

NEW MILFORD BOARD OF EDUCATION
New Milford Public Schools
25 Sunny Valley Road, Suite A
New Milford, Connecticut 06776

OPERATIONS SUB-COMMITTEE
MEETING NOTICE

DATE:	May 14, 2024
TIME:	6:45pm
PLACE:	Sarah Noble Intermediate School Library Media Center

✓
RECEIVED
TOWN CLERK
2024 MAY 10 P 1:48
NEW MILFORD, CT

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. Projected End of Year Balance
- B. End of Year Projects
- C. Monthly Reports
 - 1. Budget Position dated April 30, 2024
 - 2. Purchase Resolution D-782
 - 3. Request for Budget Transfers
- D. Bid Award – RFP E-2324-008 Special Education Opportunity Review
- E. Healthy Food Certification (HFC) Statement for School Year 2024-25

4. Items of Information

- A. Employment Report - May 2024
- B. Enrollment Report - May 1, 2024
- C. May Fundraising Report
- D. IDEA FY 2025 Grant
- E. PEP Grant

5. Public Comment

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6. Adjourn

Sub-Committee Members: Eric Hansell, Chairperson
Tom O'Brien
Wendy Faulenbach
Brian McCauley

Alternates: Leslie Sarich



Office of Fiscal Services & Operations
 25 Sunny Valley Road, Suite A
 New Milford, Connecticut 06776

3A
Operations Sub-Committee
May 2024

TO: Dr. Janet Parlato, Superintendent
FROM: Anthony J. Giovannone, Director of Fiscal Services and Operations
Date: May 8, 2024
RE: Projected End of Year Balance

The chart below states the Budget Position as of 4/30/24 and then projects what we believe to be the Fiscal Year End balance that we will end the 2023-24 year with taking into consideration all known variables with the exception of any year end projects that might get approved. The amounts shown constitute a projection only and are certain to change as we move closer to fiscal year end. It is the best attempt at this time, with present data, to project where the 2023-24 Operating Fiscal Year End Balance may land.

MAJOR OBJECT CODE	AVAILABLE BALANCE 4/30/24	PROJECTED END BALANCE FOR 6/30/24
SALARIES	\$1,071,579	\$701,896
BENEFITS	\$479,415	\$245,963
PROFESSIONAL SERVICES	\$616,485	\$389,056
PROPERTY SERVICES	\$174,740	\$117,012
OTHER SERVICES	\$438,145	\$281,421
SUPPLIES	\$218,289	\$151,068
CAPITAL	\$17,143	\$0
DUES AND FEES	\$225	\$0
REVENUE	(\$877,079)	(\$456,660)
TOTAL AMOUNT	\$2,138,942	\$1,429,756

Historically, any amount unspent at the end of the fiscal year is at the Board's discretion to request of the Town Council and Board of Finance, that such funds be put into one of the following accounts (outside of COVID) pending the final audit:

- **Capital Reserve account for projects.** A revised and updated 5 year capital plan will be presented over the summer to show the needs across the district to fund improvements and maintain existing systems.
- **Contribution towards Turf Field Replacement.** Both the Town and the Board of Education have been working together by funding the eventual replacement of this asset when needed.

This month and next, projects may be brought forward for the Board of Education to consider using a portion of the projected 2023-24 Operating Fiscal Year End Balance to complete. Those projects are not included in the year end balance projection chart above. Also, it is important to note that any approved purchases of goods or authorized service projects would need to be received and completed along with proper billing before June 30th, 2024. The 2nd page of this memo contains the 10 year history of fiscal year end balances for the Board of Education.



Office of Fiscal Services & Operations
25 Sunny Valley Road, Suite A
New Milford, Connecticut 06776

3A
Operations Sub-Committee
May 2024

10 YEAR BOE HISTORY OF FISCAL YEAR-END BALANCES				
Budget Year	Total Budget	End of Year Balance	% of Budget	10 Year Average
2022/2023	\$67,767,289	\$1,668,696	2.46%	1.98%
2021/2022	\$65,846,024	\$3,017,825	4.58%	
2020/2021	\$64,464,776	\$3,098,775	4.81%	
2019/2020	\$64,040,692	\$2,910,100	4.54%	
2018/2019	\$63,010,586	\$365,213	0.58%	
2017/2018	\$62,810,586	\$327,903	0.52%	
2016/2017	\$61,686,660	\$194,315	0.32%	
2015/2016	\$61,178,808	\$264,406	0.43%	
2014/2015	\$60,961,778	\$237,262	0.39%	
2013/2014	\$59,634,148	\$680,562	1.14%	

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



Office of Fiscal Services & Operations
25 Sunny Valley Road, Suite A
New Milford, Connecticut 06776

3B
Operations Sub-Committee
May 2024

TO: Dr. Janet Parlato, Superintendent
FROM: Anthony J. Giovannone, Director of Fiscal Services and Operations
Date: May 9, 2024
RE: End of Year Projects

Last month at the April meeting(s), we indicated that we would bring forward items and projects for the Board of Education (BOE) to consider utilizing a portion of the projected 2023-24 Operating Fiscal Year End Balance in order to complete. It is important to note that any approved purchases of goods or services stemming from authorized projects would need to be received and completed along with proper billing before June 30th, 2024.

This month, presented as part of the Purchase Resolution D782 report, are items that are included for consideration as end of year projects. These year end projects appear as separated items on the Purchase Resolution D782 in the chart on the lower section of the page. These would need to be approved separately to move forward with these items. The amounts shown reflect an amount not to exceed and are not exact. Some of these projects, even if approved by the BOE, may not come to fruition if vendors are unable to supply items or services before June 30th, 2024.

All relevant Department Heads will be available to speak to these requests in person at both the Operations Subcommittee on 5/14/24 as well as the full Board of Education meeting on 5/21/24.

There is also the potential that next month (June) an additional set of projects might be recommended for consideration as year end projects if time and funding allow.

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



RANGE	MAJOR OBJECT CODE DESCRIPTION	ORIGINAL BUDGET	TRANSFERS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	BALANCE	% USED
100'S	SALARIES - CERTIFIED	31,945,654	0	31,945,654	24,571,870	6,846,915	526,868	98.35%
100'S	SALARIES - NON CERTIFIED	10,270,703	-123,202	10,147,502	8,420,014	1,411,806	544,711	96.89%
200'S	BENEFITS	11,919,826	0	11,919,826	9,623,758	1,816,653	479,415	95.98%
300'S	PROFESSIONAL SERVICES	4,190,999	100,766	4,291,765	2,971,519	703,761	616,485	85.64%
400'S	PROPERTY SERVICES	966,567	0	966,567	661,681	130,146	174,740	81.92%
500'S	OTHER SERVICES	10,646,901	25,435	10,672,336	8,239,871	1,994,322	438,144	95.89%
600'S	SUPPLIES	2,785,432	-3,000	2,782,432	1,915,725	648,418	218,289	92.15%
700'S	CAPITAL	117,648	0	117,648	82,434	18,070	17,143	85.43%
800'S	DUES AND FEES	95,448	0	95,448	95,223	0	225	99.76%
900'S	REVENUE	-2,213,525	0	-2,213,525	-1,336,446	0	-877,079	60.38%
GRAND TOTAL		70,725,653	0	70,725,653	55,245,650	13,570,090	2,138,942	97.30%

SALARIES - NON CERTIFIED BREAKOUT

OBJECT	ACCOUNT DESCRIPTION	ORIGINAL BUDGET	TRANSFERS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	BALANCE	% USED
51180	SALARIES - NON CERT - STIPENDS	536,509	0	536,509	361,063	-31,907	207,353	61.35%
51201	SALARIES - NON CERT - PARA EDUCATORS	2,252,122	0	2,252,122	1,805,437	446,685	0	100.00%
51202	SALARIES - NON CERT - SUBSTITUTES	984,000	0	984,000	1,213,029	0	0	123.28%
51210	SALARIES - NON CERT - SECRETARY	2,214,497	0	2,214,497	1,755,791	366,048	92,658	95.82%
51225	SALARIES - NON CERT - TUTORS	260,695	-22,435	238,260	146,167	19,737	72,356	69.63%
51240	SALARIES - NON CERT - CUSTODIAL	2,002,422	0	2,002,422	1,645,818	339,583	17,021	99.15%
51250	SALARIES - NON CERT - MAINTENANCE	1,001,597	0	1,001,597	742,873	131,095	127,629	87.26%
51285	SALARIES - NON CERT - TECHNOLOGY	524,386	0	524,386	407,353	89,339	27,694	94.72%
51336	SALARIES - NON CERT - NURSES	494,475	-100,766	393,709	342,484	51,225	0	100.00%
TOTAL		10,270,703	-123,202	10,147,502	8,420,014	1,411,806	544,711	96.89%

BENEFIT BREAKOUT

OBJECT	ACCOUNT DESCRIPTION	ORIGINAL BUDGET	TRANSFERS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	BALANCE	% USED
52200	BENEFITS - FICA	635,016	0	635,016	482,869	0	152,147	76.04%
52201	BENEFITS - MEDICARE	547,443	0	547,443	462,848	0	84,595	84.55%
52300	BENEFITS - PENSION	1,025,142	0	1,025,142	1,025,142	0	0	100.00%
52600	BENEFITS - UNEMPLOYMENT COMP	34,650	0	34,650	34,189	0	461	98.67%
52810	BENEFITS - HEALTH INSURANCE	9,044,200	0	9,044,200	7,059,034	1,758,081	227,085	97.49%
52820	BENEFITS - DISABILITY INSURANCE	105,000	0	105,000	74,703	30,297	0	100.00%
52830	BENEFITS - LIFE INSURANCE	128,000	0	128,000	100,386	27,614	0	100.00%
52900	BENEFITS - OTHER EMPLOYEE BENEFITS	400,375	0	400,375	384,586	662	15,127	96.22%
TOTAL		11,919,826	0	11,919,826	9,623,758	1,816,653	479,415	95.98%



EXPENDITURES

OBJECT	ACCOUNT DESCRIPTION	ORIGINAL BUDGET	TRANSFERS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	BALANCE	% USED
51110	CERTIFIED SALARIES	31,945,654	0	31,945,654	24,571,870	6,846,915	526,868	98.35%
51200	NON-CERTIFIED SALARIES	10,270,703	-123,202	10,147,502	8,420,014	1,411,806	544,711	96.89%
52000	BENEFITS	11,919,826	0	11,919,826	9,623,758	1,816,653	479,415	95.98%
53010	LEGAL SERVICES	265,000	0	265,000	143,911	121,089	0	100.00%
53050	CURRICULUM DEVELOPMENT	75,000	0	75,000	42,708	0	32,292	56.94%
53200	PROFESSIONAL SERVICES	2,458,546	100,766	2,559,312	1,677,103	432,022	450,187	82.41%
53201	MEDICAL SERVICES - SPORTS	2,700	0	2,700	2,595	0	105	96.11%
53210	TIME & ATTENDANCE SOFTWARE	11,500	0	11,500	6,537	0	4,963	56.84%
53220	IN SERVICE	113,450	0	113,450	79,050	6,991	27,409	75.84%
53230	PUPIL SERVICES	610,783	0	610,783	425,757	118,825	66,201	89.16%
53300	OTHER PROF/ TECH SERVICES	37,910	0	37,910	17,655	2,648	17,607	53.56%
53310	AUDIT/ACCOUNTING	43,313	0	43,313	43,313	0	0	100.00%
53500	TECHNICAL SERVICES	223,047	0	223,047	196,472	11,589	14,985	93.28%
53530	SECURITY SERVICES	231,700	0	231,700	221,103	10,597	0	100.00%
53540	SPORTS OFFICIALS SERVICES	118,050	0	118,050	115,314	0	2,736	97.68%
54101	CONTRACTUAL TRASH PICK UP	81,720	0	81,720	78,873	2,847	0	100.00%
54301	REPAIRS & MAINTENANCE	483,287	0	483,287	390,821	64,015	28,451	94.11%
54302	FIRE / SECURITY MAINTENANCE	1,700	0	1,700	0	1,700	0	100.00%
54303	GROUPS MAINTENANCE	12,200	0	12,200	3,948	200	8,052	34.00%
54310	GENERAL REPAIRS	39,070	0	39,070	15,536	6,351	17,183	56.02%
54320	TECHNOLOGY RELATED REPAIRS	43,163	0	43,163	17,609	10,915	14,639	66.08%
54411	WATER	68,195	0	68,195	44,337	22,258	1,600	97.65%
54412	SEWER	14,300	0	14,300	14,300	0	0	100.00%
54420	LEASE/RENTAL EQUIP/VEH	222,932	0	222,932	96,258	21,860	104,814	52.98%
55100	PUPIL TRANSPORTATION - OTHER	220,595	0	220,595	195,035	25,560	0	100.00%
55101	PUPIL TRANS - FIELD TRIP	23,000	0	23,000	20,617	2,383	0	100.00%
55110	STUDENT TRANSPORTATION	5,931,003	0	5,931,003	4,538,871	1,306,796	85,336	98.56%
55200	GENERAL INSURANCE	315,645	22,435	338,080	338,080	0	0	100.00%
55300	COMMUNICATIONS	26,396	0	26,396	26,396	0	0	100.00%
55301	POSTAGE	32,700	0	32,700	13,156	19,055	489	98.51%
55302	TELEPHONE	44,342	0	44,342	44,342	0	0	100.00%



EXPENDITURES

OBJECT	ACCOUNT DESCRIPTION	ORIGINAL BUDGET	TRANSFERS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	BALANCE	% USED
55400	ADVERTISING	8,000	3,000	11,000	8,203	1,155	1,643	85.07%
55505	PRINTING	28,810	0	28,810	9,057	7,405	12,348	57.14%
55600	TUITION - TRAINING	30,000	0	30,000	1,038	0	28,963	3.46%
55610	TUITION - PUBLIC PLACEMENTS	1,265,684	0	1,265,684	946,847	148,853	169,984	86.57%
55630	TUITION - PRIVATE PLACEMENTS	2,676,461	0	2,676,461	2,087,193	482,045	107,223	95.99%
55800	TRAVEL	44,265	0	44,265	11,036	1,069	32,160	27.35%
56100	GENERAL INSTRUCTIONAL SUPPLIES	175,426	-242	175,184	116,157	21,425	37,602	78.54%
56110	INSTRUCTIONAL SUPPLIES	423,105	948	424,053	315,771	34,197	74,085	82.53%
56120	ADMIN SUPPLIES	32,418	0	32,418	15,844	5,019	11,555	64.36%
56210	NATURAL GAS	241,956	0	241,956	146,941	95,015	0	100.00%
56220	ELECTRICITY	1,028,987	0	1,028,987	579,487	436,110	13,391	98.70%
56230	PROPANE	4,251	0	4,251	0	0	4,251	0.00%
56240	OIL	226,856	0	226,856	226,463	393	0	100.00%
56260	GASOLINE	40,294	-3,000	37,294	22,865	4,846	9,584	74.30%
56290	FACILITIES SUPPLIES	332,728	0	332,728	286,173	32,675	13,880	95.83%
56291	MAINTENANCE COMPONENTS	16,475	0	16,475	6,449	419	9,607	41.69%
56292	UNIFORMS/ CONTRACTUAL	13,222	0	13,222	11,965	754	503	96.19%
56293	GROUNDKEEPING SUPPLIES	25,445	0	25,445	2,861	4,457	18,128	28.76%
56410	TEXTBOOKS	25,979	0	25,979	21,734	2,077	2,167	91.66%
56411	CONSUMABLE TEXTS	82,838	0	82,838	74,346	900	7,592	90.84%
56420	LIBRARY BOOKS	67,171	0	67,171	55,744	9,062	2,365	96.48%
56430	PERIODICALS	13,981	-706	13,275	10,696	455	2,124	84.00%
56460	WORKBOOKS	1,000	0	1,000	27	0	973	2.70%
56500	SUPPLIES - TECH RELATED	33,300	0	33,300	22,203	615	10,483	68.52%
57340	COMPUTERS	48,624	0	48,624	43,890	0	4,734	90.26%
57345	INSTRUCTIONAL EQUIPMENT	61,524	0	61,524	31,737	17,870	11,917	80.63%
57400	GENERAL EQUIPMENT	3,000	0	3,000	2,307	200	493	83.58%
57500	FURNITURE & FIXTURES	4,500	0	4,500	4,500	0	0	100.00%
58100	DUES & FEES	95,448	0	95,448	95,223	0	225	99.76%
EXPENDITURE TOTAL		72,939,178	0	72,939,178	56,582,096	13,570,090	3,016,021	96.18%



REVENUES

OBJECT	ACCOUNT DESCRIPTION	ORIGINAL BUDGET	TRANSFERS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	BALANCE	% USED
43103	EXCESS COSTS	-1,752,489	0	-1,752,489	-1,125,250	0	-627,239	64.21%
43105	MEDICAID REIMBURSEMENT	-68,425	0	-68,425	-87,224	0	18,799	127.47%
44705	BUILDING USE FEES (BASE RENTAL)	-55,000	0	-55,000	-11,794	0	-43,206	21.44%
49102	BUILDING USE FEES (CUSTODIAL)	-27,951	0	-27,951	-23,178	0	-4,773	82.92%
44800	REGULAR ED TUITION	-143,800	0	-143,800	-59,000	0	-84,800	41.03%
44822	SPECIAL ED TUITION	-34,660	0	-34,660	0	0	-34,660	0.00%
49103	DCF TUITION	-85,000	0	-85,000	0	0	-85,000	0.00%
44860	ADMISSIONS/ATHLETIC GATE RECEIPTS	-18,400	0	-18,400	-10,000	0	-8,400	54.35%
44861	PARKING PERMIT FEES	-27,800	0	-27,800	-20,000	0	-7,800	71.94%
REVENUE TOTAL		-2,213,525	0	-2,213,525	-1,336,446	0	-877,079	60.38%

