habitat.

Beyond the butterfly plan, they are working on plans that will make it a true "science teaching garden" for young visitors, with ways to explore and learn through informative and exciting hands-on activities.

The garden is also becoming a popular outdoor classroom for NMHS students, both spring and fall. A dream come true for our team, as that was one of the original purposes for this elegant space. We encourage the BOE members to drop in and see the garden – it is a most enjoyable place from April into November.

At this point Galileo's Garden has over 300 perennial specimens, representing over 40 varieties of trees, shrubs, grasses and flowers. In addition to the over 600 bulbs planted in 2013, 300 red tulip bulbs were planted in the fall of 2014 many more in the fall of 2015. The tulips put on a great show this spring. More plantings for the butterfly habitat will begin in June. Various areas on the observatory grounds will be planted with the kinds of plants that

attract and feed various butterfly species. The student raised beds will contain tall sunflowers but also many varieties of butterfly attracting and feeding perennials and annuals.

We are focusing as heavily as possible on using environmentally friendly garden products, and intend to use our experience to teach “green gardening” and continue to experiment in improving our results in this very challenging process.

Donated Equipment and Technology Upgrades

As a condition of the MOU, JJMOC donates any capital assets it acquires to the NMBOE. JJMOC has acquired and now donates the following assets acquired this year:

Key Digital 8x4 digital switch and adapters -	\$700
RGB Media Wall HD display management system -	\$20,000
Televue Mount system for Questar 3.5” telescope -	\$350
High resolution digital projector	- \$7000

Education Support

We are committed to supporting the NMHS STEM program in whatever way can be helpful as this program grows at a rapid pace.

In May the 11 graduating seniors who completed STEM education are engaged in designing a “water feature” for Galileo’s garden.....

We have also supported the astronomy class with visits to the observatory, resource ideas for teaching astronomy, and ideas for enriching the astronomy program in the future. Danielle Ragonnet has continued to bring energy to our relationship with NMHS. This year we have had the opportunity to address the entire faculty on potential ways to collaborate, have had 29 students engage with the observatory as observers and volunteers, and on May 9th, had approximately 400 student visit the observatory to witness live a Transit of Mercury, as it

crossed in front of the sun, (pictures below) Danielle brings great enthusiasm for science, very strong knowledge of astronomy, and is effective in “making things happen” in her role.



Science initiatives

Green gardening and making a certified butterfly garden

Galileo's Garden continues to mature and evolve, and is becoming more widely known and used by students, teachers, and community members. To keep up with our focus on earth-friendly garden management we are now fully utilizing best practices as they evolve and new methods and new products emerge. We use no harmful chemicals, all organic products, and avoid invasive plants completely. As a teaching garden, we are able to demonstrate that this approach will yield beautiful results and be fully sustainable. We continue to experiment with new plantings that add beauty and low maintenance. A walk through the garden any time from April through November will show its elegance and inviting appeal as a place of repose.

This year's goal is to make it a certified butterfly garden. As this matures it can become an enchanting place for students and help stimulate the growth of the butterfly population. To make this habitat effective, we installed 100 feet of slats in the athletic field fence to dramatically reduce the wind hitting the garden, and adding the elegant water feature is a prerequisite for sustaining a butterfly habitat and achieving Certification. Over time we hope to attract 50 or more species of butterflies to the garden, with a primary focus of attracting many Monarchs, which badly need habitat in our region.

The water feature is in the design phase, with expectation that it will be constructed this summer. Erin Lucia, the STEM teacher we work with, is challenging the eleven graduating senior STEM students to do a complete water feature design, using the giant granite disks we were given for the garden. This is a complex undertaking with solar power for circulating water pumped from a submerged reservoir, and a cascading cylinder of water flowing down into the "black hole" depicting the center of our galaxy. They kicked off the design work on May 10, based on a detailed set of requirements we provided them. We are confident they will come up with excellent design ideas and project details.