GRAND TOTAL	70,725,653	0	70,725,653	55,245,650	13,570,090	2,138,942	97.30%
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BOE Capital Reserve Acct #43020000-10101	
MUNIS Balance as of 7/1/22	3,039,825
Contribution Towards NMHS Roof Replacement	-450,000
Approved by BoF - 5 year Capital Withdraw 22/23	-980,030
Close and return of Security Grant Set-Asside	201,875
Wastewater Management Plan - SMS	-20,000
NMHS Woodshop	-233,980
Central Office to SNIS Move	-150,000
Fiscal Year End 21/22 Deposit	2,816,025
New Security Grant Set-Asside	-139,800
1/2 of NMHS Fire Insurance Claim Shortfall	-28,538
Approved by BoF - 5 year Capital Withdraw 23/24	-984,078
Observatory Contribution	-12,500
Additional HVAC FUNDS	-150,000
Fiscal Year End 22/23 Deposit	1,568,696
*TOTAL AS OF 4/30/24	4,477,494

Turf Field Replacement Acct Contributions #43020000-10130	
FROM BOE 17/18 FYE BALANCE	50,000
FROM BOE 18/19 FYE BALANCE	50,000
FROM BOE TEAM FEE'S & BANNER SALES - 16/17, 17/18, 18/19	10,225
FROM TOWN DATED 6/4/20	50,000
FROM TOWN DATED 6/16/21	50,000
FROM BOE TEAM FEE'S & BANNER SALES - 19/20	3,765
FROM BOE TEAM FEE'S & BANNER SALES - 20/21	1,890
FROM BOE 20/21 FYE BALANCE	100,000
FROM TOWN DATED 6/9/22	50,000
CONTRIBUTION - FROM BOE 21/22 FYE BALANCE	50,000
FROM BOE TEAM FEE'S & BANNER SALES - 21/22 & 22/23	12,960
CONTRIBUTION - FROM BOE 22/23 FYE BALANCE	100,000
CONTRIBUTION - FROM TOWN 22/23 FYE BALANCE	100,000
TOTAL AS OF 4/30/24	628,840

*DOES NOT REFLECT PAYMENT OF 2023 OR 2024 BOE PORTION OF ESG PROJECT



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	Object
5 YEAR CAPITAL	IT	CDW	NEWLINE 65" SMARTBOARDS (32 UNITS WITH INSTALLATION)	\$ 76,160.00	57340
GRANT	DISTRICT	REBEL INTERACTIVE GROUPS	WEBSITE RENOVATION/ACCOUNT MANAGEMENT	\$ 75,800.00	55500
GENERAL	NMHS	LIBERTY	EXPECTED TRANSPORTATION FOR ATHLETIC EVENTS THROUGH JUNE 2024	\$ 28,000.00	55100
5 YEAR CAPITAL	IT	CDW	DELL XPS LAPTOPS - PLTW SMS (13 UNITS WITH WARRANTY)	\$ 24,180.00	57340
GENERAL	NMHS	COACH TOURS	EXPECTED TRANSPORTATION FOR ATHLETIC EVENTS THROUGH JUNE 2024	\$ 24,000.00	55100
GENERAL	NMHS	CONN SELMER	INSTRUMENT RENTAL CONTRACT PAYMENT FOR 23/24	\$ 23,085.87	54420
GRANT	DOI	EDADVANCE	LEARNING SERVICES FEES & COACHING SUPPORT - SMS	\$ 20,800.00	53300
GENERAL	NMHS	JTR TRANSPORTATION	EXPECTED TRANSPORTATION FOR ATHLETIC EVENTS THROUGH JUNE 2024	\$ 20,000.00	55100
GENERAL	IT	CDW	GOOGLE WORKSPACE FOR EDUCATION PLUS LICENSES	\$ 18,000.00	53500
GRANT	FACILITIES	NORCOM	RADIO & REPEATER UPGRADES AT HPS	\$ 15,272.39	56100
GENERAL	IT	IFS CONSULTING SERVICES	SYAM SOFTWARE ANNUAL MAINTENANCE SUBSCRIPTION	\$ 10,343.00	53500
GENERAL	DOI	EASTCONN	PROFESSIONAL LEARNING SUPPORT CONTRACT - LITERACY	\$ 9,750.00	53220
GENERAL	DISTRICT	ACES	TRANSPORTATION FOR ONE SPED STUDENT THROUGH JUNE 2024	\$ 9,520.00	55110
GENERAL	NMHS	CHESTER TECHNICAL SERVICE	VIRTUOSO SYSTEM LICENSE NMHS LANGUAGE LAB	\$ 9,448.15	53300
GENERAL	DISTRICT	AETNA HEALTH MANAGEMENT	MEDICATE ADVANTAGE PLAN ADMINISTRATION APRIL - JUNE	\$ 7,421.82	52810

ITEMS LISTED IN BOLD AND ITALIC FONT ABOVE WERE FUNDED VIA GRANT(S)

Items listed below are offered for consideration and approval as year end items. These would need to be approved separately to move forward with these items. Some of these projects, even if approved by the BOE, may not come to fruition if vendors are unable to supply items or services before June 30th, 2024.
PROJECTS BELOW ARE BEING REQUESTED AS A NOT TO EXCEED AMOUNT

Funding	Location	Vendor Name	Description	Amount	Object Code
GENERAL	SPED	TO BE DETERMINED BY RFP AWARD - 5/21/24	SPECIAL EDUCATION OPPORTUNITY REVIEW	\$ 100,000.00	53200
GENERAL	DOI	VISTA	MULTILINGUAL LEARNER CURRICULUM MATERIALS 6-12	\$ 60,000.00	56290
GENERAL	ATHLETICS	DEARY GYMNASTICS SUPPLY	GYNAMISTICS MAT AND CARPET AT NMHS	\$ 45,000.00	56290
GENERAL	TECH	CDW	DELL P.C.'S FOR GRAPHIC DESIGN COURSE AT NMHS (16 UNITS)	\$ 27,200.00	57345
GENERAL	FACILITIES	CREATIVE RECREATION	8FT BASEKETBALL HOOP/POLE UPGRADES AT NES AND HPS	\$ 18,000.00	57400
GENERAL	FACILITIES	SILVESTRI FENCING	PERIMETER FENCING AT HPS	\$ 18,000.00	57400
GENERAL	FACILITIES	BMI	FLOORING TILE REPLACEMENTS FOR 2 ROOMS AT SNIS	\$ 10,000.00	57400
GENERAL	DISTRICT	AMAZON	DISTRICT WIDE ART SHOW PRESENTATION MATERIALS	\$ 10,000.00	56100



BUDGET TRANSFER REQUESTS

AGENDA ITEM 3C-3
MAY 2024 MEETING

	DETAIL			FROM (-)			TO (+)		
	#	REASON	AMOUNT	LOCATION	ORG	OBJECT	LOCATION	ORG	OBJECT
Requesting Approval Across MOC				NONE AT THIS TIME					

	DETAIL			FROM (-)			TO (+)		
	#	REASON	AMOUNT	LOCATION	ORG	OBJECT	LOCATION	ORG	OBJECT
Informational Within Major Object Code				NONE AT THIS TIME					



Office of Fiscal Services & Operations
25 Sunny Valley Road, Suite A
New Milford, Connecticut 06776

3D
Operations Sub-Committee
May 2024

TO: Dr. Janet Parlato, Superintendent
FROM: Anthony J. Giovannone, Director of Fiscal Services and Operations
Date: May 9, 2024
RE: Bid Award – RFP E-2324-008 Special Education Opportunity Review

The bid packet for **Special Education Opportunity Review** was posted on our website and also ran as a legal notice in the newspaper with a bid close of April 26, 2024.

On that date five (5) vendors submitted proposals for this project and all submitted materials were handed over to your office.

I understand that these submissions are still being evaluated by you along with Mrs. Laura Olson, the Director of Special Services and Pupil Personnel.

I will include this memo to the Operations Subcommittee on 5/14/24 as an update that a formal request for award memo will not be available until the full Board of Education meeting on 5/21/24.

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



STATE OF CONNECTICUT
DEPARTMENT OF EDUCATION



TO: Sponsors of the National School Lunch Program

FROM: John Frassinelli for Shannon Yearwood, Bureau Chief 
Bureau of Child Nutrition Programs

DATE: February 27, 2024

SUBJECT: Operational Memorandum No. 07-24
Requirements for Submitting the Healthy Food Certification (HFC) Statement
for School Year 2024-25

The Healthy Food Certification (HFC) statute ([C.G.S. Section 10-215f](#)) requires that each local board of education or governing authority (BOE) for public schools participating in the National School Lunch Program (NSLP) each year must certify whether all food items sold to students separately from reimbursable meals will or will not meet the [Connecticut Nutrition Standards](#) (CNS). The CNS also applies to all foods offered in reimbursable snacks for the Afterschool Snack Program (ASP). **Note:** “Public schools” include all public schools, regional educational service centers, the Connecticut Technical Education and Career System (CTECS), charter schools, interdistrict magnet schools, and endowed academies.

This memo provides the required BOE motion language and instructions for the HFC application process for school year (SY) 2024-25. Please review carefully to ensure accurate and timely submission of the HFC Statement.

HFC Eligibility Requirements for BOEs opting to implement HFC

To be eligible for HFC during SY 2024-25 (July 1, 2024, through June 30, 2025), the BOE must conduct the HFC votes by **July 1, 2024**. All votes must use the **exact motion language** provided in attachment 1.

- All BOEs must vote on whether to participate in the healthy food option of HFC.
- If the BOE votes “yes” to the healthy food option, a vote on whether to allow food exemptions is required. The BOE may also choose to vote on whether to allow beverage exemptions.
- If the BOE votes “no” to the healthy food option, a vote on whether to allow food exemptions is not required. The BOE may choose to vote on whether to allow beverage exemptions.

Note: Beverage exemptions are defined by a separate statute (C.G.S. Section 10-221q) and are not part of the annual HFC Statement. If the BOE does not vote to allow beverage exemptions, noncompliant beverages cannot be sold to students on school premises at any time.

Refer to attachment 1 for the required motion language and a summary chart of the required votes.

HFC Application Process for SY 2024-25

All public school sponsors of the NSLP must complete the steps below to meet the HFC application deadline of **July 1, 2024**, for school year 2024-25.

1. Carefully review the requirements in this memorandum and Attachment 1 to ensure accurate and timely submission of the HFC Statement.
2. Schedule the required HFC votes at a BOE meeting **well before** July 1, 2024, to allow sufficient time for the BOE to approve the **draft** minutes before they are submitted to the CSDE. The HFC Statement must include the **final** BOE-approved minutes. If the district chooses to allow beverage exemptions, the CSDE recommends that the BOE conducts the vote on beverage exemptions at the same time as the HFC votes.
3. Conduct the BOE votes and prepare the BOE minutes. The final BOE-approved minutes must: 1) include the required language in attachment 1; and 2) indicate the results of each vote. Do not submit the final BOE-approved minutes until requested by the CSDE (refer to step 4).
4. **May 2024:** Complete the online HFC application module in the CSDE's Connecticut Online Application and Claiming System for Child Nutrition Programs (CNP System). Upload the final BOE-approved minutes indicating the results of the HFC votes. **Note:** The CSDE will notify sponsors when the HFC application module and instructions are available. Do not access the CNP System prior to receiving this notification.

For more information, visit the "[Apply](#)" section of the CSDE's HFC webpage. Training on the HFC application process is available in the CSDE's video, [Completing the Application Process for Healthy Food Certification](#).

Refer to attachment 2 for a list of HFC compliance resources. Training on the HFC requirements is available in the CSDE's training program, [Complying with Healthy Food Certification](#).

For questions or additional information, please contact Susan Fiore at 860-807-2075 or susan.fiore@ct.gov or Teri Dandeneau at 860-807-2079 or teri.dandeneau@ct.gov.

SKY:sff

Attachments: (2)

Important: This is a numbered Connecticut State Department of Education (CSDE) operational memorandum that contains important program information. Please read carefully and retain for future reference. All CSDE operational memoranda are posted on the CSDE's [Operational Memoranda for School Nutrition Programs](#) webpage.

Attachment 1

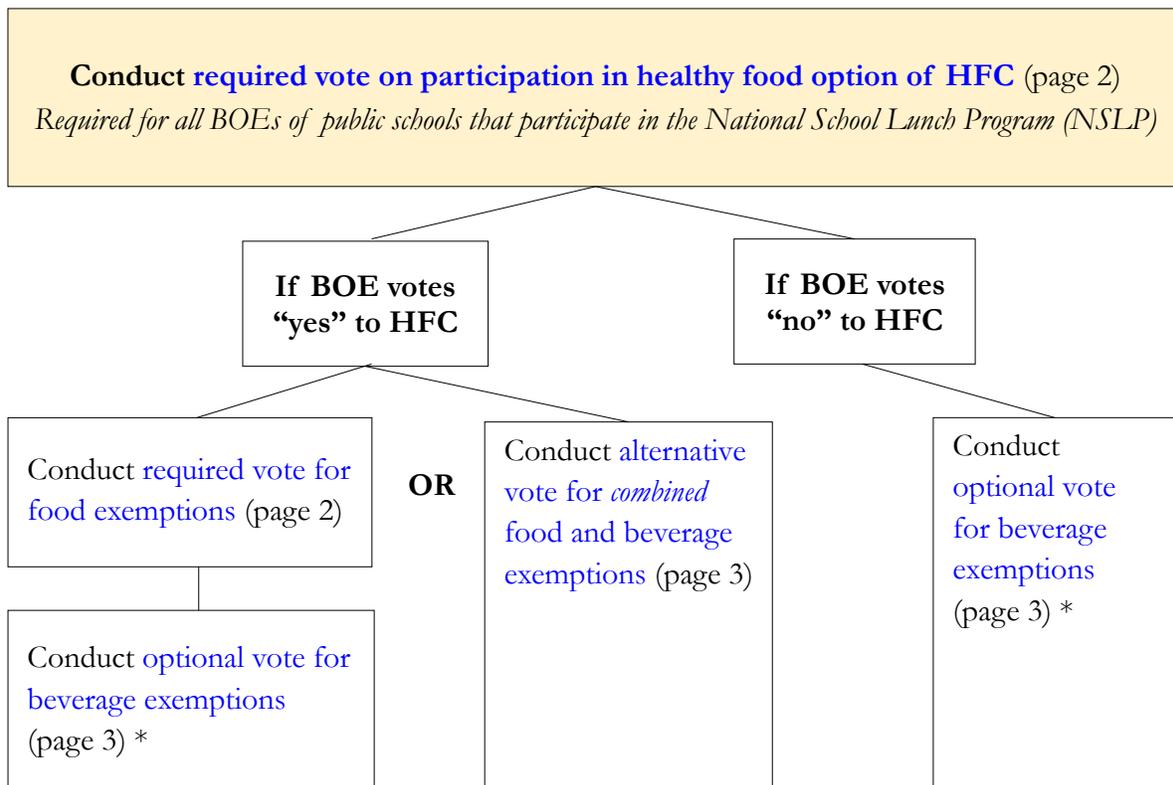
Required Motion Language for the Healthy Food Certification (HFC) Statement

School Year 2024-25

This attachment accompanies the Connecticut State Department of Education’s (CSDE) Operational Memorandum No. 07-24: *Requirements for Submitting the Healthy Food Certification (HFC) Statement for School Year 2024-25*. It provides the required motion language for the board of education or governing authority’s (BOE) votes and the final BOE-approved minutes that must be submitted to the CSDE with the annual HFC Statement. The HFC Statement and final BOE minutes are due to the CSDE on July 1, 2024.

Use the **exact motion language** on pages 2-3 to conduct the required HFC votes and the optional vote for beverage exemptions (if applicable). Figure 1 summarizes the required BOE votes.

Figure 1. Summary of BOE Votes



* Beverage exemptions are defined by a separate statute (C.G.S. Section 10-221q) and are not part of the annual HFC Statement. BOEs may choose whether to allow beverage exemptions. If the BOE does not vote to allow beverage exemptions, noncompliant beverages cannot be sold to students on school premises at any time.

Required Motion Language for HFC Statement

Required Language for BOE Votes and Minutes for HFC

Each BOE must complete their HFC votes using the required motion language below.

Vote 1: Required vote for participation in healthy food option of HFC

This vote is required for all BOEs that participate in the NSLP. Each BOE must vote “yes” or “no” to participate in the healthy food option of C.G.S. Section 10-215f and follow the Connecticut Nutrition Standards (CNS). The motion and BOE-approved meeting minutes must include the **exact motion language** below:

Pursuant to C.G.S. Section 10-215f, the *(insert name of board of education or governing authority)* certifies that all food items offered for sale to students in the schools under its jurisdiction, and not exempted from the Connecticut Nutrition Standards published by the Connecticut State Department of Education, will comply with the Connecticut Nutrition Standards during the period of July 1, 2024, through June 30, 2025. This certification shall include all food offered for sale to students separately from reimbursable meals at all times and from all sources, including but not limited to school stores, vending machines, school cafeterias, culinary programs, and any fundraising activities on school premises sponsored by the school or non-school organizations and groups.

Vote 2: Required vote for food exemptions for BOEs choosing healthy food option of HFC

This vote is required for all BOEs that vote “yes” to participate in the healthy food option. The motion and BOE-approved meeting minutes must reflect a “yes” or “no” vote to allow food exemptions using the **exact motion language** below.

The *(insert name of board of education or governing authority)* will allow the sale to students of food items that do not meet the Connecticut Nutrition Standards provided that the following conditions are met: 1) the sale is in connection with an event occurring after the end of the regular school day or on the weekend; 2) the sale is at the location of the event; and 3) the food items are not sold from a vending machine or school store. An “event” is an occurrence that involves more than just a regularly scheduled practice, meeting, or extracurricular activity. For example, soccer games, school plays, and interscholastic debates are events but soccer practices, play rehearsals, and debate team meetings are not. The “regular school day” is the period from midnight before to 30 minutes after the end of the official school day. “Location” means where the event is being held and must be the same place as the food sales.

Note: If the BOE votes “no” to participation in the healthy food option, a vote on whether to allow food exemptions is **not** required.

Required Motion Language for HFC Statement

Required Language for BOE Votes and Minutes on Beverages

The state beverage requirements (C.G.S. Section 10-221q) apply to all public schools, regardless of whether the district participates in the NSLP or certifies for the healthy food option of HFC. BOEs may choose whether to allow beverage exemptions. Districts without a beverage exemption in place can never sell noncompliant beverages to students on school premises.

Vote 3: Optional vote for beverage exemptions for all BOEs

If the BOE chooses to allow beverage exemptions, the BOE motion must include the **exact motion language** below.

The (*insert name of board of education or governing authority*) will allow the sale to students of beverages not listed in Section 10-221q of the Connecticut General Statutes provided that the following conditions are met: 1) the sale is in connection with an event occurring after the end of the regular school day or on the weekend; 2) the sale is at the location of the event; and 3) the beverages are not sold from a vending machine or school store. An “event” is an occurrence that involves more than just a regularly scheduled practice, meeting, or extracurricular activity. The “school day” is the period from midnight before to 30 minutes after the end of the official school day. “Location” means where the event is being held and must be the same place as the beverage sales.

Required Language for Option to Combine Food and Beverage Exemptions

BOEs that vote “yes” to participate in the healthy food option may choose to combine the two separate food and beverage exemptions into one motion, by using the **exact motion language** below. This combined option replaces votes 2 and 3 above.

Required motion language for combined food and beverage exemptions: The (*insert name of board of education or governing authority*) will allow the sale to students of food items that do not meet the Connecticut Nutrition Standards and beverages not listed in Section 10-221q of the Connecticut General Statutes provided that the following conditions are met: 1) the sale is in connection with an event occurring after the end of the regular school day or on the weekend; 2) the sale is at the location of the event; and 3) the food and beverage items are not sold from a vending machine or school store. An “event” is an occurrence that involves more than just a regularly scheduled practice, meeting, or extracurricular activity. For example, soccer games, school plays, and interscholastic debates are events but soccer practices, play rehearsals, and debate team meetings are not. The “regular school day” is the period from midnight before to 30 minutes after the end of the official school day. “Location” means where the event is being held and must be the same place as the food and beverage sales.

Attachment 2

Healthy Food Certification (HFC) Resources

This attachment accompanies the Connecticut State Department of Education's (CSDE) Operational Memorandum No. 07-24: *Requirements for Submitting the Healthy Food Certification (HFC) Statement for School Year 2024-25*. It includes CSDE resources and websites that provide guidance on meeting the federal and state requirements for foods and beverages in HFC public schools. For a comprehensive list of resources, refer to the CSDE's document, *Resources for Meeting the Federal and State Requirements for Competitive Foods in Schools*.

- [Allowable Beverages in Connecticut Public Schools](#)
- [Beverage Requirements \(CSDE webpage\)](#)
- [Beverage Requirements for Connecticut Public Schools](#)
- [Connecticut Nutrition Standards \(CSDE webpage\)](#)
- [CSDE Training Module: Completing the Application Process for Healthy Food Certification](#)
- [CSDE Training Program: Complying with Healthy Food Certification](#)
Recorded modules on meeting the HFC requirements and related state laws
- [Ensuring District Compliance with HFC](#)
- [Evaluating Foods for Compliance with the Connecticut Nutrition Standards](#)
(“How To” section of CSDE’s Connecticut Nutrition Standards webpage)
- [Guidance on Evaluating Recipes for Compliance with the Connecticut Nutrition Standards](#)
- [Guide to Competitive Foods in HFC Public Schools](#)
- [Healthy Food Certification \(CSDE webpage\)](#)
- [How to Evaluate Foods Made from Scratch for Compliance with the CNS](#)
- [How to Evaluate Purchased Foods for Compliance with the CNS](#)
- [List of Acceptable Foods and Beverages \(CSDE webpage\)](#)
- [Overview of Connecticut Competitive Foods Regulations](#)
- [Questions and Answers on Connecticut Statutes for School Food and Beverages](#)
- [Requirements for Competitive Foods in HFC Public Schools](#)
- [Requirements for Food and Beverage Fundraisers in HFC Public Schools](#)
- [Requirements for Foods and Beverages in Culinary Programs in HFC Public Schools](#)
- [Requirements for Foods and Beverages in School Stores in HFC Public Schools](#)
- [Requirements for Foods and Beverages in Vending Machines in HFC Public Schools](#)
- [Summary Chart: Federal and State Requirements for Competitive Foods in HFC Public Schools](#)
- [Summary of Connecticut Nutrition Standards](#)

NEW MILFORD PUBLIC SCHOOLS

EMPLOYMENT REPORT

Regular Meeting of the Board of Education
New Milford, Connecticut
May 21, 2024

Certified Staff Retirements

1. **Susan Baerny**, Library Media Specialist at Schaghticoke Middle School. Effective June 30th, 2024. Susan will be retiring after 18 years with New Milford Public Schools.
2. **Michael Fitzgerald**, Music Teacher at Sarah Noble Intermediate School. Effective June 30th, 2024. Michael will be retiring after 28 years with New Milford Public Schools.
3. **Darryl Gregory**, Music Teacher at Schaghticoke Middle School. Effective June 30th, 2024. Darryl will be retiring after 12 years with New Milford Public Schools.
4. **Susan Holland**, Grade 5 Teacher at Sarah Noble Intermediate School. Effective June 30th, 2024. Susan will be retiring after 24 years with New Milford Public Schools.
5. **Caroline Holub**, Special Education Teacher at Hill and Plain Elementary School. Effective June 30th, 2024. Caroline will be retiring after 19 years with New Milford Public Schools.
6. **Kathy Miller**, Special Education Teacher at Sarah Noble Intermediate School. Effective June 30th, 2024. Kathy will be retiring after 18 years with New Milford Public Schools.
7. **Helliet Sanchez**, School Counselor at Hill and Plain Elementary School. Effective June 30th 2024. Helliet will be retiring after 17 years with New Milford Public Schools.
8. **Connie Williams**, Grade 2 Teacher at Northville Elementary School. Effective June 20th, 2024. Connie will be retiring after 24 years with New Milford Public Schools.

Non-Certified Staff Retirements

1. **Viola Gorman**, Long Term Secretary Substitute for Special Education at the Central Office. Effective June 27th, 2024. Retiring from the district after 42 years of service.
2. **Donna Urban**, Account & Data Specialist at the Central Office. Effective May 31st, 2024. Donna will be retiring after 8 years with New Milford Public Schools.
3. **Jean Wiltshire**, Nurse ParaEducator at New Milford High School. Effective June 30th 2024. Jean will be retiring after 12 years with New Milford Public Schools.

Certified Staff – Appointments

1. **Eileen Wargo**, Business Teacher at New Milford High School. Salary (MA +30) \$98,598 yearly, with 15 years teaching experience. Effective date August 21st, 2024. Replacing G. Hewitt, \$95,765 yearly.

Certified Staff – Resignations

1. **Cortni Muir**, Instructional Coach for Math at Sarah Noble Intermediate School. Salary \$78,303. Effective June 30th, 2024. Taking a position in another district.

Non-Certified Staff – Appointments

1. **Richard McCoy**, Accounting Data Specialist at the Central Office. Salary \$63,000 yearly. Effective May 14th, 2024. Replacing D. Urban.

Non-Certified Staff – Resignations

1. **Ella Hovde**, Nutrition Support Manager with Food Services. Salary \$50,000 yearly. Effective June 30th, 2024. Resigning due to commute.
2. **Shioban Coniglio**, General Worker for Food Service at Northville Elementary School. Effective April 8th, 2024.

Adult Education Staff – Appointments

None

Adult Education Staff – Resignations/Retirements

None

Coaching Staff – Appointments

None

Coaching Staff – Resignations/ Retirements

None



New Milford Enrollment Matrix By School

Date: May 1, 2024

NES	Actual 6/1/23	Proj 23-24	Actual 05/01/24	Proj Variance
PK	56	53	53	0
K	139	140	134	-6
1	134	135	136	1
2	128	134	135	1
Totals	457	462	458	-4

HPS	Actual 6/1/23	Proj 23-24	Actual 05/01/24	Proj Variance
PK	48	55	40	-15
K	117	117	123	6
1	120	112	120	8
2	105	120	117	-3
Totals	390	404	400	-4

Actual 6/1/23	Tot Proj 23-24	Actual 05/01/24	Proj Variance
104	108	93	-15
256	257	257	0
254	247	256	9
233	254	252	-2
847	866	858	-8

SNIS	Actual 6/1/23	Proj 23-24	Actual 05/01/24	Proj Variance
3	252	254	234	-20
4	262	257	260	3
5	250	260	264	4
Totals	764	771	758	-13

SMS	Actual 6/1/23	Proj 23-24	Actual 05/01/24	Proj Variance
6	281	250	241	-9
7	255	278	278	0
8	286	252	255	3
Totals	822	780	774	-6

NMHS	Actual 6/1/23	Proj 23-24	Actual 05/01/24	Proj Variance
9	293	296	312	16
10	334	299	300	1
11	302	339	312	-27
12	308	304	291	-13
Totals	1237	1238	1215	-23

	Actual 6/1/23	Actual 05/01/23	Proj 23-24	Actual 05/01/24	Proj Variance	Actual Variance
PK-2	847	844	866	858	-8	11
SNIS	764	762	771	758	-13	-6
SMS	822	823	780	774	-6	-48
NMHS	1237	1232	1238	1215	-23	-22
Totals	3670	3661	3655	3605	-50	-65

LHTC total = 19

NEW MILFORD PUBLIC SCHOOLS
Office for Student Affairs
25 Sunny Valley Road, Suite A
NEW MILFORD, CONNECTICUT 06776
(860) 354-2654 FAX (860) 210-2682



Laura M. Olson
Director of Special Services and Pupil Personnel

TO: Janet Parlato, Superintendent
FROM: Laura M. Olson
DATE: May 6, 2024
RE: 2024-2025 IDEA Grant

Attached you will find the Budget Narrative and State Budget pages for the IDEA, Part B, Section 611 and Section 619 grants. These are entitlement grants, not competitive grants, and funds must be spent on activities that support district goals for special education students. IDEA-611 is for students 3-22 years old and IDEA-619 is solely for activities supporting children 3-5 years old. The major expenditures for each of these grants are on staffing. The budget narrative pages explain the full-time equivalents and the actual expenditure line for each category. The IDEA-611 grant is \$987,645. and the IDEA-619 grant is \$38,170.

Goals:

1. To increase opportunities for students with disabilities (SWDs) for meaningful participation with their non-disabled peers.
2. To increase parent partnerships with school staff and outside agencies in order to develop shared person-centered plans for adulthood and workshops for parents throughout the school year.
3. To provide transition-age students opportunities in post secondary.
4. To provide technology supports and instruction.
5. To provide services for students enrolled at our two non-public schools: Canterbury School and Faith Preparatory School.
6. To identify disproportionality in the NMPS District and achieve equity for students with disabilities in order to promote proportional representation of Speech/Language Impairment/Hispanic.
7. To provide SWDs (ages 3-5) a fully inclusive preschool experience.
8. To support and enhance special education services (ages 3-5) by addressing state guidelines (ELDS), curriculum and best practice.

New Milford School District (000000096-00) Public School District - FY 2025 - IDEA (20977, 20983) - Rev 0 - IDEA Part B Information

Not Applicable (for districts with no 611 Allocation)

Public Goals, Related Activities and Equitable Access to IDEA, Part B Grants - Section 427 of the General Education Provisions Act (GEPA) (20 U.S.C. 1228a) applies to applicants for grant awards under this program (for use with Function Code 01 611 Budget).

District Goal (Please number each goal starting with 1)	School district planned special education activities	Describe how your existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.	Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?	Based on the barriers identified, what steps will the LEA take to address such barriers to equitable access and participation in the proposed project or activity?	What is the LEA's timeline, including targeted milestones, for addressing these identified barriers?
<p>* 1. to provide students with disabilities meaningful participation with their non-disabled peers.</p>	<p>* Provide OT and AT services, supports, and evaluations. Provide transportation reimbursement for student needs.</p>	<p>* Services, supports and evaluations will be offered in the LRE. Services and supports will occur in the co-taught/collaborative classroom as well as the self-contained classroom.</p>	<p>* Barriers may include: schedules at the middle school and high school attitudes of students, staff, and families. Lack of understanding of IDEA and LEA responsibilities</p>	<p>* The NMPS will: provide training for staff and families Work with building administrators to ensure that students are taught in the LEA Provide co teaching staff with mutual planning time and ongoing training for co teaching Ensure that paraprofessionals receive inservice training</p>	<p>* IDEA Grant FY 2025 and 2026 2024-2025 school year: provide training, surveys, interviews and purchasing. 2025-2026 school year: continue training and identified needs of ongoing purchases.</p>
<p>* 2. To improve collaboration and communication between families and the school district..</p>	<p>* "Parents as Partners" series of trainings and supports.</p>	<p>* Supports all parents of student's with disabilities, ages 3-22.</p>	<p>* The barriers include: Access for parents support for children at home during PD offerings Understanding the needs of families of SWDs</p>	<p>* Offer child care to families for PD offerings. Survey parents to find out interests and needs.</p>	<p>* IDEA Grant FY 2025 and 2026 2024-2025 school year: provide training, surveys, interviews and purchasing. 2025-2026 school year: continue training and identified needs of ongoing purchases.</p>

* 3. to provide transition-age students opportunities in post secondary .	* Tuition for one student at a community college.	* Supports students ages 18-22.	* The barriers include: offering the tuition to all students eligible and interested.	* Review student needs and applications to the community college.	* IDEA Grant FY 2025 and 2026 2024-2025 school year: provide training, surveys, interviews and purchasing. 2025-2026 school year: continue training and identified needs of ongoing purchases.
* 4. To provide technology supports and instruction.	* Purchase of assistive technology AAC devices. Purchase technology related hardware.	* Supports students ages 3-22.	* The barriers include: provide ongoing training to students, staff and families.	* Provide inservice to all stakeholders.	* DEA Grant FY 2025 and 2026 2024-2025 school year: provide training, surveys, interviews and purchasing. 2025-2026 school year: continue training and identified needs of ongoing purchases.

Not Applicable (for districts with no private schools)

Private Goals, Related Activities and Equitable Access to IDEA, Part B Grants - Section 427 of the General Education Provisions Act (GEPA) (20 U.S.C. 1228a) applies to applicants for grant awards under this program (for use with Function Code 02 in the 611 budget)

Private Schools Goal (Please number each goal starting with 1)	Private schools planned special education activities	Describe how your existing mission, policies, or commitments ensure equitable access to, and the proposed project or activity.	Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?	Based on the barriers identified, what steps will the LEA take to address such barriers to equitable access and participation in the proposed project or activity?	What is the LEA's timeline, including targeted milestones, for addressing these identified barriers?
* 1. To provide services for students enrolled at our two non-public schools: Canterbury School and Faith Preparatory School.	* Students enrolled in both schools are provided with a Service Plan in lieu of an IEP.	* Students at both non-public schools will be afforded Child Find, PPTs and Service Plans.	* Ensuring that the district is able to hire and maintain a part-time sp ed teacher.	* Post for the position as soon as possible. Participate in job fairs for this position. Post the positions on all available websites. Ensure that Child Find is timely and accurate.	* Time line: ongoing and based on the number of students who are classified at both schools.

Not Applicable (for districts not using CEIS/CCEIS)

CEIS/CEIS Goals, Related Activities and Equitable Access to IDEA, Part B Grants - Section 427 of the General Education Provisions Act (GEPA) (20 U.S.C. 1228a) applies to applicants for grant awards under this program (for use with Function Code 03 in the 611 budget)

CEIS/CEIS Goal (Please number each goal starting with 1)	CCEIS/CEIS planned special education activities	Describe the steps to ensure equitable access to, and participation in, the applicant's federally assisted program for students, teachers and program beneficiaries with special needs.	Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?	Based on the barriers identified, what steps will the LEA take to address such barriers to equitable access and participation in the proposed project or activity?	What is the LEA's timeline, including targeted milestones, for addressing these identified barriers?
<p>* 1. To identify disproportionality in the NMPS and achieve equity for students with disabilities in order to promote proportional representation of Speech/Language Impairment/Hispanic.</p>	<p>* Data collection and analysis.</p>	<p>* Partner with SERC to identify data collection tools and most efficient tools to analyze the data and create an Equity Plan.</p>	<p>* Barriers include: Competing district initiatives. Time allocation and competing professional demands. Philosophical differences within the learning community.</p>	<p>* Steps NMPS will take to ensure that barriers are limited. Work with general ed and special ed staff to assist them in recognizing the inequity in overidentification. Work with the Superintendent and Assistant Superintendent to help support the work that needs to be accomplished. Share the data that will be created.</p>	<p>* 2024-25 school year: role out of initiative and identification of the Indicator 10 Team. Identification of data and understanding how to analyze. 2025-26: development of the Equity Plan.</p>
<p>* 2. To develop a study group of NMPS professionals to review data and build an equity plan in order to promote proportional representation of Speech/Language Impairment/Hispanic.</p>	<p>* Present to staff re: the disproportionality</p>	<p>* Partner with SERC to identify data collection tools and most efficient tools to analyze the data and create an Equity Plan.</p>	<p>* Barriers include: Prioritizing professional learning topics throughout the academic school year. Creating a collaborative team with shared beliefs about equity. Time allocation and competing professional demands.</p>	<p>* Steps NMPS will take to ensure that barriers are limited. Work with general ed and special ed staff to assist them in recognizing the inequity in overidentification. Work with the Superintendent and Assistant Superintendent to help support the work that needs to be accomplished. Share the data that will be created.</p>	<p>* 2024-25 school year: role out of initiative and identification of the Indicator 10 Team. Identification of data and understanding how to analyze. 2025-26: development of the Equity Plan.</p>

<p>* 3. To provide NMPS with inservice and tools in order to promote proportional representation of Speech/Language Impairment/Hispanic.</p>	<p>* Inservice for staff. Professional Learning Communities (PLC) to discuss disproportionality.</p>	<p>* Partner with SERC to identify data collection tools and most efficient tools to analyze the data and create an Equity Plan.</p>	<p>* Barriers include: Prioritizing professional learning topics throughout the academic school year. Creating a collaborative team with shared beliefs about equity. Time allocation and competing professional demands.</p>	<p>* Steps NMPS will take to ensure that barriers are limited. Work with general ed and sp ed staff to assist them in recognizing the inequity in overidentification. Work with the Superintendent and Assistant Superintendent to help support the work that needs to be accomplished. Share the data that will be created.</p>	<p>* 2024-25 school year: role out of initiative and identification of the Indicator 10 Team. Identification of data and understanding how to analyze. 2025-26: development of the Equity Plan.</p>
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New Milford School District (000000096-00) Public School District - FY 2025 - IDEA (20977, 20983) - Rev 0 - IDEA 611 (20977)

Object	Total
111A - Non-Instructional Salaries	\$90,011.00
111B - Instructional Salaries	\$763,774.13
200 - Personal Services - Employee Benefits	\$0.00
321 - Tutors (Instructional, Non-Payroll)	\$0.00
322 - In Service	\$42,235.87
323 - Pupil Services (Non-Payroll)	\$58,198.00
324 - Field Trips	\$0.00
325 - Parent Activities	\$2,000.00
330 - Employee Training (Non-Direct Services)	\$0.00
340 - Other Professional Services	\$0.00
341 - Audit	\$0.00
350 - Technical Services	\$0.00
440 - Rentals	\$0.00
450 - Construction Services	\$0.00
510 - Student Transportation Services	\$0.00
530 - Communications	\$0.00
560 - Tuition	\$900.00
580 - Travel	\$1,000.00
600 - Supplies - Technology/Instructional	\$15,000.00
730 - Equipment	\$0.00
734 - Technology Related Hardware	\$14,526.00
735 - Technology Software	\$0.00
800 - Debt Service and Miscellaneous	\$0.00
917 - Indirect Costs	\$0.00
Total	\$987,645.00
Allocation	\$987,645.00
Remaining	\$0.00

IDEA 619 Goals

New Milford School District (000000096-00) Public School District - FY 2025 - IDEA (20977, 20983) - Rev 0 - IDEA Part B Information

Not Applicable (for districts with no 619 Allocation)

* I understand that the following goals and activities delineated by line items in the 619 budget are connected with 3-5 year olds

Public Goals, Related Activities and Equitable Access to IDEA, Part B Grants - Section 427 of the General Education Provisions Act (GEPA) (20 U.S.C. 1228a) applies to applicants for grant awards under this program (for use with Function Code 01 619 Budget).