UConn science study of using small wasps to combat red lily beetles

As part of the 2016 garden project, we are planning to participate in a red lily leaf beetle control study that UCONN is conducting this year, with funding by the USDA. This is a most interesting plant science project, involving using a small harmless parasitic wasp species to attack larvae of red lily aphids and eliminate the insect from the garden. We have Stargazer lilies in a border, and there is no known "green" method of eliminating these destructive beetles, but there is promise that this very small non-stinging wasp can control them. This is a science research initiative, and we are eager to be a participating garden. These beetles have recently descended on Connecticut, and helping find an effective way to eliminate this is a very fine science project. These beetles destroyed all the foliage on our lilies last year.

Power consumption reduction

We have installed a very sophisticated power metering system that captures and graphs our power utilization in ten second intervals, and stores the data on our server and in a Cloud data base publicly accessible. Analysis of power consumption is available in real time on the home page of the observatory website. We have now developed a baseline of five months of data on power consumption, giving us peakload and average power usage in great detail. Soon we will be doing a project with an outside vendor to cut power consumption significantly by replacing

fixtures and light bulbs with much more energy efficient products. Our next goal is by year-end to be off the grid, via installation of solar panels and batteries for nighttime power. We plan to still be connected to the school power system to assure continuity of operations, but hope to be over 90% self-sufficient. We have kept the STEM teaching team up to date on the project, and hope to have students involved to observe the process of engineering design and data analysis on a conservation project on their own campus.

Current project status, as of May 11: the contractor, with coordination with the Facilities team, has submitted a proposal to EverSource for a combined project with the NMHS cafeteria. This is awaiting their approval and issuance of a “Letter of Action”. We are hoping this will happen in the next few weeks, and the contractor has informed us that our small job will be done quickly when approval is completed.

NASA Fireball Network

We have been collaborating with a NASA Huntsville team that tracks bright meteors and from time to time they look at data from our AllSky camera and ask for our images of especially bright trails known as “Fireballs”, which is that organizations main area of scientific interest. Recently we have had serious dialog with them about initiating a network of cameras which they would provide to a number of observatories and science centers in our region of New England. We have taken the lead with a number of contacts in southern and eastern New England to participate, and have just finished and submitted our proposal to NASA to be a participant. We would work with other sites in NE to get them qualified. We are optimistic that this can occur, and it will again be a fine opportunity for student science participation with NASA. Being the leader with NASA for this initiative is an excellent indicator of how far we have come as a legitimate contributor to space science.

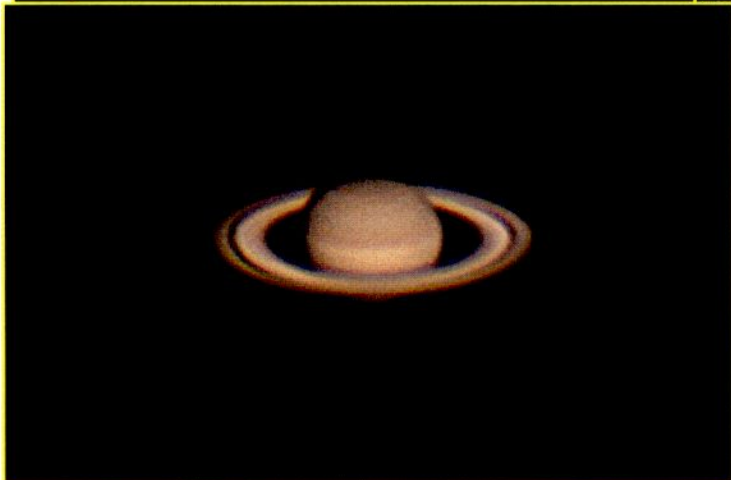
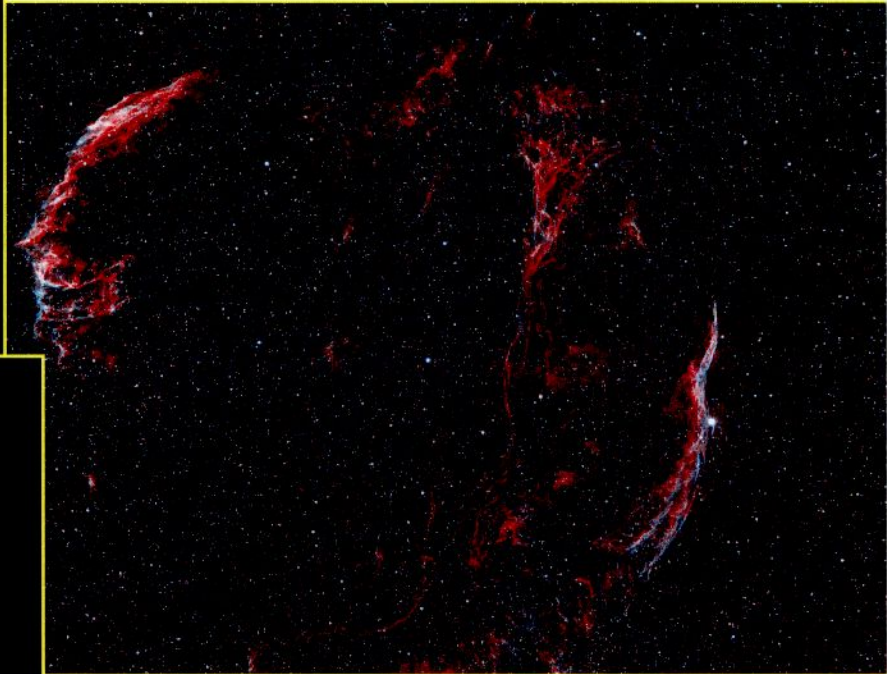
Galileo's Garden continues to mature, with many additions, including some fine spring flowers.