District Goal (Please number each goal starting with 1)	School district planned special education activities	Describe how your existing mission, policies, or commitments ensure equitable access to, and the proposed project or activity.	Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?	Based on the barriers identified, what steps will the LEA take to address such barriers to equitable access and participation in the proposed project or activity?	What is the LEA's timeline, including targeted milestones, for addressing these identified barriers?
* 1. To provide SWDs (ages 3-5) a fully inclusive preschool experience.	* Provide related services for SWDs (ages 3-5) in a fully inclusive preschool.	* The IEP states the mandated service that we must provide.	* Scheduling services in the LRE.	* Support and communicate with preschool programs and related service staff.	* IDEA 619 FY 2025, July 1, 2024 - June 30, 2026.
* 2. To support and enhance special education services (ages 3-5) by addressing state guidelines, ELDS, curriculum, and best practice	* To provide one (1.0 FTE) special education tutor to support students in the preschool classroom.	* SWDs (ages 3-5) will have access to a special education tutor.	* Ensure that a well qualified sp ed tutor is hired.	* Have a competitive salary and maintain support and ongoing communication with tutor. Offer Professional Learning.	* IDEA 619 FY 2025, July 1, 2024 - June 30, 2026.

Not Applicable (for districts with no private schools)

Not Applicable (for districts not using CEIS/CCEIS)

CEIS/CCEIS Goals, Related Activities and Equitable Access to IDEA, Part B Grants - Section 427 of the General Education Provisions Act (GEPA) (20 U.S.C. 1228a) applies to applicants for grant awards under this program (for use with Function Code 03 in the 619 budget)

<p>CEIS/CCEIS Goal (Please number each goal starting with 1)</p>	<p>CCEIS/CEIS planned special education activities</p>	<p>Describe the steps to ensure equitable access to, and participation in, the applicant's federally assisted program for students, teachers and program beneficiaries with special needs.</p>	<p>Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?</p>	<p>Based on the barriers identified, what steps will the LEA take to address such barriers to equitable access and participation in the proposed project or activity?</p>	<p>What is the LEA's timeline, including targeted milestones, for addressing these identified barriers?</p>
<p>* 1. To ensure that SWDs identified as multilingual ages 3-5 are provided with equitable services.</p>	<p>* Supporting staff and families in understanding biased-based beliefs in disproportionality.</p>	<p>* Partner with SERC to identify data collection and most efficient tools to collect and analyze the data, ages 3-5. Professional learning opportunities for preschool staff and families.</p>	<p>* Time and training. Competing with other district initiatives. Collecting the most relevant and useful data.</p>	<p>* Allocating professional learning opportunities into the master calendar. Discussion with the superintendent re: strategic planning and district initiatives.</p>	<p>* IDEA 619 FY 2025, July 1, 2024 - June 30, 2026.</p>

Budget

New Milford School District (000000096-00) Public School District - FY 2025 - IDEA (20977, 20983) - Rev 0 - IDEA 619 (20983)

Object	Total
111A - Non-Instructional Salaries	\$0.00
111B - Instructional Salaries	\$0.00
200 - Personal Services - Employee Benefits	\$0.00
321 - Tutors (Instructional, Non-Payroll)	\$20,272.00
322 - In Service	\$0.00
323 - Pupil Services (Non-Payroll)	\$9,984.00
324 - Field Trips	\$0.00
325 - Parent Activities	\$0.00
330 - Employee Training (Non-Direct Services)	\$0.00
340 - Other Professional Services	\$0.00
341 - Audit	\$0.00
350 - Technical Services	\$0.00
440 - Rentals	\$0.00
450 - Construction Services	\$0.00
510 - Student Transportation Services	\$0.00
530 - Communications	\$0.00
560 - Tuition	\$0.00
580 - Travel	\$0.00
600 - Supplies - Technology/Instructional	\$7,914.00
730 - Equipment	\$0.00
734 - Technology Related Hardware	\$0.00
735 - Technology Software	\$0.00
800 - Debt Service and Miscellaneous	\$0.00
917 - Indirect Costs	\$0.00

Total	\$38,170.00
Allocation	\$38,170.00
Remaining	\$0.00



**NEW MILFORD ADULT
EDUCATION**
388 Danbury Road
New Milford, CT 06776
(860) 350-6647 Ext. 1170
adulted@newmilfordps.org

Christy Martin, Director
Sakina Gordon, Guidance Counselor

TO: Janer Parlato
FROM: Christy Martin
DATE: April 30, 2024
RE: Adult Education PEP (Program Enhancement Projects) Grant

This grant cycle is a new round of competitive grants that will be part of a 4 year cycle. These grants are part of the response to the Workforce Innovation and Opportunity Act (*WIOA*) of 2014, *Title II, Adult Education and Family Literacy Act (AEFLA), Public Law 113-128* (hereinafter referred to as the “Act”). It replaces a series of grants obtained by New Milford in past years.

The overarching goal of WIOA and the Act is to:

- increase accessibility to adult education programs and services for learners most in need;
- create a seamless transition to post-secondary education and training through the development of career pathways;
- foster strong, literate families in an effort to reduce the current student achievement gap;
- build an educated and competitive Connecticut workforce.

The funds are awarded to agencies that have demonstrated effectiveness in providing adult education and literacy activities to individuals who:

- have attained 17 years of age;
- are not enrolled or required to be enrolled in secondary school under Connecticut state law;
- are basic skills deficient;
- do not have a secondary school diploma or its recognized equivalent, and have not achieved an equivalent level of education; or
- are English language learners (ELL).

These funds are to be used to enhance what local funding provides, not replace it. No longer is it accepted that Adult Education will just help students just obtain diplomas-now Adult Ed is supposed to help our students get jobs and certifications as part of our requirements. These grants will give us the ability to move our program in that direction.

This year we have written 2 grants for a total of \$80,000 for workforce skills development, career specific classes leading to certifications and service learning for students enrolled in the High School Completion program.

Christy Martin
Program Director
New Milford Adult Education
martinc@newmilfordps.org
860-350-6647 x 1170

CONNECTICUT STATE DEPARTMENT OF EDUCATION
 Academic Office
 Program Enhancement Project (PEP) Grants for Adult Education
GENERAL PROPOSAL APPLICATION
 FY 2024–2025

Applicant Organization: New Milford Adult Education	Town/Agency Code: 00000096-00
Address: 388 Danbury Road, New Milford CT	Zip Code: 06776
Provider/Agency Director: Christine Martin	Phone: 860-350-6647
	Email: martinc@newmilfordps.org
Superintendent of Schools or Chief Executive Officer of Agency: Dr Janet Parlato	Phone: 860-355-8406
	Email: parlatoj@newmilfordps.org
Signature of Superintendent of Schools or Chief Executive Officer of Agency:	Date:

PRIORITY AREA	GRANT CODE	MAXIMUM AWARD	FUNDS REQUESTED		MATCHING FUNDS (20%)
			ESL 1-6/ABE 1-4	ABE/ASE 5-6	
Connecticut Adult Virtual High School	(S)AVHS	\$450,000			
Corrections Education	(E)CORR or (S)CORR	\$200,000			
Family Literacy Services	(E)FLS or (S)FLS	\$50,000			
Instructional Innovation	(E)INNOV or (S)INNOV	\$30,000		\$30,000	
Integrated Education and Training	(E)IET or (S)IET	\$50,000			
Integrated English Literacy and Civics Education	(E) IELCE	\$25,000			
Integrated English Literacy and Civics Education + Training	(E) IELCE + T	\$75,000			
Technology Integration and Expansion of Services	(E)TECH or (S)TECH	\$30,000			
Transition, Career Navigation and Support	(E)TCNS or (S)TCNS	\$50,000		\$50,000	
Total Funds Requested			\$	\$80,000	\$16,334
Date Submitted:			Date of Board/Agency Approval Date:		

The below sections are to be thoroughly completed by all PEP FY 2024-2025 applicants. References to the Workforce Innovation and Opportunity Act (WIOA) of 2014, Title II, Adult Education and Family Literacy Act (AEFLA) can be found at the following link, <https://aepla.ed.gov/>.

Organization Background: Thoroughly complete the below section. Limit your response to approximately 250 words per requirement.

Requirement	Response
Describe the background and experience of the applicant agency, including services to primary population(s) and geographic areas served.	New Milford Adult Education has been run by New Milford since 1998. We also provide services for Region 12. New Milford is a large land area with a population changing in diversity since COVID. Since COVID we primarily serve CDP students with a wide age range- this year our students range from 17 to 63. Our population is made up of many cultures with more Hispanic students moving into the area and this year we are seeing a return in ESL students in both the CDP and ESL programs.
Demonstrated Effectiveness Form is submitted with the proposal.	·Yes <input type="checkbox"/> No

Accountability Practices/State Considerations for Funding: Thoroughly complete the below section. All responses require additional explanation. Limit your response to approximately 250 words per requirement.

Requirement	Response	Explanation
Applicant will adhere to the Connecticut Competency System (CCS) Policies and Guidelines .	·Yes <input type="checkbox"/> No	CCS reviewed yearly. Facilitator meetings attended routinely.
Applicant will utilize CASAS eTesting and TOPSpro Enterprise system to provide immediate test scoring and reports.	<input type="checkbox"/> Yes ·No	Currently paper testing due to low numbers and office staff trained in eTesting turnover
Applicant will ensure that appropriate staff are trained in LACES and that staff follows the policy and procedures outlined in the LACES User Guide .	·Yes <input type="checkbox"/> No	Ongoing-New Staff trained via Video training in LACES and work with Data Admin
Applicant will ensure that all instructional staff hold the appropriate certifications/endorsements for the content areas as required by the CSDE.	·Yes <input type="checkbox"/> No	Ongoing-Currently have several new staff completing the process for the 106 and 088
Applicant will ensure that all Adult Basic Education (ABE), General Educational Development (GED), Credit Diploma Program (CDP) teachers are trained in using the College and Career Readiness Standards for Adult Education (CCRS) , and all English as a Second Language teachers are trained in using the English Language Proficiency Standards (ELPS) .	·Yes <input type="checkbox"/> No	CCRS and ELP reviewed at school start up. Copies placed in staff resource folders on computer and hard copies in AE office
Applicant will provide professional learning opportunities for program staff in the areas of reading, writing, speaking, mathematics, English language acquisition, technology, and staff training.	·Yes <input type="checkbox"/> No	PD offered in person and via computer in all areas - some mandatory some instructor choice for individual skill knowledge pertaining to their content area.

Recruitment, Retention and Support Services: Thoroughly complete the below section. All responses require additional explanation. Limit your response to approximately 250 words per requirement.

Requirement	Response
Describe your FY 2024-2025 PEP recruitment plan.	Director meets routinely with day High School counselors to keep them informed of programming and speak with students and families who express interest in joining Adult Education. Maintain a social media presence to keep the community informed of opportunities available to them. Maintain our website. Create and distribute brochures and flyers . Maintain relationship with the WIB and American Job Center to assist in correct placement for remediation and placement to obtain certifications and diploma. Work with collaborators Literacy Volunteers, social services to see if their clients are candidates to become ours as well. Maintain membership and relationship with the Chamber of Commerce.
Describe your FY 2024-2025 PEP retention plan.	Student voice and choice is our focus for retention. We begin at intake as we require students to reflect through surveys and written reflection on what brought them to AE. What are their strengths and successes and what things do they think need to be improved upon. Orientation offers 12-16 hours of focus on goal setting both academic and career in nature as well as learning about the requirements of the program, navigating basic digital literacy skills and creating a cohort to decrease anxiety for the many who were not successful in their high school experience and have fears about trying again. At this time students will make their first connection to the American Job Center and WIB signing up to CTHires and Career ConneCT.After orientation students meet one on one with the counselor to review their success survey and create a success plan. Students identify the real and potential barriers they face and work with the counselor to make a plan for dealing with them. Daily contact in the classroom, by the time clock, and in the hallway by admin and /or counselor to create and maintain relationships. Use of text, email and letters to communicate with students. Translation of communication and classroom material into students' first language as needed and appropriate. Student Advisory to allow student input and ownership of the running of programming and events. Mid semester progress notes and report cards are reviewed by teachers, the counselor and students so students know where they stand and what they need to do to improve their situation. Incorporating opportunities to explore classes in their career pathway.
Describe the barrier, transition and other support services that will be offered to FY 2024-2025 PEP participants. Include current or planned collaborations with community organizations that will increase the effectiveness of your program and support students.	Multiple surveys and opportunities for reflection throughout the year. Success plan created by student and counselor to identify real and potential barriers and brainstorm solutions. Collaborations with social services, Camilla's cupboard, and Loaves and Fishes, among other collaborations planned,will expose students to services available. Care cart

	<p>on site to provide necessities (toothpaste, deodorant, body wash, feminine hygiene supplies, school supplies, stress balls and fidget rings etc) for those students facing difficult times. A community resource book on the care cart with A-Z available community resources and their contact information. Counselor-Career navigator meeting regularly to review grad plan and next steps after graduation and assist with information needed to transition. Speakers brought in from various post secondary opportunities, American Job Center and Career ConneCT to assist students in understanding what is available to them.</p>
<p>Describe how you will serve eligible individuals with disabilities, including eligible individuals with learning disabilities.</p>	<p>We are an ADA compliant building. We are fortunate to have instructors with SPED background on staff . Providing accommodations that are available for all extra time to complete assignments, connecting a student who due to dyslexia or other issue with Literacy Volunteers for extra assistance with textbook readings or classroom material. All classes use multiple modalities to teach material allowing students to see, hear and place hands on the subject matter.</p> <p>Below are some specific accommodation possibilities planned for diverse learners</p> <ul style="list-style-type: none"> Organize peer buddies - Create cooperative service-learning groups Use multiple/rotating peer groups for service-learning projects Use visual daily schedules- Develop a calendar of tasks and assignments Check often for understanding/review- Have student repeat directions Teach study and organization skills- Use study sheets to organize material Review and practice in real situations- Teach to variety of learning styles and learning modalities- Teacher provide notes and /or tape lectures Teacher present/model demonstrations- Emphasize/re-teach critical information- Pre-teach vocabulary- Extend time requirements Vary activities and allow breaks- Consider arrangement of materials on page- Use highlighted study guides - Use supplementary materials Provide home set of texts/materials for pre-view/review Give directions in small distinct steps - Use written back up for oral directions - Adapt worksheets and shorten assignments Give extra cues and prompts and use pictorial directions Allow Student alternative modes to complete assignments (i.e. video tape).

Integration with the Local Workforce Development Board (WDB) and One-Stop Partner: Thoroughly complete the below section. Limit your response to approximately 250 words per requirement. An Interagency Collaboration with the local Workforce Development Board (WDB) must be submitted at the time of application.

Requirement	Response
Describe how you will align your PEP services to the local WDB plan and local economic conditions including existing and emerging in-demand industry sectors and occupations. including existing and emerging in-demand industry sectors and occupations.	Meet routinely with WIB and American Job Center. Offer workplace skills and career pathway classes as possible. Utilize the Virtual High School and E Dynamics online platform to provide career specific content that leads to certifications. Students will be able to access classes in Cosmetology, Health care, IT, Green tech, Culinary and much more. Use of Northstar digital literacy to make sure every student has the skills needed in today's workplace. Work with local employers to speak to students about the skills and requirements they look for in employees.
Review the required Interagency Collaboration between your agency and the local WDB and address your collaboration for FY 2024-2025.	The plan for the WIB will have them assist with speakers, connections to the various workplace employers willing to allow students to gain insight to the various careers within their community and beyond. A path through Career ConneCT for our students to navigate how to earn certifications and eliminate the barriers keeping them from doing so. Assist with on site visits from the American Job center to keep students informed of career opportunities available to them.
Describe how your agency will provide access to career and training services to students through the local One-Stop partner and promote concurrent enrollment.	All students will be required to explore and register on CT Hires and Career ConneCT during orientation. Working with American Job Centers to come onsite multiple times a year to meet with students and connect them to needed services and Career ConneCT. Guidance Counselor providing followup on status routinely.
WDB Interagency Collaboration Agreement is submitted with the proposal.	·Yes <input type="checkbox"/> No

Priority Area Specifications and Budget: Each of the priority areas within the grant application must have a thoroughly completed individual project plan and accompanying budget. Refer to the individual priority area specifications and the “Proposal Guidelines and Requirements” sections in the RFP for requirements.

Funding	Priority Area Planning Documents	Priority Area Budget Template
Section 231 Comprehensive Adult Education Services	Connecticut Adult Virtual High School Family Literacy Services Instructional Innovation Integrated Education and Training Integrated English Literacy and Civics Education (IELCE) Technology Integration and Expansion of Services Transition, Career Navigation and Support	Section 231 Comprehensive Adult Education Services budget template:

Section 225 Corrections Education	Corrections Education	Section 225 Corrections Education budget template
Section 243 Integrated English Literacy and Civics Education	Integrated English Literacy and Civics Education (IELCE+T)	Section 243 Integrated English Literacy and Civics Education budget template

CONNECTICUT STATE DEPARTMENT OF EDUCATION
 Academic Office
 Program Enhancement Project (PEP) Grants for Adult Education
INSTRUCTIONAL INNOVATION PRIORITY AREA PLANNING DOCUMENT
 FY 2024–2025

Please try to limit each priority planning document to seven pages. If you are not applying as a consortium, you may delete that section before submission.

Applicant Organization: New Milford Adult Education	
Project Coordinator(s): Christy Martin	Phone: 860-350-6647 x1170
	Email: martinc@newmilfordps.org

PRIORITY AREA NEED AND GOALS: Thoroughly complete the below section.

Requested federal funds (Identify which NRS reporting levels you will serve with this funding. The total amount requested should not exceed maximum award amount.)	<input type="checkbox"/> ESL 1-6/ABE 1-4 \$ _____	<input type="checkbox"/> ABE/ASE 5-6 \$30,000
Target program (Identify which programs will be served with this funding.)	<input type="checkbox"/> ESL <input type="checkbox"/> ABE <input type="checkbox"/> CDP <input type="checkbox"/> GED	
Planned number of students (Identify the total number of <i>reportable students</i> you plan to serve with this funding.)	30	
Federal cost per student (Divide the amount of priority area federal funds requested by the planned number of students. Costs should be necessary, reasonable, and allocable for the services provided.)	\$1,000	
Priority area project goal (Briefly describe what you wish to accomplish.)		
Statement of need (Briefly state how this proposed plan will meet the need of the target population/program. Include the current gaps in access and/or service for the specific target population in the applicant’s delivery of adult education services.)	Most of our students are basic skills deficient upon entry appraisal to Adult Education despite having transcripts with 11 plus High School credits. The town has grown much more diverse since covid and we are seeing more MLL students with cultural and language barriers as well. Our students have little to no experience in the working world and post covid have become more and more isolated from in person contact and rely on their phones and social media for connection. They lack the understanding that volunteering is a way to show future employers what skills they have. The understanding of our community and its resources is missing as well. Students do not know or understand the resources available to them in the community or through the WIB. The barriers they face include transportation,	

	mental health issues, language issues and not having a work background or ethic to move themselves forward.
Prior experience (Briefly explain your agency’s prior experience providing evidence-based, innovative strategies and activities. Submission of the Demonstrated Effectiveness Form with this RFP is required.)	New Milford Adult Education has been run by New Milford since 1998. We also provide services for Region 12. New Milford is a large land area with a population changing in diversity since COVID. Since COVID we primarily serve CDP students with a wide age range- this year our students range from 17 to 63. Our population is made up of many cultures with more Hispanic students moving into the area and this year we are seeing a return in ESL students in both the CDP and ESL programs. We have participated in PEP grants for many years and currently have the workplace grant. We provide classes in workplace skills, soft skills, and critical thinking to name a few, and bring in the American Job Center, Career ConneCT, and speakers from various post-secondary options.
Cross-agency collaboration (Describe any cooperative arrangements with other agencies, institutions, or organizations specific to this priority area that will support learners’ success. Submit interagency collaboration agreements as appropriate.)	As part of this service learning project, we plan collaborations with a variety of community services that will also expose our students to multiple career pathways. Camilla’s Cupboard, Loaves and Fishes-Culinary, Habitat for Humanity-Construction, and Social Services-Human Services to name a few. All will also offer students to create fliers, assist and learn about fundraising, organization skills and translate lessons learned in the classroom into actions as they identify issues and help solve them.

PROJECT OBJECTIVES: Clearly state at minimum three measurable objectives of the project and planned activities to meet the objective. Objectives must align with the 2024-2025 Program Enhancement Project (PEP) priority area specifications and requirements, the statement of need, and the overall project goal.

Item	Objective	Planned Activities Toward Meeting that Objective	Measurable Outcomes Expected
1	To enhance students' learning by enabling them to practice skills and test classroom knowledge through practical experiences in the local community.	<p>Novel study relating to service learning 30 hours for .5 credit to give students some background knowledge of service learning and begin the critical thinking process needed to function in society.</p> <p>Service/community learning class first semester 60 hours offered for 1.0 credit. Some topics covered include: Personal responsibility, caring for others, dependability, interpersonal skills, problem-solving.</p> <p>Students will learn about how a community functions through research, classroom lessons,volunteering, attending meetings :BOE, Town Council, and PTO among others Speakers: Mayor, Local representatives, Social Services, Loaves and Fishes, Animal Welfare and senior center among others Community visits to various organizations to see how they operate and volunteer. Planned collaborators include : Camilla’s Cupboard, New Milford Social Services, Habitat for Humanity and Animal Welfare.</p>	<p>90% of students enrolled in the class will have a passing grade and earn .5 credit as documented in LACES</p> <p>90% of students enrolled in the class will have a passing grade and earn 1.0 credit as documented in LACES</p> <p>100% of students will gain an understanding of our community and its resources as documented by writings and reflections in google classroom</p>

2	Students will develop civic responsibility and positive work-related behaviors and attitudes that will make them work ready.	<p>Leadership Retreat/Student Advisory 30 hours offered for .5 credit. Students will learn skills to facilitate team building , advocacy and work with their peers to promote , plan and run student led events.</p> <p>Leadership class 60 hours offered second semester for 1.0. Some topics covered include: cooperation, teamwork skills, playing different roles, organizing, prioritizing, project-specific skills.</p> <p>Students will take the knowledge learned from semester 1 and use that to choose a community program to assist via working with the programs to help solve issues, develop plans to assist in promoting , volunteering and work together with the community</p>	<p>90% of students enrolled in the class will have a passing grade and earn .5 credit as documented in LACES</p> <p>90% of students enrolled in the class will have a passing grade and earn 1.0 credit as documented in LACES</p> <p>100% will enhance cognitive development through carefully designed reflection activities. as documented in google classroom</p>
3	To enable our students to learn about cultural diversity, economics, politics and society while instilling a greater understanding and appreciation for community service.	<p>All of the above listed classes will help complete this objective as activities in these classes will incorporate skills such as learning to find answers/info, make discriminating judgments, assess, evaluate, test hypotheses. Opportunities for research projects, hands-on projects, classroom lessons will all build on these skills. Presentations to fellow students and the community will be part of the project experience.</p> <p>Some specific activities to meet this objective: Habitat for Humanity- High School curriculum. This program allows students in grades 9–12 to uncover information about the social, economic, geographic and political causes surrounding poverty, housing and homelessness.</p>	<p>90% of students enrolled in these classes will have a passing grade and earn at least .5 credit as documented in LACES</p> <p>90% of students will demonstrate knowledge of community service and lessons learned through reflections, presentations and classwork as documented in LACES</p>

PROPOSED SERVICE DELIVERY FORMAT: Complete the chart below addressing how the project plan is of sufficient intensity and quality so that students achieve substantial learning gains and relevant performance measures. This funding is intended to allow providers and agencies to experiment with new and creative instructional approaches to meet the demonstrated needs, demands and interests of a cohort of adult education students.

Service delivery/instruction will be offered	<input type="checkbox"/> Virtual <input checked="" type="checkbox"/> In-person <input type="checkbox"/> Hybrid/Blended <input type="checkbox"/> Other:
Site location (If service delivery/instruction will be offered in person or hybrid, identify the site location the project will be implemented. All programs and	All classes will be held at New Milford High School in person. The High school is ADA compliant. Students will also be active out in the community as part of class attending meetings, visiting and volunteering at various community services- our collaborators are all ADA compliant.

instructional sites must be accessible to persons with disabilities.)	
Priority area schedule (days and hours per week)	<p>The Novel Studies will meet Monday thru Thurs from 5:00-7:00 pm for 4 weeks (30) hours beginning in August 2024</p> <p>The service learning/community learning class will begin in Sept and meet twice a week for 2 hours each time for a total of 60 hours. It should end at the beginning of January. It will either run 5-7 or 7-9 depending on staff</p> <p>Leadership retreat/Student Advisory will meet Monday thru Thurs from 5:00-7:00 pm for 4 weeks (30) hours beginning in January 2025</p> <p>Leadership class will begin in February and meet twice a week for 2 hours each time for a total of 60 hours. It should end at the beginning of June. It will either run 5-7 or 7-9 depending on staff</p> <p>Community hours will vary depending on the community service/meeting schedules of operation.</p>
Estimated total weeks of instruction	38 classroom weeks plus community time to be determined.
Estimated total hours of instruction (A minimum time-period is one semester/50 hours.)	Classroom instruction for the year 180 hours plus community time to be determined.
Timeline of project/begin and end date	August 2024 to June 2025
Project staff (Describe the job title and responsibility of each staff member funded under this project. As a reminder, costs associated to the priority area on the ED-114 and eGMS should be proportionate to the amount of time working under this project.)	<p>Sakina Gordon, Guidance Counselor- assisting students with any barriers to ensure student success. A presence at community services to assist students as needed with projects.</p> <p>Amanda Scriber- Office support-community contact liaison</p> <p>Greg Garner- Certified 106 and 088 Adult ed instructor</p> <p>Justin Ongley-Certified 106 and pending 088 Adult Ed instructor</p> <p>Other staff as needed as curriculum developed</p>
Project management (Describe how the management of the project will ensure the attainment of successful outcomes.)	<p>This will require a team approach of admin, teachers, and students. The steps will include brainstorming, focusing, implementing, evaluation, and reflecting. The project has been broken into smaller chunks of classes. This allows us to mix and match classes to student identified needs, wants and staff identified deficits. This will enable staff and students to remain focused, gear their efforts towards achieving the project goal, and get their tasks completed on time.</p> <p>As students gain knowledge and skills they take on more ownership of managing the projects they choose. This project will introduce the concepts of service learning through reading and exploring topics and then making it real within our community. We feel it will not only educate our students about the services and resources available to them but will draw them in to be part of it. Once we have introduced the skills and concepts needed to function in the various organizations we can build on that second semester with leadership and advocacy skills as they practice concepts within the school and out in the community. An important byproduct of this will be the boost to employability as students who have not been employed will now have some volunteer activities and skills to add to their resume to increase their marketability. For this generation of post-COVID students with anxiety, being able to navigate our</p>

	community with a staff member presence as our project builds to independence will promote the success we are looking for.
Professional learning or staff training (Describe the opportunities which will be funded under this project.)	Planned staff PD will be exploring the community services, expanding our knowledge of service learning. Reviewing and making curriculum our own. Training in advocacy and running a retreat for student leaders.

PROJECT DESIGN: Complete the chart below addressing the required components contained in the PEP RFP. The overall design should be based on the most rigorous research available so that participants achieve substantial learning gains and use instructional practices that include the essential components of reading instruction.

Project design (Provide a thorough description of the overall design of the project you are proposing. Explicitly state how you are aligning this instructional innovation to the purpose of the Adult Education and Family Literacy Act as outlined in Section 202 and described in the requirements specific to this priority area.)	<p>We have identified with the steps identified by Malcolm Knowles as essential for best practices.</p> <ul style="list-style-type: none"> Promote a positive classroom climate centered around cooperative learning. Research the interests and the needs of each adult learner. Create learning goals, based on the interests and needs, of and with the adult learner. Build on each subsequent activity to achieve the learning objectives. Co-create strategies, resources and methods for instruction. Review each activity and make modifications where necessary, while continually evaluating the next steps for learning. <p>The design of this project is to encourage student choice and voice. The project will combine classroom learning with community engagement to provide hands-on experience for students and expose them to possible career pathways. The ability to see a variety of career pathways in action and to have some skills to put on a resume will assist them in job placement. Reading, writing, digital literacy and reflection will be included throughout the project. Learning all these through real life applications (services volunteer manuals, forms, making fliers and presentations for various programs and employers). This project will help students learn and apply their academic knowledge in real-life situations. It also gives them the opportunity to reflect on their experiences and think about how they can make a positive impact. Service learning encourages students to get involved in their community and develop a sense of caring for others. It also raises awareness about social justice issues and provides opportunities for career exploration. Students will develop and learn how to use their voices to advocate for something that matters to them. Gaining confidence will be a byproduct of practicing their newfound skills.</p>
Curriculum/resources (Identify the main curriculum and resources that will be used. If curriculum does	<p>Curriculum to include but not limited to:</p> <p>https://www.overcomingobstacles.org/portal/en/curricula/high-school/service-learning-handbook The Training Toolbox A Guide to Service-Learning Training Maryland Dept of Education</p>

<p>not currently exist, describe the process you will take to create a standards-based curriculum.)</p>	<p>Quest for Success curriculum The staff team will also meet as needed to create a curriculum as needs are identified</p>
<p>Support services (Identify support services, student success strategies and transition strategies that will be integrated into the project.)</p>	<p>New Milford will have a guidance counselor on-site while classes are in session. Our counselor will meet with individual students to create and review a student success plan together. Through this project, students will become familiar with all the available community support as they meet speakers and go with a cohort to the various community meetings and services. Transportation will be provided if students cannot attend otherwise. As students work on their career portfolio and resume they will now have material to write about and place on their resume as they prepare to transition to life after High school.</p>
<p>Project evaluation (Describe the evaluation process that will be used to determine priority area project success.)</p>	<p>Staff will meet to discuss curriculum successes and failures throughout the year. A review of the retention rate and grades of students will be a part of the process. Student and staff surveys and reflections will happen throughout the year to determine areas that need to be strengthened and assess what has been meaningful. Rubrics will be created to help assess successes.</p>

CONNECTICUT STATE DEPARTMENT OF EDUCATION
 Academic Office
 Program Enhancement Project (PEP) Grants for Adult Education
TRANSITION, CAREER NAVIGATION AND SUPPORT PRIORITY AREA PLANNING DOCUMENT
 FY 2024–2025

Please try to limit each priority planning document to seven pages. If you are not applying as a consortium, you may delete that section before submission.

Applicant Organization: New Milford Adult Education	
Project Coordinator(s): Christy Martin	Phone: 860 350-6647
	Email: martinc@newmilfordps.org

PRIORITY AREA NEED AND GOALS: Thoroughly complete the below section.

Requested federal funds (Identify which NRS reporting levels you will serve with this funding. The total amount requested should not exceed maximum award amount.)	<input type="checkbox"/> ESL 1-6/ABE 1-4 \$ _____	<input type="checkbox"/> ABE/ASE 5-6 \$50,000
Target program (Identify which programs will be served with this funding.)	<input type="checkbox"/> ESL · ABE · CDP <input type="checkbox"/> GED <input type="checkbox"/> NEDP	
Planned number of students (Identify the total number of <i>reportable students</i> you plan to serve with this funding.)	35	
Federal cost per student (Divide the amount of priority area federal funds requested by the planned number of students. Costs should be necessary, reasonable, and allocable for the services provided.) Priority area project goal (Briefly describe what you wish to accomplish.)	\$1,428	
Statement of need (Briefly state how this proposed plan will meet the need of the target population/program. Include the current gaps in access and/or service for the specific target population in the applicant’s delivery of adult education services.)	Most of our students are basic skills deficient upon entry appraisal to Adult Education despite having transcripts with 11 plus High School credits. The town has grown much more diverse since covid and we are seeing more MLL students with cultural and language barriers as well. Our students have little to no experience in the working world and post covid have become more and more isolated from in person contact and rely on their phones and social media for connection. They lack the understanding that volunteering is a way to show future employers what skills they have. The understanding of our community and its resources is missing as well. Students do not know or understand the resources	

	<p>available to them in the community or through the WIB. The barriers they face include transportation, mental health issues, language issues and not having a work background or ethic to move themselves forward.</p> <p>Students do not leave the area to connect with programs to advance their careers. They are unable to see the value in learning more about how their chosen pathway works as they are stuck in the cycle of working a low paying job and focus of “getting a diploma”. The bigger picture is often not a vision they have.</p> <p>Because teachers are not CTE certified the ability to provide exposure on site to career interests has been an obstacle in the past.</p>
<p>Prior experience (Briefly explain your agency’s prior experience working with transitioning students to employment, postsecondary education and/or training. Submission of the Demonstrated Effectiveness Form with this RFP is required.)</p>	<p>New Milford Adult Education has been run by New Milford since 1998. We also provide services for Region 12. New Milford is a large land area with a population changing in diversity since COVID. The 5 largest ethnic groups, as of 2021 in New Milford, CT are White (Non-Hispanic) (81.9%), White (Hispanic) (4.82%), Other (Hispanic) (3.07%), Black or African American (Non-Hispanic) (3.01%), and Asian (Non-Hispanic) (2.4%). 97% are U.S. citizens. Since COVID we primarily serve CDP students with a wide age range- this year our students range from 17 to 63. Our population is made up of many cultures with more Hispanic students moving into the area and this year we are seeing a return in ESL students in both the CDP and ESL programs.</p> <p>We have participated in PEP grants for many years and currently have the workplace grant. We provide classes in workplace skills, soft skills, critical thinking to name a few and bring in the American Job Center, Career ConneCT and speakers from various post secondary options.</p>
<p>Cross-agency collaboration (Describe any cooperative arrangements with other agencies, institutions, or organizations specific to this priority area that will support learners’ success. Submit interagency collaboration agreements as appropriate.)</p>	<p>We plan collaborations with a variety of community services that will also expose our students to multiple career pathways. Camilla’s Cupboard and Loaves and Fishes-Culinary. Habitat for Humanity-Construction..Social Services-Human Services to name a few. All will also offer students to create fliers, assist and learn about fundraising, organization skills and translate lessons learned in the classroom into actions as they identify issues and help solve them.</p> <p>We partner with the WIB and American Job center to come onsite to speak with our students, connect us to local employers and provide access to Career ConneCT.</p>

PROJECT OBJECTIVES: Clearly state at minimum three measurable objectives of the project and planned activities to meet the objective. Objectives must align with the 2024-2025 Program Enhancement Project (PEP) priority area specifications and requirements, the statement of need, and the overall project goal.