This Year's Imaging Hits



Real progress in imaging of nebulae and planets this year. Students are starting to learn the process of making these kinds of fine images



“Stellar” Students from the Observatory’s annals

Over the years we have had the opportunity to mentor some very talented and curious students from the region, and have been able to help them learn to use the technology we offer to pursue their interests in scientific investigations. Here are updates on five examples of New Milford students that have enjoyed and benefitted from pursuing projects at the observatory. We are most proud to support all students, but it is very rewarding to be able to support and encourage young people of this caliber!

- **Lisa Glutkovsky**

Lisa performed an independent study at the observatory, measuring the distance to passing asteroids with simultaneous measurements from two locations far apart (calculating the asteroid distance using parallax). The extraordinarily accurate results she achieved led to her winning the Grand Prize in the Intel International Engineering and Science Fair, and over \$100,000 in scholarships. She went to Princeton University.

- **Stephen Riley**

Stephen was a student intern/volunteer at the observatory, and did a great deal in integrating the observatory’s technology systems. He also began our deep-space imaging initiative. Steven went on to get a degree in Astronomy at Case Western University and is a high school physics and astronomy teacher.

- **Katie Shusdock**

Katie did a fine galaxy imaging project in 6th grade, and was a regular volunteer at the observatory during her school years in New Milford. Katie is completing her sophomore year at Northeastern University as a biology major. She is slated to spending nearly 6 months this year overwintering at the Palmer Station in Antarctica, overseeing a marine biology environmental research project.

- **Kyle Cloutier**

Kyle completed a science project on lunar spectroscopy at the observatory as a high school student, was a frequent volunteer, and a presenter at the observatory’s monthly open house. Kyle has graduated from the University of Maryland with a degree in Aerospace and Aeronautical Engineering, and began her career in 2014 at NASA’s Jet Propulsion Laboratory in both Mars and Saturn Mission Operations. She now works on planning science mission activities for the Opportunity Rover on Mars and the Cassini vehicle exploring the Saturn system.

- **Carly KleinStern**

Carly completed an 18 month independent study of the Oort Cloud that surrounds the Solar System last year. As part of the project, she tracked a long period comet that came from the Oort Cloud for 8 months before it collided with the Sun last Thanksgiving Day. Her measurements of its Orbital characteristics were virtually indistinguishable from those of the Jet Propulsion Laboratory and the Minor Planet Center. This remarkable work

gained Carly two fine awards at the Connecticut Science Fair in 2014. She is now finishing her freshman year at Brandeis University, as a physics major, and continues to be involved in the observatory as her schedule permits. Her summer job will be working as a research intern for an astrophysicist on a leading-edge research project involving radio telescope studies of galaxies with active galactic nuclei, with a new technique to measure rotation rates of their central massive black holes. This is a cutting-edge project for which she was selected by the professor based on her enthusiasm for physics!