Item	Objective	Planned Activities Toward Meeting that Objective	Measurable Outcomes Expected
1	Students will define and plan transition goals related to employment, postsecondary education and training and community participation	16 hour class beginning the career exploration portfolio Process-identifying learning styles, career interest inventories, job knowledge assessment. Students will learn about and be required to register on CT Hires and Career ConneCT. Students will begin the goal setting process for their future	90% of students enrolled in the class will have a passing grade and earn .5 credit as documented in LACES

		Students and counselor will complete a student success plan and revisit several times each semester.	Completed assessments , inventories , goals will be located in the students portfolio folder and/or google classroom
2	Students will identify potential barriers and obtain and demonstrate advocacy skills in order to transition to future goals	60 hours Overcoming obstacles curriculum 60 hours Quest for success curriculum	90% of students enrolled in the class will have a passing grade and earn 1.0 credit as documented in LACES 90% of students enrolled in the class will have a passing grade and earn 1.0 credit as documented in LACES
3	Students will experience at least one career pathway via classroom and/or in person exposure.	60 hour in person class in an identified career need (Based on student identified career pathway during the fall semester) 60 +hours mentored by AE certified instructors in a classroom cohort-Via EDynamics students will have access to a catalog of over 250 CTE courses via computer and LMS. Students will have the opportunity to experience Cosmetology, Hospitality, Business, Healthcare, Manufacturing and IT among other options. E Dynamics- The eDL Career Ready Program™ puts students on a clearly defined, national-standard aligned path to explore career options and acquire the technical knowledge and skills to work towards industry-recognized certification and high-demand careers. The Career Ready Program supports students in achieving nearly 100 industry-recognized certifications. Virtual Business (VB) High School simulations are browser-based, online business simulations that provide programs with an interactive curriculum to teach business, marketing, financial literacy/personal finance, and much more. Virtual Internship- Students will test and try concepts in a risk-free simulated environment. Students will get to experience and manage all aspects of running a business, including staffing, operations, marketing, finance, sales, and much more. They'll get to uncover which areas they like most and wish to focus on in the real world, or major in at college.	90% of students enrolled in the class will have a passing grade and earn 1.0 credit as documented in LACES 75% of students enrolled in the classes will have a passing grade and earn at least .5 credit as documented in LACES

		Through our community connections students will be exposed to various career pathways as they assist various support services as part of their education	100% of students will gain an understanding of our community and its resources as documented by writings and reflections in google classroom
4	Students will gain the soft skills necessary to succeed in the workforce	30 hour Career /workplace skills class	90% of students enrolled in the class will have a passing grade and earn .5 credit as documented in LACES

PROPOSED SERVICE DELIVERY FORMAT: Complete the chart below addressing how the project plan is of sufficient intensity and quality so that students achieve substantial learning gains and relevant performance measures. This funding is intended to provide intensive transition instruction and services for a cohort of students who have an immediate goal of entering employment, training, or postsecondary education.

Service delivery/instruction will be offered	<input type="checkbox"/> Virtual <input checked="" type="checkbox"/> In-person <input type="checkbox"/> Hybrid/Blended <input type="checkbox"/> Other:
Site location (If service delivery/instruction will be offered in person or hybrid, identify the site location the project will be implemented. All programs and instructional sites must be accessible to persons with disabilities.)	All classes will be held at New Milford High School in person.
Priority area schedule (days and hours per week)	August 24 16 hour class beginning the career exploration portfolio 2 hours Mon-Thurs for 4 weeks time either 5-7 or 7-9 dependant on staff 60 hours Overcoming obstacles curriculum 2 hours , 2 times a week for 15 weeks 5-7 or 7-9 60 hours Quest for success curriculum 2 hours , 2 times a week for 15 weeks 5-7 or 7-9 60 hours in person in a career pathway 2 hours , 2 times a week for 15 weeks 5-7 or 7-9 60+ hours Edynamic career specific classes via lms -in person teacher mentored 2 hours , 2 times a week for 15 weeks 5-7 or 7-9 30 hour workplace skills class 2 hours mon-thurs for 4 weeks either 5-7 or 7-9
Estimated total weeks of instruction	53
Estimated total hours of instruction	286
Timeline of project/begin and end date	August 2024-June 2025
Project staff (Describe the job title and responsibility of each staff member funded under this project. As a reminder, costs associated to the priority area on the ED-114 and eGMS should be proportionate to the amount of time working under this project.)	Sakina Gordon, Guidance Counselor- assisting students with any barriers to ensure student success. A presence at community services to assist students as needed with projects. Career Navigation. Amanda Scriber- Office support Greg Garner- Certified 106 and 088 Adult ed instructor Justin Ongley-Certified 106 and pending 088 Adult Ed instructor Brad Jones- Certified 106 instructor

	Other staff as needed as curriculum developed
Project management (Describe how the management of the project will ensure the attainment of successful outcomes.)	This will require a team approach of admin, teachers, and students. The project has been broken into smaller chunks of classes. This allows us to mix and match classes to student identified needs, wants and staff identified deficits. This will enable staff and students to remain focused, gear their efforts toward achieving the project goal, and get their tasks completed on time. As students identify and plan their next steps in sequenced classes they will be motivated to pursue their chosen career pathway and able to focus on succeeding as they learn about and experience their pathway.
Professional learning or staff training (Describe the opportunities which will be funded under this project.)	Planned staff PD will be training with E Dynamics LMS. Reviewing and making curriculum our own. Training in advocacy. PD will also center around student voice and choice as we infuse workplace skills and requirements into all classes.

PROJECT DESIGN: Complete the chart below addressing the required components contained in the PEP RFP. The overall design should be based on the most rigorous research available so that participants achieve substantial learning gains and use instructional practices that include the essential components of reading instruction.

Project design (Provide a succinct description of the overall design of the project you are proposing. This response should include a systematic way of exploring career, training and postsecondary options for students utilizing an individual career plan or student success plan template.)	<p>We have identified with the steps identified by Malcolm Knowles as essential for best practices.</p> <ul style="list-style-type: none"> Promote a positive classroom climate centered around cooperative learning. Research the interests and the needs of each adult learner. Create learning goals, based on the interests and needs, of and with the adult learner. Build on each subsequent activity to achieve the learning objectives. Co-create strategies, resources and methods for instruction. Review each activity and make modifications where necessary, while continually evaluating the next steps for learning. <p>Reading, writing, digital literacy and reflection will be included throughout the project. It is designed to meet the needs of all students with both in person and online options available. Step 1- registration and completion of success survey. Step 2 - Work with a counselor to review surveys and complete success plans. Step 3- Complete 16 hour orientation and career assessments. Step 4- Based on student and staff conversations students will be placed in one or more of the outlined project classes as described above. By designing the program in chunks we can mix and match classes to meet the needs of all students at the level they are at in the career decision process as well as workplace skills. By providing the opportunity for a variety of career pathway options through the online classes we can accommodate many pathways with our support so students gain a true knowledge of what their career entails and will put them in position to succeed when they go for certification , training etc. Staff will work with</p>
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	collaborators and students to use Career ConneCT and the American job Center to further training and employment.
Curriculum/resources (Identify the main curriculum and resources that will be used. Describe how these are aligned to the College and Career Readiness Standards or English Language Proficiency Standards.)	Curriculum to include but not limited to: E Dynamics curriculum and programs https://www.overcomingobstacles.org Quest for Success curriculum IBM workplace learning curriculum DOL workbook series The staff team will also meet as needed to create a curriculum as needs are identified
Career exploration (Identify how you will provide intensive instruction in career awareness, career exploration, and career planning. In-demand industries as identified in local WDB plans should be highlighted.)	Construction, Healthcare, Human Service, Information Technology, Manufacturing, Retail Trade, Transportation & Warehousing and Accommodation & Food Services curriculum are available or in development within our program 60 + hours available in online courses career specific to in demand industries listed above. 226 hours of combined career awareness, exploration and related work readiness skills as doing both side by side and using experiential learning works best for our students. Classes listed in objective activities above
Workforce readiness (Identify how you will provide intensive instruction and services to assist learners in the transition to work, retention of work, or advancement of work. Curriculum must include exposure to CTHires , job announcements and employer recruitment events.)	226 hours of combined career awareness, exploration and related work readiness skills as doing both side by side and using experiential learning works best for our students. Classes listed in objective activities above. All students will be expected to register and research CT Hires and Career ConneCT during their 16 hour orientation New Milford will continue to maintain our Job center using information from American Job Center, CT Hires and Indeed. Individual jobs as well as recruitment events are posted there. New Milford will maintain our current relationships with community employers and with the help of the WIB expand the employers who come in to meet with our students.
Postsecondary education and training (Identify how you will provide intensive instruction and services that create a bridge between adult education and postsecondary education and/or training opportunities. Curriculum must include enrollment eligibility and associated costs, academic assessments in line with the receiving institution to ensure student readiness for enrollment, and the	The counselor will be present in project classes to provide information and lessons appropriate to the topics /career info /speakers being taught at the time. Surveys, interest inventories, and reflections will be used by teachers and the counselor frequently throughout the project. Research and evaluation of various postsecondary opportunities will be part of the curriculum with students required to develop presentations about requirements, costs, timelines and outcome options. All students will review , with the counselor, success and grad plan frequently throughout the year and make changes and additions as careers come into focus. As students enter the final semester, the checklist of completed activities in their career portfolio will document readiness for life after graduation.

<p>facilitation of the admissions and financial aid process.)</p>	<p>E Dynamics- The eDL Career Ready Program™ puts students on a clearly defined, national-standard aligned path to explore career options and acquire the technical knowledge and skills to work towards industry-recognized certification and high-demand careers. The Career Ready Program supports students in achieving nearly 100 industry-recognized certifications. Virtual Business (VB) High School simulations are browser-based, online business simulations that provide programs with an interactive curriculum to teach business, marketing, financial literacy/personal finance, and much more. Virtual Internship- Students will test and try concepts in a risk-free simulated environment. Students will get to experience and manage all aspects of running a business, including staffing, operations, marketing, finance, sales, and much more. They'll get to uncover which areas they like most and wish to focus on in the real world, or major in at college.</p>
<p>Development of employability skills (Identify activities you will provide that are designed to help an individual acquire critical thinking skills and self-management skills, including competencies in utilizing resources; using information; working with others; understanding transition and employment systems; and obtaining skills necessary for successful transition into, and completion of, postsecondary education, training, or employment.)</p>	<p>226 hours of combined career awareness, exploration, and related work readiness skills as doing both side by side and using experiential learning works best for our students. Classes listed in objective activities above. Hands-on practice with experiential activities with our community partners to reinforce skills learned in class and make connections between the classroom and real life. Students will research, and create material specific to workplaces (fliers, displays, etc). Understand specific career and workplace requirements according to their chosen career path. Navigate post-secondary training websites as well as CTHires and Career ConneCT to demonstrate the ability to access and use information.</p>
<p>Development of digital literacy skills (Describe how the activities of the project will integrate the effective use of technology, enhance the quality of instruction, and support the skills necessary for successful transition to employment, postsecondary education or training.)</p>	<p>New Milford utilizes Northstar Digital Literacy as a standard component of our program. All students are given a school email at registration. They are provided a Chrome book for in-school, and if they do not have a computer at home, out of school use. We are a Google school. All classes use Google Classroom Docs, Slides, and Sheets. Student work is created and submitted via Chrome books. Classroom assignments require the creation of presentations. Students also have access to the Virtual High School where they take online classes and utilize the Blackboard LMS- a skill they will certainly need in post secondary. EDynamics programming will add another dimension to this skill.</p>
<p>Career navigation (Identify how career navigation services will be provided to assist learners in obtaining employment or transitioning to postsecondary education or training.)</p>	<p>Our counselor/Career navigator meets with all new students. Together they identify possible barriers and brainstorm solutions as they create the student success plan. She will be a presence in the project classrooms to help students identify the skills and education needed to support their career goals. She will oversee the Job center AE has with job postings from CT Hires, Indeed, and jobs sent from our collaborators from DOL and American Job Center. Meets routinely with all students to discuss attendance, grade status and graduation plan. Connects speakers to the classroom (Both employers and post secondary trainings). Will assist in transitioning students to training and certifications, working with</p>

	Career ConneCT and other opportunities as they arise. Monitor portfolios and work with students to make sure they have all the requirements completed to be work ready.
Support services (Identify support services, student success strategies and transition strategies that will be integrated into the project.)	New Milford will have a guidance counselor on-site while classes are in session. Our counselor will meet with individual students to create and review a student success plan together. Students will become familiar with all the available community support as they meet speakers. Employers will be brought in to speak to students about opportunities and expectations. E Dynamics provides classroom instruction in specific careers and virtual internships so that students with transportation issues or lack of follow-through in going out of the area to programs will be able to do it online with AE support. Transportation will be provided if students cannot attend otherwise. As students work on their career portfolio and resume they will now have material to write about and place on their resume as they prepare to transition to life after High school. American Job Center and Career ConneCT will be brought in on-site.
Project evaluation (Describe the evaluation process that will be used to determine priority area project success.)	Staff will meet to discuss curriculum successes and failures throughout the year. A review of the retention rate and grades of students will be a part of the process. Student and staff surveys and reflections will happen throughout the year to determine areas that need to be strengthened and assess what has been meaningful. Rubrics will be created to help assess successes.

EXCEL FORMAT VERSION
for completion of **ONLY** the
Budget Narrative Pages and the ED-114 Budget Form
of the
FY 2025 Adult Education Federal Grant Application for

Instructions for Completion

- 1 Complete the Excel version of the budget narrative pages thoroughly and according to
- 2 **DO NOT** attempt to modify the format.
- 3 Click on the *Comprehensive Budget Narrative* tab below. Begin by entering the **town name**
- 4 Follow the instructions that will appear in the columns of a line item.
- 5 Select the appropriate information from the **drop down menu** found in the **columns with**
- 6 Provide only the information that is being requested for each line item column.
- 7 Click on the *ED-114* tab below to review data. As information for each line item of the budget is entered, the "Total" column automatically becomes populated with the total amount of each line item.
- 8 **SAVE** a completed Excel version for this entire workbook **using the town/district name**
- 9 **E-mail**, as an attachment, a **copy of this Excel workbook (see #8 above) on or before**
- 10 Please refer to the Budget Buddy for additional information: <https://portal.ct.gov/SDE/Adult-Education>

or Comprehensive

the format.

name and **code** in the white blocks found at the top of the page.

with a white header.

Budget narrative is entered,
item.

File name to identify the saved file (e.g. WallingfordED114).

Before May 3, 2024 to: SDE.AdultEd@ct.gov
[Adult-Ed/Federal/Federal-Legislation-and-Grants/Documents](#)

COMPREHENSIVE ED-114 FISCAL YEAR 2024-2025

BUDGET FORM

GRANTEE NAME: New Milford Adult Education		VENDOR ID:0000096-00	
GRANTEE TITLE:			
PROJECT TITLE: Innovation and Transition			
ACCOUNTING CLASSIFICATION: FUND: 0000		SPID:	YEAR: PROGRAM: CF1: CF2:
GRANT PERIOD: 07/01/2024- 06/30/2025		AUTHORIZED AMOUNT: \$	
AUTHORIZED AMOUNT BY SOURCE:		CURRENT DUE: \$	% ADMIN COSTS: 4.71%
CODES	DESCRIPTIONS		TOTAL
111A/112B/119	NON-INSTRUCTIONAL		\$3,766
111B/112A	INSTRUCTIONAL		\$53,550
200	PERSONAL SERVICES-EMPLOYEE BENEFITS		\$0
321	TUTORS		\$0
322	IN SERVICE		\$0
324	FIELD TRIPS		\$0
325	PARENT ACTIVITIES		\$0
330	EMPLOYEE TRAINING AND DEVELOPMENT SERVICES		\$900
400	PURCHASED PROPERTY SERVICES		\$0
510/530/580/590	OTHER PURCHASED SERVICES		\$800
611/612/641/690	SUPPLIES		\$20,984
700	PROPERTY		\$0
917	INDIRECT COSTS		\$0
	TOTAL 1		\$80,000
(S)AVHS	Connecticut Adult Virtual High School- ABE/ASE 5-6		\$0
(E)FLS	Family Literacy Services - ESL 1-6/ABE 1-4		\$0
(S)FLS	Family Literacy Services - ABE/ASE 5-6		\$0
(E)INNOV	Instructional Innovation- ESL 1-6/ABE 1-4		\$30,000
(S)INNOV	Instructional Innovation- ABE/ASE 5-6		\$0
(E)IET	Integrated Education and Training- ESL 1-6/ABE 1-4		\$0
(S)IET	Integrated Education and Training - ABE/ASE 5-6		\$0
(E)IELCE	Integrated English Literacy and Civics Education- ESL 1-6/ABE 1-4		\$0
(E)TECH	Technology Integration and Expansion of Services- ESL 1-6/ABE 1-4		\$0
(S)TECH	Technology Integration and Expansion of Services- ABE/ASE 5-6		\$0
(E)TCNS	Transition, Career Navigation and Support- ESL 1-6/ABE 1-4		\$0
(S)TCNS	Transition, Career Navigation and Support - ABE/ASE 5-6		\$50,000
	TOTAL 2		\$80,000
MATCH	Matching Funds 20%		\$16,334
	Matching Funds/Total1		Greater than or equal 20%

_____ ORIGINAL REQUEST
 DATE
 _____ REVISED REQUEST
 DATE

_____ STATE DEPARTMENT OF EDUCATION PROGRAM
 MANAGER AUTHORIZATION

DATE OF APPROVAL

Comprehensive Budget Narrative

Line Item Questions contact: Susan.Kocaba@ct.gov

Town Name: **New Milford Adult Education** Town Code: **0000096-00**
 Budget Buddy <https://portal.ct.gov/SDE/Adult-Ed/Federal/Federal-Legislation-and-Grants/Documents> (copy to browser)

Position/Title (enter at least 6 characters)	Description (grant code)	Total # of Admins	Hourly or Salaried	Hourly Rate/Annual Salary	Scheduled # of Hours per Week	Scheduled # of Weeks per Year	Total Annual Expenditure

111B Teachers To clear a cell: Right click on cell then choose "Clear Contents" **Total: \$53,550**

Program Area of Responsibility	Description (grant code)	Total # of Teachers	Hourly or Salaried	Hourly Rate/Annual Salary	Scheduled # of Hours per Week	Scheduled # of Weeks per Year	Total Annual Expenditure
CDP	(S)INNO	2	Hourly	\$45.00	10	4	\$3,600
CDP	(S)INNO	2	Hourly	\$45.00	5	15	\$6,750
Counselor	(S)INNO	1	Hourly	\$45.00	4	30	\$5,400
CDP	(S)INNO	5	Hourly	\$45.00	10	1	\$2,250
CDP	(S)INNO	9	Hourly	\$45.00	2	4	\$3,240
CDP	(S)TCNS	4	Hourly	\$45.00	5	15	\$13,500
CDP	(S)TCNS	1	Hourly	\$45.00	4	30	\$5,400
Counselor	(S)TCNS	1	Hourly	\$45.00	4	30	\$5,400
CDP	(S)TCNS	1	Hourly	\$45.00	8	2	\$720
CDP	(S)TCNS	5	Hourly	\$45.00	10	1	\$2,250
CDP	(S)TCNS	9	Hourly	\$45.00	2	4	\$3,240
CDP	(S)TCNS	6	Salaried	\$300.00	0	0	\$1,800

112A Education Aides To clear a cell: Right click on cell then choose "Clear Contents" **Total: \$0**

Program Area of	Description	Total # of	Hourly or	Hourly Rate/Annual	Scheduled # of Hours	Scheduled # of	Total Annual

112B Clerical (administrative costs) **Total: \$3,766**

Position/Title	Description	Total # of	Hourly or	Hourly Rate/ Annual	Scheduled # of Hours	Scheduled # of	Total Annual
data entry/support	(S)INNO	1	Hourly	\$15.69	4	30	\$1,883
data entry/support	(S)TCNS	1	Hourly	\$15.69	4	30	\$1,883

119 Other To clear a cell: Right click on cell then choose "Clear Contents" **Total: \$0**

Position Title	Description	Total # of	Hourly or	Hourly Rate/ Annual	Scheduled # of Hours	Scheduled # of	Total Annual

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

321 Tutors To clear a cell: Right click on cell then choose "Clear Contents" **Total: \$0**

Program Area of Responsibility	Description (grant code)	Total # of Teachers	Hourly or Salaried	Hourly Rate/Annual Salary	Scheduled # of Hours per Week	Scheduled # of Weeks per Year	Total Annual Expenditure

322 Inservice (Instructional Program Improvement Services) (administrative costs) **Total: \$0**

Organization or Presenter(s) (enter at least 5 characters)	Purpose/Service Description	Cost Per Item	Quantity/ Duration	Unit of Quantity/ Duration	Total Annual Expenditure

324 Field Trips To clear a cell: Right click on cell then choose "Clear Contents" **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 Activities Total: \$0

Vendor	Purpose/Service Description	Cost Per Item	Quantity/ Duration	Unit of	Total Annual

To clear a cell: Right click on cell then choose "Clear Contents"

330 Other Professional / Technical Services Total: \$900

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
EDynamics	PD on platform, classroom facilitation	\$900.00	1	session(s)	\$900

400 Purchased Property Services Total: \$0

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

510 Pupil Transportation Total: \$800

Vendor (enter at least 6 characters)	Purpose/Service Description (enter at least 6 characters)	Cost Per Item	Quantity	Total Annual Expenditure
enterprise van	transportation	\$200.00	4	\$800

To clear a cell: Right click on cell then choose "Clear Contents"

530 Communications 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

580 TRAVEL (administrative costs) Total: \$0

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

590 Other Purchased Services Total: \$0

Vendor	Purpose/Service Description	Cost Per Item (leave	Quantity/ Duration	Total	Total Annual

To clear a cell: Right click on cell then choose "Clear Contents"

611 Instructional Supplies Total: \$18,014

Choose One Category Major item must be > \$250 and < \$1,000	Description - Make/Model, Title, etc. (enter at least 6 characters)	Total Order/ Cost Per Item	Quantity	Total Annual Expenditure
General Instructional Supplies	Service learning project material innov	\$5,000.00	1	\$5,000
General Instructional Supplies	consumable workbooks innov	\$1,077.00	1	\$1,077
General Instructional Supplies	supplies folders, laminate, paper, cardstock etc trans	\$3,500.00	1	\$3,500
General Instructional Supplies	consumable workbooks trans	\$1,077.00	1	\$1,077
General Instructional Supplies	student site licenses E dynamics CTE trans	\$149.00	30	\$4,470
General Instructional Supplies	Trainers warehouse leadership, teambuilding, collaboration material and activities kits	\$1,390.00	1	\$1,390
General Instructional Supplies	craft-display supplies	\$1,500.00	1	\$1,500

012 Administrative Supplies (administrative costs) **Total:** \$0

Choose One Category Major item must be > \$250 and < \$1,000	Description - Make/Model, Title, etc. (enter at least 6 characters)	Total Order/ Cost Per Item	Quantity	Total Annual Expenditure

041 Textbooks **Total:** \$2,970

Program Area	Description	Total/Cost Per Item	Quantity	Total Annual
CDP	career ready/career pathway	\$25.00	60	\$1,500
CDP	Soft skills for the workplace	\$49.00	30	\$1,470

090 Other Supplies **Total:** \$0

Choose One Category	Description - Make/Model, Title, etc.	Total Order/ Cost	Quantity	Total Annual

100 Property **Total:** \$0

Vendor	Description	Cost Per Item	Quantity	Total Annual

917 Indirect Costs **Total:** \$0

Item	Description - Make/Model, Title, etc.	Cost Per Item	Quantity	Total Annual

Grand Total: **\$80,000**

320 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

To clear a cell: Right click on cell then choose "Clear Contents"

321 Tutors **Total: \$0**

Program Area of Responsibility	Description (Optional)	Total # of Teachers	Hourly or Salaried	Hourly Rate/Annual Salary	Scheduled # of Hours per Week	Scheduled # of Weeks per Year	Total Annual Expenditure

To clear a cell: Right click on cell then choose "Clear Contents"

322 Inservice (Instructional Program Improvement Services) **Total: \$0**

Organization or Presenter(s) (enter at least 5 characters)	Purpose/Service Description	Cost Per Item	Quantity/ Duration	Unit of Quantity/ Duration	Total Annual Expenditure

To clear a cell: Right click on cell then choose "Clear Contents"

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 Activities **Total: \$0**

Vendor	Purpose/Service Description	Cost Per Item	Quantity/	Unit of	Total Annual

APPENDIX C: INTERAGENCY COLLABORATION AGREEMENT

New Milford Adult Education is submitting proposals for the **Innovations and Transitions, Navigation and support** PEP Grants for the 24-25 school year . These 2 grants will complement each other by incorporating service-learning, leadership, career identification and workplace skills into all facets of the program. This will allow students to apply curricula and classroom learning through hands-on service projects they help design while exploring and engaging in our community and various career paths. Activities will be related directly to important learning goals and will be linked to the college and career readiness standards. Many of our students do not have a clear idea of a career pathway and being exposed to, and experiencing, community and workplace settings will provide access to a variety of skill requirements. Assisting in the functioning of these jobs and services allows students to explore career pathways in real-world settings. It will also enhance employability for them as they learn, practice and master new workplace skills as part of the learning process. Our career navigator will then be able to work with our students to transition to a job, postsecondary education or training program.

For Fiscal Year 2025 we would like to enter into a collaborative agreement with your agency for the following services.

Responsibilities of Proposing Agency:

We anticipate 35 students to be served with each grant. In addition to the usual academic classes required in High School, through these grants, New Milford will provide classroom instruction in Digital Literacy (Google docs, slides, sheets, presentation, and flier creation), service learning, leadership skills, workplace soft skills, communication, teamwork, professional behavior and appearance, and planning projects. Classroom instruction will be held at the High School. We plan for our students to be out in the community learning about, and assisting where possible, in the function of various community and workplace programs. This will be ongoing throughout the school year.

Responsibilities of Collaborating Agency:

Provide speakers to talk about your community service or workplace. Share your program/workplace requirements expectations and standards to help our students learn what is needed to succeed outside the classroom and give them an understanding of what career pathways are connected to what you do. Provide opportunities for students to observe, volunteer, provide a service IE design a flier, etc.

PROPOSING AGENCY

New Milford Adult Education

Name: Christy Martin

Title: Director

Address: 388 Danbury Road

New Milford CT 06776

Signature



Date: 4/11/24

COLLABORATING AGENCY

Literacy Volunteers at the Green, Inc.

Name: Lyn Davies

Title: Executive Director

Address: 7 Whittlesey Ave
New Milford, CT 06776

Signature



Date: April 30, 2024

APPENDIX C: INTERAGENCY COLLABORATION AGREEMENT

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PROPOSING AGENCY

New Milford Adult Education

Name: Christy Martin

Title: Director

Address: 388 Danbury Road

New Milford CT 06776

Signature



Date: 4/11/24

COLLABORATING AGENCY

Camella's Cupboard Food Pantry

Name:

Angela Chastain

Title:

Executive Director

Address:

Po Box 1771

New Milford

Signature:



Date:

4/17/24

APPENDIX C: INTERAGENCY COLLABORATION AGREEMENT

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PROPOSING AGENCY

New Milford Adult Education

Name: Christy Martin

Title: Director

Address: 388 Danbury Road

New Milford CT 06776

Signature



Date: 4/11/24

COLLABORATING AGENCY

New Milford Social Services

Name: Ivana Butera

Title: Director

Address: 2 Pickett District Rd
New Milford CT 06776

Signature:



Date: 4-15-24

APPENDIX D: WORKFORCE DEVELOPMENT BOARD

New Milford Adult Education is submitting proposals for the **Innovations and Transitions, Navigation and support PEP Grants** for the 24-25 school year . These 2 grants will complement each other by incorporating service-learning, leadership, career identification and workplace skills into all facets of the program. This will allow students to apply curricula and classroom learning through hands-on service projects they help design while exploring and engaging in our community and various career paths. Activities will be related directly to important learning goals and will be linked to the college and career readiness standards. Many of our students do not have a clear idea of a career pathway and being exposed to, and experiencing, community and workplace settings will provide access to a variety of skill requirements. Assisting in the functioning of these jobs and services allows students to explore career pathways in real-world settings. It will also enhance employability for them as they learn, practice and master new workplace skills as part of the learning process. Our career navigator will then be able to work with our students to transition to a job, postsecondary education or training program.

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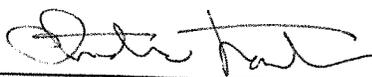
Responsibilities of Local Workforce Development Board:

Anticipate serving 35 students over the course of a school year. Assist with speakers, connections to the various workplace employers willing to allow students to gain insight to the various careers within their community and beyond. A path through Career ConneCT for our students to navigate how to earn certifications and eliminate the barriers keeping them from doing so. Assist with on site visits from the American Job center to keep students informed of career opportunities available to them.

PROPOSING AGENCY

New Milford Adult Education
388 Danbury Road
New Milford CT 06776

Christy Martin, Director

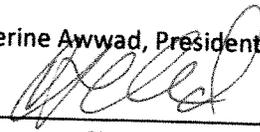


4/21/24

WORKFORCE DEVELOPMENT BOARD

Northwest Regional Workforce
Development Board
249 Thomaston Avenue
Waterbury, CT 06702

Catherine Awwad, President & CEO



Signature

Date:

4/22/24



APPENDIX G-1: STANDARD STATEMENT OF ASSURANCES

**STANDARD STATEMENT OF ASSURANCES FOR GRANT PROGRAMS
CONNECTICUT STATE DEPARTMENT OF EDUCATION**

Project Title:	Innovations and Transitions
Applicant:	New Milford Adult Education

The Applicant hereby assures the Connecticut State Department of Education that:

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

or part, described in the application for the grant.

- K. At the conclusion of each grant period, the applicant will provide for an independent audit report acceptable to the grantor in accordance with Sections 7-394a and 7-396a of the C.G.S., 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. Nondiscrimination

- 1) For purposes of this Section, the following terms are defined as follows: a. "Commission" means the Commission on Human Rights and Opportunities; b. "Contract" and "contract" means this grant; c. "Contractor" and "contractor" means the applicant and any successors or assigns; d. "Gender identity or expression" means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose. e. "good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations; f. "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; g. "marital status" means being single, married as recognized by the State of Connecticut, widowed, separated or divorced; h. "mental disability" means one or more mental disorders, as defined in the most recent edition of the American Psychiatric Association's "Diagnostic and Statistical Manual of Mental Disorders", or a record of or regarding a person as having one or more such disorders; i. "minority business enterprise" means any small contractor or supplier of materials fifty-one percent or more of the capital stock, if any, or assets of which is owned by a person or persons: (1) who are active in the daily affairs of the enterprise, (2) who have the power to direct the management and policies of the enterprise, and (3) who are members of a minority, as such term is defined in subsection (a) of C.G.S. § 32-9n; and j. "public works contract" means any agreement between any individual, firm or corporation and the State or any political subdivision of the State other than a municipality for construction, rehabilitation, conversion, extension, demolition or repair of a public building, highway or other changes or improvements in real property, or which is financed in whole or in part by the State, including, but not limited to, matching expenditures, grants, loans, insurance or guarantees.
- 2) For purposes of this Section, the terms "Contract" and "contract" do not include a contract where each contractor is (a) a political subdivision of the state, including, but not limited to, a municipality, unless the contract is a municipal public works contract or quasi-public agency project contract, (b) any other state, including but not limited to any federally recognized Indian tribal governments, as defined in C.G.S. § 1-267, (c) the federal government, (d) a foreign government, or (e) an agency of a subdivision, state or government described in the immediately preceding enumerated items (a), (b), (c), or (d).



- 3) (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, gender identity or expression, status as a veteran, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by such Contractor that such disability prevents performance of the work involved, in any manner prohibited by the laws of the United States or of the State of Connecticut; and the Contractor further agrees to take affirmative action to ensure that applicants with job-related qualifications are employed and that employees are treated when employed without regard to their race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, status as a veteran, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by the Contractor that such disability prevents performance of the work involved; (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 the Contractor has a collective bargaining Agreement or other contract or understanding and each vendor with which the Contractor has a contract or understanding, a notice to be provided by the Commission advising the labor union or workers' representative of the Contractor's commitments under this section and to post copies of the notice in conspicuous places available to employees and applicants for employment; (d) the Contractor agrees to comply with each provision of this Section and C.G.S. §§ 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to C.G.S. §§ 46a-56, 46a-68e, 46a-68f and 46a-86; and (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 C.G.S.

§ 46a-56. If the contract is a public works contract, municipal public works contract or contract for a quasi-public agency project, the Contractor agrees and warrants that he or she will make good faith efforts to employ minority business enterprises as subcontractors and suppliers of materials on such public works or quasi-public agency projects.

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



- 6) The Contractor shall include the provisions of subsection (3) of this Section in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and in every subcontract entered into in order to fulfill any obligation of a municipal public works contract for a quasi-public agency project, 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 C.G.S. § 46a-56, as amended; 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 regarding the State contract, 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

- 7) The Contractor agrees to comply with the regulations referred to in this Section as they exist on the date of this Contract and as they may be adopted or amended from time to time during the term of this Contract and any amendments thereto.
- 8) (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 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 C.G.S. § 46a-56; and (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 C.G.S. § 46a-56.
- 9) The Contractor shall include the provisions of the foregoing paragraph in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with C.G.S. § 46a 56, as amended; 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 regarding a State contract, 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.



10) Nondiscrimination Certification. Pursuant to subsection (c) of section 4a-60 and subsection (b) of section 4a-60a of the Connecticut General Statutes, the Contractor, for itself and its authorized signatory of this Contract, affirms that it understands the obligations of this section and that it will maintain a policy for the duration of the

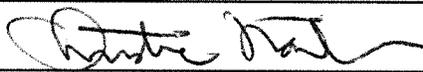
Contract to assure that the Contract will be performed in compliance with the nondiscrimination requirements of such sections. The Contractor and its authorized signatory of this Contract demonstrate their understanding of this obligation by signing this Statement of Assurances below.

M. The grant award is subject to approval of the Connecticut State Department of Education and availability of state or federal funds.

N. The applicant agrees and warrants that Sections 4-190 to 4-197, inclusive, of the C.G.S. concerning the Personal Data Act and Sections 10-4-8 to 10-4-10, inclusive, of the

Regulations of Connecticut State Agencies promulgated there under are hereby incorporated by reference.

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

Signature of Authorized Official:	
Name: <i>(typed)</i>	<i>Christine Martin</i>
Title: <i>(typed)</i>	<i>Director</i>
Date:	<i>4/29/2024</i>



APPENDIX G-2: GENERAL EDUCATION PROVISIONS ACT (GEPA) SEC. 427 ATTESTATION

WORKFORCE INNOVATION AND OPPORTUNITY ACT, TITLE II – ADULT EDUCATION AND FAMILY LITERACY

This attestation outlines the steps that New Milford Adult Education will ensure be taken should the innovations and Transitions project be funded.

The purpose of this requirement is to assist the U.S. Department of Education in implementing its mission to ensure equal access to education and to promote educational excellence.

The statute highlights six types of barriers that can impede equitable access or participation: gender; race; national origin; color; disability; or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc., from such access or participation in the federally-funded project or activity. Please describe the steps applicable to your project that you will take to comply with the GEPA requirements.

All programs will be held in ADA compliant buildings

All students will have access to technology both in and out of school as needed

All students will have access to a guidance counselor

Project Director: (Name and Title) Christine Martin, Director

Signature of Project Director: _____

Date: 4/29/24



APPENDIX G-3: CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREM

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 62, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 62, Sections 62.105 and 62.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress or an employee of a Member of Congress in connection with the making of any Federal Grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement.

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110—

A. The applicant certifies that it and its principals

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgement rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Notifying the agency, in writing, within 10 calendar days

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transactions (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610—

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about:

(1) The dangers of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace.

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph

(a) that, as a condition of employment under the grant, the employee will:

(1) Abide by the terms of the statement, and

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

after receiving notice under subparagraph (d)(2) from an



employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

h) The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610-

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant, and

B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.

Place of Performance (Street address, city, county, state, zip code)

New Milford Adult Education

388 Danbury Road

New Milford, CT 06776

Check if there are workplaces on file that are not identified here.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

<p>NAME OF APPLICANT PR/AWARD NUMBER AND / OR PROJECT NAME</p> <p>New Milford Adult Education Innovations and Transitions</p>
<p>PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</p> <p>Christine Martin, Director</p>
<p>SIGNATURE</p> 

Affirmative Action Plans

Certification That A Current Affirmative Action Plan Is On File

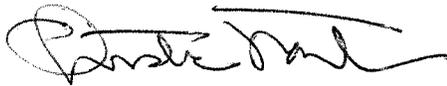
Municipal School Districts are exempt from submitting affirmative action plans. Applicants that are not municipal school districts, including, but not limited to, regional educational service centers and nonprofit organizations, must file the Bidder Contract Compliance Monitoring Report with their application. The completed Bidder Contract Compliance Monitoring Report may be sent by email.

If An applicant who is required to file an Affirmative Action Plan (Bidder Contract Compliance Monitoring Report) already has one on file, the applicant should so certify by signing the statement below:

I, the undersigned authorized official, hereby certify that the applying organization:

New Milford Adult Education has a current affirmative action plan (Bidder Contract Compliance Monitoring Report) on file with the Connecticut State Department of Education.

Signature of Authorized Official:



Date: 4/29/2024

Printed Name and Title: Christine Martin, Director

APPENDIX E: FEDERAL CONSIDERATIONS FOR FUNDING CHECKLIST

Applicant Agency: New Milford Adult Education

External Evaluator Name: _____

Applicant Agency- Indicate the page or pages of the proposal where each consideration is demonstrated.

External Evaluators- Indicate Yes/No/Incomplete for each item.

	Considerations for Funding	Applicant Agency Indicate the document and page found. (e.g., GPA-1, P1-3, P2-1) (Expand boxes as necessary)	For Evaluators Only Indicate Yes/No/Incomplete for each item. Comments required for any No or Incomplete item(s) – make comments on the External Evaluator Review Form
1	The degree to which the eligible provider would be responsive to: (A) Regional needs as identified in the local plan under Section 108 (as evidenced by a description of regional needs and how the applicant will be responsive to those needs); and (B) Serving individuals in the community who were identified as most in need of adult education and literacy activities, including individuals who have low levels of literacy skills or who are English language learners (as evidenced by an objective statement of need accompanied by a recruitment and retention plan which targets these individuals).	GPA Pages 1, 2, 3, 4 P4 SINNOV pages 1, 2 P9 STCNS Pages 1,2	
2	The ability of the eligible provider to serve eligible individuals with disabilities, including eligible individuals with learning disabilities (as evidenced by an objective statement of need accompanied by a recruitment and retention plan which targets these individuals).	GPA Pages 1,2,3,4 P4 SINNOV pages 1, 2 P9 STCNS Pages 1,2	
3	Past effectiveness of the eligible provider in improving the literacy of eligible individuals, to meet state-adjusted levels of performance for the primary indicators of performance described in Section 116, especially with respect to eligible individuals who have low levels of literacy (as evidenced by meeting or exceeding performance measures based on documentation from the LACES and annual reviews for previously funded providers; and as evidenced by comparable objective performance measures which demonstrate successful student outcomes for new eligible providers).	Appendix B GPA page 2 P4 SInnov Page 2 P9 STcns Page 2	

4	The extent to which the eligible provider demonstrates alignment between proposed activities and services and the strategy and goals of the local plan under Section 108, as well as the activities and services of the One-Stop partners (as evidenced by description of proposed activities, strategies and goals, and how the provider plans to align them).	GPA 3, 4, 5 P4 Sinnov Page 2, 3, 5 P9 STcns Page 2,3, 5, 6, 7	
5	Whether the eligible provider's program is of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains and uses instructional practices that include the essential components of reading instruction (as evidenced by a program design suitable to achieve applicable performance measures – appropriateness of program design may be demonstrated by past performance of successful outcomes or documentation of a similar program design and associated outcomes).	Appendix B P4 Sinnov Page 2, 3, 4, 5 P9 STcns Page 2,3, 4, 5, 6, 7	
6	Whether the eligible provider's activities, including reading, writing, speaking, mathematics and English language acquisition instruction, delivered by the eligible provider, are based on the best practices derived from the most rigorous research available and appropriate, including scientifically valid research and effective educational practice (as evidenced by program design and/or curriculum).	P4 Sinnov Page 2, 3, 4, 5 P9 STcns Page 2,3, 4, 5, 6, 7	
7	Whether the eligible provider's activities effectively use technology, services, and delivery systems, including distance education in a manner sufficient to increase the amount and quality of learning and how such technology, services, and systems lead to improved performance (as evidenced by program design and/or curriculum and the accessibility of hardware and software applications, as appropriate).	P4 Sinnov Page 2, 3, 4, 5 P9 STcns Page 2,3, 4, 5, 6, 7	
8	Whether the eligible provider's activities provide learning in context, including through IET, so that an individual acquires the skills needed to transition to and complete postsecondary education and/or training programs, obtain and advance in employment leading to economic self-sufficiency, and to exercise the rights and responsibilities of citizenship (as evidenced by program design and/or curriculum, which focus on skills needed for postsecondary education and/or training, the workplace and citizenship).	P4 Sinnov Page 2, 3, 4, 5 P9 STcns Page 2,3, 4, 5, 6, 7	
9	Whether the eligible provider's activities are delivered by well-trained instructors, counselors, and administrators who meet any minimum qualifications established by the state, where applicable, and who have access to high-quality professional development, including through electronic means (as evidenced by appropriate degrees, certifications and trainings).	P4 Sinnov Page 4, 5 P9 STcns Page 4, 5	

10	Whether the eligible provider’s activities coordinate with other available education, training, and social service resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, institutions of higher education, local WDBs, One-Stop Centers, job training programs, social service agencies, business, industry, labor organizations, community-based organizations, nonprofit organizations and intermediaries, for the development of career pathways (as evidenced by formal collaborations and the commitment of the provider to assess and address the literacy and non-literacy support services of participants).	Collab forms P4 SInnov Page 2, 4,6 P9 STcns Page 2,3, 6 , 8	
11	Whether the eligible provider’s activities offer flexible schedules and coordination with federal, state, and local support services (such as child care, transportation, mental health services and career planning) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs (as evidenced by program schedules and documentation of support services available).	Collab forms P4 SInnov Page 2, 4,6 P9 STcns Page 2,3, 6 , 8	
12	Whether the eligible provider maintains a high-quality information management system that has the capacity to report measurable participant outcomes (consistent with Section 116) and to monitor program performance (as evidenced by prior participation in, or a commitment to participate in, the eligible agency’s CCS and LACES, and to submit comprehensive, timely and accurate data).	Appendix B P4 SInnov Page 2,3 P9 STcns Page 2,3	
13	Whether the local areas in which the eligible provider is located have a demonstrated need for additional English language acquisition programs and civics education programs (as evidenced by area demographic data).	P9 STcns Page 2	

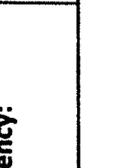
CONNECTICUT STATE DEPARTMENT OF EDUCATION

Academic Office

Program Enhancement Project (PEP) Grants for Adult Education

GENERAL PROPOSAL APPLICATION

FY 2024-2025

Applicant Organization: New Milford Adult Education	Town/Agency Code: 00000096-00
Address: 388 Danbury Road, New Milford CT	Zip Code: 06776
Provider/Agency Director: Christine Martin	Phone: 860-350-6647
Superintendent of Schools or Chief Executive Officer of Agency: Dr Janet Parlato	Email: martinc@newmilfordps.org
Signature of Superintendent of Schools or Chief Executive Officer of Agency: 	Phone: 860-355-8406
	Email: parlatoj@newmilfordps.org
	Date: 5/1/24

PRIORITY AREA	GRANT CODE	MAXIMUM AWARD	FUNDS REQUESTED		MATCHING FUNDS (20%)
			ESL 1-6/ABE 1-4	ABE/ASE 5-6	
Connecticut Adult Virtual High School	(S)AVHS	\$450,000			
Corrections Education	(E)CORR or (S)CORR	\$200,000			
Family Literacy Services	(E)FLS or (S)FLS	\$50,000			
Instructional Innovation	(E)INNOV or (S)INNOV	\$30,000		\$30,000	
Integrated Education and Training	(E)IET or (S)IET	\$50,000			
Integrated English Literacy and Civics Education	(E)IELCE	\$25,000			
Integrated English Literacy and Civics	(E)IELCE + T	\$75,000			

Education + Training							
Technology Integration and Expansion of Services	(E)TECH or (S)TECH	\$30,000					
Transition, Career Navigation and Support	(E)TCNS or (S)TCNS	\$50,000			\$50,000		
Total Funds Requested					\$	\$80,000	\$16,334
Date Submitted: 5/3/2024		Date of Board/Agency Approval Date: Pending May 2024					



APPENDIX B: DEMONSTRATED EFFECTIVENESS FORM

Applicant Organization: New Milford Adult Education	
Address: 388 Danbury Road	
City: New Milford, CT	Zip Code: 06776
Provider/Agency Director: Christine Martin	Phone: 860-350-6647
	E-mail: martinc@newmilfordps.org

An eligible provider must establish that it has demonstrated effectiveness through the following criteria: performance data on its record of improving the skills of eligible individuals, particularly eligible individuals who have low levels of literacy in the content domains of reading, mathematics, English language acquisition, and other subject areas relevant to the services contained in the state’s application for funds. An eligible provider must also provide information regarding its outcomes for participants related to employment, attainment of secondary school diploma or its recognized equivalent, and transition to postsecondary education and/or training (34 CFR 463.24).

An applicant must also provide information regarding its outcomes for participants related to

- employment,
- attainment of secondary school diploma or its recognized equivalent, and
- transition to postsecondary education and training.

If eligible providers apply as a consortium with other eligible providers to consolidate and leverage resources, each member of a consortium must meet the definition of demonstrated effectiveness. Applicants applying as a consortium must submit demonstrated effectiveness data for each consortium member to determine if each member is an eligible provider of demonstrated effectiveness.

There are two ways in which an eligible provider may meet the requirements in this section:

1. An eligible provider that currently receives state and/or federal adult education funds must provide performance data required under Section 116 of the WIOA to demonstrate past effectiveness. Past effectiveness will be evidenced by meeting or exceeding performance measures of Connecticut’s federal targets based on documentation from the Literacy Adult and Community Education Services (LACES) database and annual reviews of previously funded providers.
2. An applicant that has not been previously funded under AEFLA and is currently not utilizing LACES for tracking performance data, as amended by WIOA must provide performance data to demonstrate its past effectiveness in serving basic skills deficient eligible

individuals, including evidence of its success in achieving outcomes listed above.



Past effectiveness will also be demonstrated by post exit performance of the percentage of eligible participants who exited and transitioned to employment as well as the percentage of eligible participants who exited and transitioned to post-secondary education and/or training. Post exit performance indicators are follow-up indicators that are collected after participants exit (90 days or more with no activity or future scheduled service). The post exit indicators require up to one year for follow-up and are reported on some participants who were reported in previous program years.

Failure to complete and submit demonstrated effectiveness tables will result in the applicant being disqualified. Only applications that are determined to be from eligible providers of demonstrated effectiveness will be reviewed, scored, and considered for funding.

This Demonstrated Effectiveness form must be submitted with the proposal on the submission deadline date. Applicants applying as a consortium must submit demonstrated effectiveness data for each consortium member to determine if each member is an eligible provider of demonstrated effectiveness.

Past Effectiveness of Applicants Previously Funded Under AEFLA Title II

Applicants who currently receive state and/or federal adult education funds will submit performance data for the three most recent years, FY22, FY23, and FY24.

Measurable Skills Gains- Use LACES NRS Table 4, for each applicable Fiscal Year, to complete the below chart. For sections that require NRS data from LACES, use the “REPLACE” button when generating the report.

Under the WIOA, five categories are used to document Measurable Skills Gains.

1. Educational Functioning Level (EFL) gain
2. Attainment of secondary school diploma or its recognized equivalent
3. A postsecondary education transcript or report card for a participant who complete a minimum of 12 hours per semester (IET)
4. Training milestone through a satisfactory or better progress report set with an employer (workplace literacy only)
5. Passage of occupational exam or attain technical or occupational skills as evidenced by trade-related benchmarks (IET)

	FY22				FY23				FY24 (current)			
NRS Level	# of students enrolled with 12 hours or more of instruction (Column B)	# of students with one MSG (Columns E+F+G)	Provider % achieving MSG (Column J)	FY22 Negotiated Targets	# of students enrolled with 12 hours or more of instruction (Column B)	# of students with one MSG (Columns E+F+G)	Provider % achieving MSG (Column J)	FY23 Negotiated Targets	# of students enrolled with 12 hours or more of instruction (Column B)	# of students with one MSG (Columns E+F+G)	Provider % achieving MSG (Column J)	FY24 Negotiated Targets
ABE 1	0	0	0	40%	0	0	0	28%	0	0	0	29%
ABE 2	0	0	0	49%	0	0	0	33%	0	0	0	34%
ABE 3	0	0	0	49%	0	0	0	28%	0	0	0	29%
ABE 4	0	0	0	42%	1	0	0	31%	0	0	0	32%
ABE 5	9	9	100	40%	7	4	57.14	40%	7	3	42.86	42%
ABE 6	22	13	59.9	63%	35	26	74.29	49%	31	10	32.26	49%
Total ABE	31	22	70.97		43	30	69.77		38	13	34.21	
ESL 1	7	4	57.14	48%	3	1	33.33	32%	1	0	0	33%
ESL 2	5	2	40	57%	3	2	66.67	39%	4	0	0	41%
ESL 3	8	6	75	50%	6	1	16.67	37%	7	1	14.29	38%
ESL 4	13	3	23.08	46%	22	8	36.36	25%	27	10	37.04	26%
ESL 5	4	1	25	46%	0	0	0	26%	2	0	0	27%
ESL 6	0	0	0	30%	4	0	0	15%	4	0	0	15%
Total ESL	37	16	43.24		38	12	31.58		45	11	24.44	

Grand Total	68	38	55.88		81	42	51.85		83	24	28.92	
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Post-Exit Performance Indicators- Use LACES NRS Table 5, for each applicable Fiscal Year, to complete the below chart. For sections that require NRS data from LACES, use the “REPLACE” button when generating the report.

Post-exit performance indicators are follow-up indicators that are collected after participants exit (90 days or more with no activity or future scheduled service). The post exit indicators require up to one year for follow-up and are reported on some participants who were reported in previous program years.

	FY22				FY23				FY24 (current)			
Employment Measures	# of participants who exited (Column B)	# of participants who exited achieving outcome or median earnings value (Column C)	Provider % participants achieving outcome (Column D)	FY22 Negotiated Targets	# of participants who exited (Column B)	# of participants who exited achieving outcome or median earnings value (Column C)	Provider % participants achieving outcome (Column D)	FY23 Negotiated Targets	# of participants who exited (Column B)	# of participants who exited achieving outcome or median earnings value (Column C)	Provider % participants achieving outcome (Column D)	FY24 Negotiated Targets
Employed Second Quarter After Exit	50	8	16	50%	56	14	25	30.10%	63	0	0	30%

Employed Fourth Quarter After Exit	64	9	14.06	50%	55	6	10.91	30.80%	53	1	1.8	31%
Median earnings of participants employed in the second	8	4262.38		\$6,700	14	\$ 6057.14		\$4,750	0	\$ 0		\$4,800

quarter after the exit quarter.												
Credential Attainment	# of participants who exited (Column B)	# of participants who exited achieving outcome or median earnings value (Column C)	Provider % participants achieving outcome (Column D)		# of participants who exited (Column B)	# of participants who exited achieving outcome or median earnings value (Column C)	Provider % participants achieving outcome (Column D)		# of participants who exited (Column B)	# of participants who exited achieving outcome or median earnings value (Column C)	Provider % participants achieving outcome (Column D)	

Attained a secondary school diploma (during participation or within one year of exit) AND employed or entered postsecondary within 1 year of exit	30	1	3.33		18	0	0		14	0	0	
Attained a postsecondary credential while enrolled or within 1 year of exit	0	0	0		0	0	0		14	4	28.57	



Attained any credential (unduplicated)	30	4	13.33	56%	18	4	22.2	32.5%	14	4	28.57	33%
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APPENDIX F: PROPOSAL EDIT CHECK

Applicant Agency: New Milford Adult Education

Required	Notes	Check
Letter of Intent to Apply	Each agency or consortium must complete and submit a completed Letter of Intent to Apply electronically by email as a PDF attachment to SDE.AdultEd@ct.gov by Friday, March 15, 2024. Use subject line: Letter of Intent <Insert Organization Name>.	<input checked="" type="checkbox"/> Yes
The RFP, in its entirety, including all components, must be emailed by 4:00 p.m. on Friday, May 3, 2024, to SDE.AdultEd@ct.gov . Subject Line: PEP RFP Application <Insert Organization Name>. All documents must be submitted as requested in the "Proposal Guidelines and Requirements" section and below in the PEP RFP Application email by the RFP submission date.		
Demonstrated Effectiveness Form	Each applicant must complete and submit a Demonstrated Effectiveness Form as a <u>separate</u> PDF attachment. Failure to complete and submit demonstrated effectiveness tables will result in the applicant being disqualified. Only applications that are determined to be from eligible providers of demonstrated effectiveness will be reviewed, scored, and considered for funding.	<input checked="" type="checkbox"/> Yes
General Proposal Application	Each applicant must complete and submit a General Proposal Application as a <u>separate</u> PDF attachment. The application cover page must be signed by the Superintendent of Schools or Chief Executive Officer of Agency and include the date of Board/Agency approval.	<input checked="" type="checkbox"/> Yes
Priority Area Planning Documents	<p>Each applicant must complete and submit a priority area planning document as a <u>separate</u> PDF attachment for <u>each</u> priority area requesting funds. Please try to limit each priority planning document to seven pages.</p> <p>Section 231 Comprehensive Adult Education Services: Connecticut Adult Virtual High School Family Literacy Services Instructional Innovation Integrated Education and Training Integrated English Literacy and Civics Education (IELCE) Technology Integration and Expansion of Services Transition, Career Navigation and Support</p> <p>Section 225: Corrections Education</p> <p>Section 243: Integrated English Literacy and Civics Education (IELCE+T)</p>	<input checked="" type="checkbox"/> Yes
ED-114 Budget Templates:	Each applicant must complete and submit Budget Form ED-114 Excel worksheets (do not send a PDF) as <u>separate</u> attachments using the Excel templates for Comprehensive Adult Education Services, Corrections Education and Integrated English Literacy and Civics Education.	<input checked="" type="checkbox"/> Yes